

December 15, 2012

Andrea S. Rutledge, CAE  
Executive Director  
National Architectural Accrediting Board  
1735 New York Avenue, NW  
Washington, DC 20006

Dear Ms. Rutledge,

As previously discussed, please find the enclosed self-study report to reactivate the process of seeking National Architectural Accrediting Board (NAAB) accreditation for the Department of Architecture and Community Planning of the University of the District of Columbia (UDC).

We look forward to the April 2013 visit of the accreditation team that you had previously called, or a differently configured team. As you know, the UDC Architecture program is now a part of the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) and I am pleased to state that the UDC and its leadership are in full support of the architecture program and its efforts to seek NAAB accreditation.

As our self-study report will attest, we are making significant progress toward embedding a focus on urban sustainability into our program. We have also obtained a significant commitment from the university to make major investments in the space needs of the program and to address the fiscal needs of the architecture program. Two faculty searches and a major renovation and relocation of the architecture studios are now under way.

Please let me know if you need any additional information at this time. I also look forward to your personal visit to our campus.

Best regards,



Dr. Sabine O'Hara  
Dean and Director of Landgrant Programs



**National Architectural Accreditation Board**

**UNIVERSITY OF THE DISTRICT  
OF COLUMBIA**

College of Agriculture, Urban Sustainability &  
Environmental Sciences (CAUSES)  
Department of Architecture & Community Planning  
(DACP)  
Washington, DC – Van Ness Campus



**Architecture  
Program Report (APR-IC)  
For the 2013 NAAB Visit:  
APPLICATION FOR  
INITIAL  
ACCREDITATION**



**MASTER OF ARCHITECTURE I & II**  
(Pre-professional Undergraduate Degree-131 Credit Hours  
+ 37 Graduate Credit Hours) – MArch I  
And (Non-professional Undergraduate Degree  
+ 90 Graduate Credit Hours) – MArch II

Submitted To:  
**NAAB**

December 2012

# ARCHITECTURE PROGRAM REPORT

**Submitted To:**

National Architectural Accreditation Board  
1735 New York Avenue, NW  
Washington, DC 20006

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December 15, 2012

## Table of Contents

| <u>Section</u>                                                           | <u>Page</u> |
|--------------------------------------------------------------------------|-------------|
| Part One. Institutional Support and Commitment to Continuous Improvement | 6           |
| 1. Identify & Self- Assessment                                           |             |
| 1. History Mission                                                       |             |
| 2. Learning Culture and Social Equity                                    |             |
| 3. Responses to the Five Perspectives                                    |             |
| 4. Long Range Planning                                                   |             |
| 5. Program Self- Assessment                                              |             |
| 2. Resources                                                             | 23          |
| 1. Human Resources and Human Resource Development                        |             |
| 2. Administrative Structure and Governance                               |             |
| 3. Financial Resources                                                   |             |
| 4. Physical Resources                                                    |             |
| 5. Information Resources                                                 |             |
| 3. Institutional Characteristics                                         | 41          |
| 1. Statistical Reports                                                   |             |
| 2. Annual Reports                                                        |             |
| 3. Faculty Credentials                                                   |             |
| 4. Policy Review                                                         | 42          |
| Part Two. Educational Outcomes and Curriculum                            | 42          |
| 1. Student Performance Criteria                                          |             |
| 1. Curricular Framework                                                  |             |
| 2. Regional Accreditation                                                |             |
| 3. Professional Degrees and Curriculum                                   |             |
| 4. Curriculum Review and Development                                     |             |
| 2. Evaluation of Preparatory/Pre-professional Education                  | N/A         |
| 3. Public Information                                                    | N/A         |
| 1. Statement on NAAB-Accredited Degrees                                  |             |
| 2. Access to NAAB Conditions and Procedures                              |             |
| 3. Access to Career Development Information                              |             |
| 4. Public Access to APRs and VTRs                                        |             |
| 5. ARE Pass Rates                                                        |             |
| Part Three. Progress Since Last Site Visit (NA)                          | N/A         |
| Part Four. Supplemental Information                                      | 44          |
| 1. Course Descriptions                                                   |             |
| 2. Faculty Resumes                                                       |             |
| 3. Visiting Team Report (NA)                                             |             |
| 4. Catalog (or URL)                                                      |             |

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## **PART ONE (I) – Institutional Support and Commitment to Continuous Improvement**

### **1. IDENTITY & SELF-ASSESSMENT**

#### **1.1.1 History & Mission**

##### **1.1.1 History of the University System of the District of Columbia (USDC)**

The history of the University of the District of Columbia is, at once, old and new. The seeds of higher education for the District of Columbia were planted in 1851 when Myrtilla Miner founded a "school for colored girls". In 1879, Miner Normal School became a part of the public school system. Washington Normal School, established in 1873 as a school for white girls, was renamed Wilson Normal School in 1913. The two schools united in 1955, after the long awaited Supreme Court desegregation decision, to form the **District of Columbia Teachers College**.

For those residents who did not wish to become teachers, or those who were both black and poor, the aspiration of advanced studies, whether in a technical field or in the liberal arts, was unattainable. It was not until 1963 that President John F. Kennedy established a commission that found a compelling need for affordable public higher education in the District of Columbia that would enable residents to participate fully in the life of the city and its economic future.

In 1966, under the leadership of Senator Wayne Morse and Congressman Anchor Nelsen, two institutions were established: The **Federal City College** whose Board of Higher Education was appointed by the Mayor of the District of Columbia, and The **Washington Technical Institute** whose Board of Vocational Education was appointed by the President of the United States. The mission of both institutions was to serve the needs of the residents of the District and its neighborhoods by directing the resources and knowledge gained through advanced education toward the solution of urban problems. Federal City College and the Washington Technical Institute achieved land grant status in 1968, more than 100 years after the first Morrill Land Grant College Act was passed by Congress. Washington Technical Institute received regional accreditation in 1971; Federal City College in 1974.

In 1969, the **District of Columbia Teachers College**, the city's oldest teacher training institution was placed under the jurisdiction of the Board of Higher Education. After Congress granted limited home rule to the District of Columbia, the mandate for consolidating the three schools was authorized by D.C. Law 1-36 in 1975. On August 1, 1977, the consolidation of the District of Columbia Teachers College, the Federal City College and the Washington Technical Institute under a single management system as the **University of the District of Columbia** (UDC) was completed. By 2005 the independent David A. Clarke School of Law was incorporated into UDC.

In 2008 Dr. Allen Sessoms was appointed President of UDC. By fall 2009 President Sessoms had begun the implementation of his plans to establish a **University System of the District of Columbia (USDC)**. This new entity would include a new community college (UDC-CC) with open enrollment, and a flagship University of the District of Columbia (UDC) with higher admissions standards.

In May 2010 the USDC Board of Trustees approved the creation of a new college within the USDC system: the **College of Agriculture, Urban Sustainability & Environmental Sciences (CAUSES)**. The same Board action also ratified the creation of a new **Master's of Architecture** program along with the transfer of the existing undergraduate program (**BSc. Arch**) from the School of Engineering & Applied Sciences (SEAS) to CAUSES. This established the **Department of Architecture & Community Planning (DACP)** within CAUSES. The newly established organizational and communication structure flows from the architecture program head through the Dean of CAUSES to the Provost as the University's Chief Academic Officer to the President as the Chief Executive Officer of the institution.

##### **1.1.2 History of Architecture Programs at UDC**

In 1968 a two-year Architectural Engineering Technology degree program was implemented at the UDC predecessor institution, the **Washington Technical Institute**. The program had two full-time faculty members and approximately 30 students and its primary objective was to provide the students with an architectural

design experiences. In 1972 under the new leadership of **Clarence Pearson**, the program took on a new emphasis of “construction documents” as a priority over the initial emphasis on “design.”

With the 1973 addition of two professional engineers to the faculty, the program became one of a small number of programs at predominately minority serving institutions that was accredited by the Accreditation Board of Engineering & Technology (ABET). During these early years a new campus was constructed at corner of Van Ness and Connecticut Avenue. In 1975, the program was moved from its original site in an old existing structure at the Van Ness campus to a new Building 42 on the growing campus. During that year the fabrication of scale building construction models was introduced to the first year of the two-year program.

Over the ensuing 15 year period Professor Pearson’s two-year associate program graduated hundreds of predominately minority students including a number of women who went on to enter the architecture, engineering and construction professions. Many of these two-year graduates and UDC alumni also went on to complete NAAB accredited first professional degree programs at other institutions including Howard, Yale, Catholic and UCLA. A number of these students went on to become 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 1986 Professor Pearson recruited **Robert Gordon** and **Melvin Mitchell** - both registered architects and principals of their own firms – as full-time faculty members. Each one brought vast experience and considerable depth to the Associates in Applied Sciences (AAS). The addition of these two faulty members also brought credence and viability to Professor **Clarence Pearson’s** vision of establishing an NAAB accredited first professional degree program at UDC.

Professors Mitchell and Gordon were tasked with leading an initiative to expand the two-year AAS-ACET program by adding a three-year curriculum segment that would institute a five-year “2+3” Bachelor of Architecture program. ***While the UDC “2+3” curriculum was patterned after the “2+3” AAS/Bachelor of Architecture program at Northeastern University, the actual pedagogy, vision, mission and spirit of the new UDC program was patterned after the BAC program, at Boston Architecture College.***

In the fall of 1989, the new Bachelor of Architecture program at UDC was implemented as a first professional degree program that would seek NAAB accreditation. Professor Ralph Belton joined the architecture faculty at UDC to further that effort. Both the 2-year and the 3-year segments of the program offered studios and classes in the evening and on Saturdays in order to accommodate persons whose career objective was to become licensed architects, but who had to maintain employment during regular business hours.

In 1989 Professor Pearson also founded The **Architectural Research Institute (ARI)** as a research and professional practice clinic to the architecture program. The ARI is located on the UDC campus but acts as an autonomous entity that places students in real-life professional work experiences of serving clients and meeting deadlines and work objectives of a broad range of architectural projects located in the District of Columbia. The creation of the ARI proved to be a prescient example of the 1996-published Boyer-Mitgang report entitled ***Building Community***. The report called for more direct exposure of students to professional office practice and experience prior to graduation.

In 1992 the new “2+3” degree program submitted a formal APR to NAAB and received an official NAAB Candidacy Visiting Team that resulted in the formal granting of Candidacy. The program was scheduled to submit a second APR to NAAB for an initial accreditation visit upon the anticipated graduation of an initial cohort of students in 1996. The program did indeed grant a number of B. Arch degrees during that candidacy period. Yet just as it prepared for its second APR the DC government faced a severe budgetary crisis referred to as the “control board” years. As a result, UDC was unable to provide the resources necessary for the program to address critical physical resources deficiencies cited in the 1992 Candidacy Visiting Team Report.

While the UDC program period of NAAB Candidacy expired in 1998, the Bachelor of Architecture program remained fully operational. Between its implementation in 1989 and its discontinuance in 2005, over 100 Bachelor of Architecture degrees were conferred. Virtually all of the BArch program graduates achieved gainful employment in the Architecture-Engineering-Construction (AEC) industry. A number of those UDC BArch graduates went on to acquire first professional degrees (BArch and MArch) programs at NAAB-

accredited programs. A number of those UDC graduates also went on to successful completion of the ARE and became licensed architects.

By 2002 the UDC architecture program faculty had completed plans to re-apply to NAAB for the restoration of "Candidacy" status for the 5-year Bachelor of Architecture degree program. However, through informal consultation with NAAB leadership the faculty became aware of impending changes in NAAB policy that would preclude the acceptance of new candidacy applications from ***not-yet-accredited*** five-year Bachelor of Architecture degree programs. NAAB instead pursued plans to make a Master of Architecture program its first professional degree.

In order to establish the Master of Architecture as the first professional degree at UDC, the architecture program faculty, under the continuing leadership of Professor Pearson, embarked upon a new strategic direction of a two-stage "partitioning" of the five-year Bachelor of Architecture program. **Stage One** was *implemented in Fall 2005* and entailed the formal establishment of a revised four-year program as a four-year **Bachelor of Science in Architecture (BSc Arch)** pre-professional degree program.

**Stage Two** entailed the implementation of a revised and expanded version of the fifth year of the previous 5-year Bachelor of Architecture program as a "*first professional degree*" Master of Architecture program. This approach channeled the 20-year old precedent first initiated at Texas A&M University. The faculty concluded that the revised two-semester 5<sup>th</sup> year of the Bachelor of Architecture curriculum would require an additional third semester in order to constitute a viable MArch I degree at UDC at this time. The faculty also saw the need to establish an "accelerated" Master of Architecture degree track for persons coming into architecture at USDC as holders of undergraduate degrees that were not in the field of architecture (MArch II).

***The reorganization of the 5-Year Bachelor of Architecture degree program into a 4-Year Bachelor of Science/1.5 Year Master of Architecture and a 3.5-Year Master of Architecture degree programs was approved by the USDC Board of Trustees in May 2010. The initial class of 6 M.Arch students were admitted in Fall 2010.***

The availability of a NAAB accredited professional degree program at USDC that allows citizens throughout the greater Metropolitan Washington Region to become licensed design professionals is immanently consistent with the mission of USDC and its newly established College of Agriculture, Urban Sustainability and Environmental Sciences It also parallels the commitment of USDC to provide accredited programs in law, engineering, business, nursing, dietetics and education.

The UDC administration, the Dean of CAUSES, and the architecture faculty are also keenly aware that the enrollment potential and the growth of the program is closely tied its ability to achieve official NAAB Candidacy, followed by initial NAAB accreditation. Growth projections from the baseline enrollment of 60 students in the BSc'Arch. program plus 10 students in the new M. Arch. program in the fall term of 2011 must be realistic and rather conservatively during the anticipated candidacy period. Once UDC is able to market the program as "***a NAAB In-Candidacy program pursuing initial accreditation at the city's only public university, offering evenings and weekend classes and studios as well as on-line courses...***" we are confident that aggressive growth targets will be met especially in light of the unique positioning of the architecture program in CAUSES with its compelling Urban Sustainability focus and its alignment with the ***Sustainable DC*** initiative of DC Mayor Vincent Gray (Sustainable DC 2012).

#### **Centrality of the Program to the UDC Mission**

Both the Baccalaureate and Masters program in Architecture are central to the UDC mission (see also "A Strategic Plan of the State University of the District of Columbia, 2011") as well as to the mission of its newest college - the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). Particularly relevant is the emphasis of the programs within CAUSES on Urban Sustainability and on the built and natural environment in an urban context. This focus is also germane to the urban land-grant mission of UDC. CAUSES embodies this mission by bringing together the land-grant programs of the university with relevant academic programs in professional fields that are focused on "... improving the quality of life and economic opportunity of people and communities in the District of Columbia, the nation, and the world." Given the land-grant commitment of educating students in their chosen academic field while also providing research-based community education and extension services to local residents and neighborhoods in DC, UDC's architecture program has found a fitting home in CAUSES. The program and its faculty members and students and have always been involved in the community and have had a significant impact especially through the work of the Architectural Research Institute (ARI). This clinical arm of the UDC architecture programs has been involved



in assisting nonprofit organizations and District agencies with a range of design and building rehabilitation needs that would have otherwise gone unmet. Various organizations and agencies of the District of Columbia have also solicited technical assistance from architecture faculty and students outside of the work of the ARI; however, most of the services provided were associated with the ARI that was created in 1989. Examples of the community service projects conducted by the ARI are described in more detail in a later section of this report.

The goals and objectives of the architecture program are well aligned with its strategic academic program objectives for 2009-2014. One of the central elements of the UDC mission is to provide cutting edge technology and other relevant infrastructural support to the District of Columbia. The architecture program, as part of the new College of Agriculture, Urban Sustainability and Environmental Science, is strategically placed to make a significant impact on the sustainable infrastructure and urban sustainability initiatives of the District of Columbia. Especially noteworthy are collaborative opportunities with the CAUSES Center for Urban Agriculture, the CAUSES Center for Sustainable Development and the Water Resources Research Institute that is also located within CAUSES. These Land-grant Centers and Research Institutes invite collaboration with the architecture program to address critical issues and growing concerns about food security, food safety and sustainable resource management, i.e. of improved storm-water management in dense urban neighborhoods, high efficiency energy generation, energy and/or carbon neutral design, and vertical food production in urban spaces (including rooftops and balconies).

In addition, a UDC wide initiative focused on improving student learning outcomes through 'deep learning' seeks to move beyond student engagement by utilizing the District of Columbia itself as an extension of the classroom. These initiatives are based on the work of UDC provost Dr. Ken Bain and his world-renowned research on 'what the best college faculty do' and 'what the best college students do' to achieve their learning success (see Bain 2008 and 2012). Several survey-instruments used to assess student satisfaction levels also provide a window into what works and does not work. Appendix E includes samples of these instruments. Because of the nature of architecture as a field of study, close attention is paid to culture and nationality as an important element of assessing the particular lens that students may bring to their course of study. In order to achieve the best possible learning outcomes, one must be reasonably familiar with students starting point and where to best pick them up. This requires some degree of familiarity with their cultural background and idioms of the various students in a course or studio in order to offer appropriate reference points.

Students in all courses in architecture fill out an evaluation form at the end of each semester that evaluates the professor as well as the infrastructure of the university. The faculty and the architecture program meet on a regular basis to assess the evaluation forms and determine how to improve course content and delivery to the student. All students and all of the architectural studios are also required to have a portfolio for each project. Each studio has a jury that critiques each student's project. The program also includes a mandatory capstone project for seniors in the Architecture Program. The senior Capstone project is typically juried by outside professionals and faculty. In addition, alumni and employers of alumni are requested to fill out an evaluation form every two years. These forms are evaluated by faculty and used for purposes of continuous program improvements based on statistical analysis. The software *Flashlight* is used to compile and analyze the survey data collected.

A committee of faculty members also meets to evaluate the written comments gathered as part of the regular student course evaluations. Several areas of the curriculum have been reinforced based on the assessments conducted. Specifications, for example, is one such area that has been expanded based on learning outcomes and student assessment results. More hands on instruction in the structural and engineering courses has also been added to reinforce the learning objectives of the architecture students.

The assessment of student learning is ongoing and the outcomes are typically a reflection of the strengths or weaknesses of the incoming classes as well as the adjustments in content and delivery necessary to address certain starting conditions in student preparedness, interest and awareness. Regularly conducted architecture program meetings are an important venue where faculty discuss course evaluation and survey the results of students and alumni in order to make appropriate changes to the program. Resources for the Architectural Programs have always been limited given the public university context of the program in the District of Columbia that poses particular challenges. Enrichment support has been provided by the Architecture Research Institute terms of supplies, printing, plotting mentoring the students. The recent move of the architecture program to CAUSES has already added significant administrative support to the program as the new dean of CAUSES has made revisions in the colleges organizational structure that improve collaboration and support across the academic programs within the new college.

### 1.1.2 Learning Culture & Social Equity

UDC and CAUSES are deeply committed to academic integrity and transparency in their policies and procedures. This dual commitment establishes a culture of rights and responsibility that is especially important for the largely first-generation college population that the university serves. Students are encouraged to speak their mind, to share their perspective, and to bring their own life-context and experience into the learning process. Thus, they are also asked to be not only engaged learners but to be co-teachers who take responsibility for their own learning process and for the learning experience of their peers and fellow students (heutagogical principles of learning).

While these commitments are anchored in the student and faculty handbooks, they first come alive in the daily practice of student engagement, open communication, and accessibility. Plagiarism policies, for example, are included in all syllabi; faculty contact information is transparent and accessible; the dean of CAUSES and her administrative assistant are technology savvy and use Information and Communication Technology tools (ICT-tools) to be responsive and accessible; a recently appointed assistant to the dean for academic programs ensures the consistent application of policies and procedures across all academic programs in CAUSES, and provides substantive support to all academic programs and faculty members within the college.

The small core full-time faculty that comprise the architecture program faculty has been quite consistent over the past five years and consists of Professors Clarence Pearson, FAIA; Melvin Mitchell, FAIA; Ralph Belton, RA; Genell Anderson, AIA; and Kathy Dixon, AIA. Within this group, the subject of “studio culture” is a constant topic. Professor Mitchell has written extensively on the subject of “Studio” as it relates to the unique history of HBCU based programs including UDC’s program (see for example his book, *The Crisis of the African American Architect: Conflicting Cultures of Architecture and (Black) Power*, Revised 2<sup>nd</sup> Edition, 2002). Each of the faculty members is familiar with NAAB documents including AIAS materials and all have read the materials in great depth to be able to compare and contrast them to the “Building Community” report by Boyer and Mittag. All are in agreement about the importance of the five core NAAB Studio Culture Policies known collectively as **“Optimism, Respect, Sharing, Engagement and Innovation.”** These core principles guide the studio policies of the architecture program at UDC. Beyond these, the core faculty is still actively engaged in formulating an appropriate “Studio Culture Policy” for CAUSES-UDC. The reason for this current policy related activity is that the UDC Architecture Program is in the process of repositioning itself as an integral and essential part of the new College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). The faculty affirms its new place within the UDC organizational structure and is excited about the opportunities this affiliation offers to create an architecture program that is steeped in urban sustainability issues. Architecture program faculty are committed to contributing to finding solutions to some of the most pressing issues of the 21<sup>st</sup> century with more than half of the world’s population now living in urban centers and at increasingly larger distances from rural agricultural spaces. There is a shared belief by the faculty that in light of the overarching mission of UDC and CAUSES as a unique urban land-grant institution in the nation’s capital, the concept of “studio” at UDC is still evolving. In short, architectural education – and by extension, “studio” at UDC is interdependent with the new and evolving mission of UDC-CAUSES and its commitment to “... offer research-based academic and community outreach programs that improve the quality of life and economic opportunity of people and communities in the District of Columbia, the nation, and the world.

On a practical level, the UDC Architecture Program students’ learning goals are defined by a written list of 32 criteria points established by the National Architectural Accrediting Board (NAAB). NAAB is one of the national representatives from the architecture profession’s “stakeholders<sup>1</sup>” – also known as the “five collateral organizations” - that meet regularly to ensure that the NAAB standards are current and appropriate for the “first professional degree” graduate in Architecture. The standards ensure that graduates are employable in the profession under the title of “Emerging Professional.” After a prescribed number of hours of serving as graduate interns, they are also eligible to sit for the architectural licensing examination (ARE).

The list of 32 NAAB criteria points offer clear guidance for the standards by which instructional goals are set and measured at UDC. The 32 criteria points signifying student achievement of “understanding” or “ability”

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<sup>1</sup> National Architecture Accrediting Board (NAAB); Architectural Collegiate Schools of Architecture (ACSA); National Council of Architectural Registration Boards (NCARB); American Institute of Architects (AIA); American Institute of Architecture Students (AIAS)

that, according to the professional judgment of a broad range of the architecture profession's stakeholders, produce graduating architects that can be considered a "reasonably competent beginner".<sup>2</sup> The criteria points range from reading, writing and research skills to technical and theoretical knowledge and ethical and professional standards. They are designed to equip the student with a broad general theoretical, technical and philosophical education in the 4-year "pre-professional" architecture degree program phase of a NAAB accredited curriculum. The graduate or "first professional degree" phase of the NAAB accredited curriculum focuses on preparing the student for a professional office internship period that culminates in the student's eligibility to sit for the architectural licensing examination. The significant advantage that the ARI affords UDC architecture students is the opportunity to already gain valuable professional experience during their course of study at UDC. Some of the talented graduates of the program actually stay on and gain full-time employment at the ARI.

In order to ensure congruence between each course in a NAAB curriculum and the program goals each course is assigned the responsibility of addressing one or more of the 32 criteria (see SPC matrix). An ongoing dialogue among the faculty facilitates continuity of the most critical criteria throughout the program and its courses. The students are made aware of the specific assignments associated with the criteria through each individual course syllabi whereby faculty members embed the criteria in the syllabi of each of their courses.

The competencies developed in the four years leading to the BSc Arch degree prepare the students for entry into an M'Arch degree program. Upon completion of the BSc Arch degree, students are prepared to enter into the work force, but cannot proceed to eligibility to take the ARE exam. Satisfactory completion of the MArch degree is required to reach the plateau of ARE exam eligibility. The quality of the education received at the MArch level also prepares the student for entry into higher ranks of managerial and problem solving positions in the profession.

Students entering into the profession upon completion of matriculation through a pre-professional and first professional degree program are channeled through the architecture profession's Intern Development Program (IDP). This program was established and maintained by the National Council of Architects Registration Boards (NCARB), one of the "five collateral organizations" of the profession. NCARB provides state-by-state mentoring and accountability to ensure that the student gains experience in all aspects of the profession and the wider community. Students are eligible to enter into the IDP program at the end of their third year in a BSc Arch program. At that point, the student can begin formally accumulating IDP credits towards eligibility to sit for the ARE exam, assuming completion of an MArch or "first professional degree". Employment areas in the profession include project managers; computer aided designers or drafters; spec writers; construction document managers and many others areas. ***The UDC MArch program will also offer a specific focus on preparing students for the role of entrepreneurial business ownership.***

Throughout architectural education the cultural norm is that the design studio is the heart and soul of the curriculum. Other courses in the curriculum are viewed as providing support and reinforcement for studio goals and objectives. The evaluation of student's learning happens on two levels. The first level is the assessment of the student's ability, knowledge and skills in the particular subject matter taught in non-studio or traditional classroom settings. This assessment is achieved through regular periodic tests on materials and data recited in the classroom. The second level of assessment is student performance through intense "learning by doing" in a problem solving studio setting.

An example of classroom reinforcement of the students' performance in a studio setting might be as follows: a student in a structural design course (a classroom course) is expected to grasp and apply sophisticated quantitative analysis to calculating stresses in structural members. That student is also expected to demonstrate understanding of structural stresses in a subsequent studio based building design problem solution as well as in the final design studio in the BSc Arch program and in the more intense 5<sup>th</sup> year masters studio course.

In the Thesis Studio in the first professional degree MArch program, the student is expected to be able to produce comprehensive design solutions that reflect understanding of all the elements necessary to arrive at a complete and competent solution to a building design problem. At the end of both degree programs the

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<sup>2</sup> Building Community: A New Future for Architecture Education and Practice by Ernest L. Boyer and Lee D. Mitgang

student is responsible for formulating the design problem, providing program analysis, problem solving alternatives, and the use of comprehensive, information-technology based communication tools.

Because of the nature of architecture as a field of study, attention must be given to understanding societal, cultural and national norms as they impact design issues. Because a significant part of what architects do is concept-based, the UDC architecture program spends considerable time comprehending the cultural biases that our students bring with them to the program. In order to deliver a particular lesson, faculty must be reasonably familiar with the cultural idioms of the various students so that appropriate references may be drawn. At the end of each semester, each student completes an evaluation form that anonymously evaluates faculty as well as the infrastructure of the University. The architecture program faculty meets on a regular basis to assess the findings so as to determine how to improve course content and delivery to the student.

All students in all of the architectural studios are required to have a portfolio of work completed in preceding semesters. Most upper division studios utilize the jury system for providing critiques of student projects. The mandatory terminal studio project is typically juried by invited outside professionals along with UDC faculty. Alumni and employers of alumni are also utilized as jury members. Faculty-provided evaluation forms are evaluated by faculty and used for statistical analysis and improvement. The assessment of student learning is ongoing. Outcomes are viewed by faculty as typically a reflection of the strength or weakness of the incoming classes.

Over the past 20 years the two full-time tenured faculty members at UDC, a visiting full-time faculty member (*formerly a full-time tenure track faculty at UDC from 1986-1993; the Director/Dean of the School of Architecture & Planning at Morgan State University from 1997-2002*), and a second visiting full-time faculty member have collectively compiled a substantial body of built-work and scholarship. Two UDC Architecture Program faculty members were elevated to the high honor and prestige of AIA Fellow on the basis of their accomplishments in architectural educational leadership and their roles in expanding opportunities in the profession for underrepresented minorities and women.

One of the most palpable examples of faculty-student generated applied research is the founding of the Architectural Research Institute (ARI) and its continuous successful operation over the past 21 years. During that time the ARI founder, Professor Clarence Pearson, has provided consistent competent executive leadership for the ARI. The Institute is a model of integration of real world professional experience with a top quality academic experience. ARI receives contracts from DC agencies and non-profit organizations. To date, ARI contracts comprise work on over 500 homes and apartment units throughout the District of Columbia. The collective documentation of programming, technical analysis, design, contract drawings, specifications, cost estimates and construction supervision reports also constitute an enviable body of applied research and community service of the UDC architecture program.

ARI is a prescient example of the integrated experience called for in ***Building Community: A New Future for Architecture Education and Practice*** by Ernest L. Boyer and Lee D. Mitgang that is today considered to be a landmark study of the road ahead for architectural education. ***Building Community***, commissioned by the Carnegie Foundation in 1996 and also known as the Carnegie-Boyer Report, continues to be considered the most definitive and influential study undertaken on the need for overdue reforms in architectural education. The UDC architecture program is proud to say that it had already addressed some of the critical issues identified in ***Building Community*** and has addressed them through the founding of the ARI more than 20 years ago. One of the possible reasons for our 'being ahead of the times' is that UDC students come largely from underserved communities and, underperforming public high-schools in the District of Columbia. As a result, the program had long needed to address significant educational gaps while being true to the rigorous educational standards that afford students secure employment in a competitive profession.

The majority of ARI contracts come from the DC agency of Housing and Community Development. Yet other DC agencies are also sources for potential new contracts and negotiations are being actively pursued. Projects of particular interest to the ARI and other research centers within CAUSES include energy conservation, environmental quality, lead and mold abatements, storm water management and other related applied research and project related contracts. The re-location of Architecture and the ARI to the new CAUSES offers further opportunities for collaborative pursuits of federal level grants and contracts that build on synergies between the ARI and other research centers within CAUSES.

ARI follows the EEO policies and guidelines established by the UDC Department of Human Resources in recruiting and hiring of professional and clerical staff persons. Hiring is usually on a 12-month term basis that

is co-terminus with ARI contracts. Employee re-appointments, where justified by contract renewals and extensions, are also monitored and approved by UDC HR. In the case of students hired for summer term appointments, UDC Human Resources EEO policies are fully met but offer more flexibility for shorter term employment.

The ARI director is first and foremost a tenure-track faculty member. A successful ARI director must possess academic and professional qualifications appropriate for a senior academic appointment at UDC. Those qualifications include a M.Arch. degree, architect licensure, documentable past managerial leadership in an A/E practice, strong written and oral communication skills, and a proven track record in successful pursuit of grants and contracts. In the spring of 2012 the architecture program received approval to hire two new full-time faculty positions that will convert two visiting faculty positions into full-time tenure track positions. Additional hires have been confirmed and will take effect with the implementation of the M.Arch. program and the anticipated growth of the B.S. program. It is anticipated that one of the new M.Arch positions will likely identify a successor to the current ARI Director.

To achieve that level of performance as well as achieve NAAB accreditation, UDC and the new dean of CAUSES have been hard at work to address the physical space needs of the program. These spaces have been identified during the summer and fall of 2012 following the March 2012 hire of the new dean of CAUSES. Specifics of the identified space will be described in a later section of this document. The identified locations and designs in building 32 on the Van Ness campus include contiguous studio space for the program to create a transparent and open learning environment in a 'studio village' cluster that ensures that students are well aware of the progression of the program from its first year through the 4-year BS degree to the 5-year Masters. In addition, the identified space includes a CAD resources lab, an exhibition gallery, a materials lab, a power tools model shop, administrative and faculty offices, a reading resources room, storage space for student work and a student lounge.

### **1.1.3 Response to the Five Perspectives**

#### **A. Architectural Education and the Academic Community**

The UDC architecture program is uniquely positioned to make a major contribution to the educational mission of UDC and its newly formed college – CAUSES. As the nation's only urban land-grant university UDC affirms the integration of scholarship, community engagement and service, and teaching as an expression of the commitment of the District's only public university to the residents and diverse neighborhoods of the District of Columbia. The architecture programs have always been involved in community activities and have already had a great impact throughout the Washington, DC community.

As an integral part of new College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), the architecture program is now strategically placed to make an even greater impact on the infrastructure and urban sustainability initiatives in the District of Columbia. As stated in an earlier section of this report, we anticipate particularly fruitful synergies with the CAUSES Centers for Urban Agriculture, Sustainable Development and the Water Resources Research Institute. The CAUSES academic programs in environmental science, water resources management, nutrition and dietetics, health education, and nursing are also ideal collaborators for exploring the impact of the built environment on human health and well being including impacts on lifestyle choices and quality of life issues. The benefits to the UDC architecture program as well as its contributions to the larger academic mission of UDC and CAUSES have already been evident during the fall term of 2012. The dean of CAUSES launched an initiative called 'The Community Classroom' and courses from across the academic programs in CAUSES were charged with taking their students to three pre-selected sites in Ward 8 of the District to engage them in service learning projects. Several of the architecture faculty and students were asked by their colleagues from other academic fields to extend the service learning experiences as they could be significantly enhanced through the engagement of architecture, for example, in the design of a greenhouse for an urban setting or in addressing potential space conflicts between urban agriculture and solar energy generation.

The UDC architecture program vision is to be a facilitator of the UDC objective of becoming the area's foremost higher education institution in best practices in green design while also being the academic program of choice for high quality students seeking careers in architecture and the larger built-environment profession. This mission includes a commitment to producing the next generation of architectural leadership while also being the first source of LEED training and certification, healthy building initiatives, including lead abatement and mold prevention, and expertise and technical support sought by DC government agencies charged with

implementing DC Mayor Vincent Grey's plan to make Washington DC a national and international "green leader in energy and resource conservation" and in contributing to the green economy of the future. Agencies at the forefront of these initiatives include the District Departments of Housing and Community Development, Environment, Public Works, Health and Human Services, to name just a few.

Three courses currently offer non-majors an opportunity as well to gain greater appreciation for the forces and factors affecting the built-environment and the architecture profession. These courses are **History and Theory of Architecture I and II**, and **The Built Environment**. The courses offer non-majors the chance to develop a different point of view about art, history and the social, economic and political forces shaping the built environment.

In addition to the architecture program, the ARI has provided support for the activities and aspirations of numerous academic departments and research centers within the University. This has provided the opportunity to assist the University Community in many ways through attending project meetings, providing design services, feasibility studies, cost analysis, construction documents and field supervision consultation. Most recently, ARI Director Clarence Pearson and his staff prepared design documents for a commercial kitchen on the UDC Van Ness campus that would support both the activities of the CAUSES Center for Nutrition, Diet and Health and the academic program in nutrition and dietetics. Architecture faculty and ARI staff have also worked with campus services in all aspects of UDC project activities including meetings with contractors, architects and presiding DC capital improvement agencies. The following sampling of projects will provide an overview of the collaborative activities contributions of the architecture program:

- The UDC Master Plan
- The renovation of the plaza
- The renovation of the president's house
- The renovation of the disabilities center
- The renovation of the counseling center
- The auditorium renovation
- The gymnasium renovation
- The renovation of the soccer field
- The renovation of the modular classrooms
- Construction documents for the EAAS Department
- Construction documents for the Elec. Dept.
- Construction documents for the Community College
- Construction documents for the environmental lab.

Other Architecture Program and ARI services provided to various campus entities throughout UDC over the last five years include over 60 specific requests that have ranged from graphic design of departmental brochures to space program redesign in existing buildings. Twenty years of continuous service to the DC Department of Housing and Community Development is a clear testament to the effectiveness of ARI activities. The total dollar value of DC Government agency contracts executed in AY 2008-9 was \$707,972.00. For AY 2009-10 the total is \$999,108.00. Following is list of organizations within the UDC community who were provided with ARI services last year:

1. UDC Psychology Students for Social Responsibility
2. Division of Student Affairs, and Learning Resources Division
3. Civil Engineering Program
4. Office of International Relations, Department of University Advancement
5. School of Engineering and Applied Sciences, Dean's Office
6. Department of Electrical Engineering & Computer Science
7. Campus Security Office

Outside of the UDC campus, the ARI expects to be at the center of new retrofitting initiatives of the many private and governmental buildings in the District of Columbia that would benefit from sustainability and the green architecture paradigm. The conservation of energy resources will continue to be of growing importance across the District and beyond. As a result, there will be more guidelines in code requirements that will impact all buildings in the District of Columbia. We expect that UDC will continue to be at the forefront of this

movement and be the provider of technical expertise to the various constituencies and the District of Columbia and especially to DC government agencies.

## **B. Architectural Education and Students**

In the spring of 2012, shortly after the new dean of CAUSES began her tenure at UDC, she embarked on the task of developing a vision, mission and goals statement for the new college. The effort was initiated during a college wide retreat that engaged all faculty and staff members of the college in a carefully structured process of envisioning the future of urban sustainability and its implications for the academic and land-grant programs within CAUSES and the diverse constituencies it serves including students, residents, district and federal government agencies, private and non-profit sector organizations, and academic associations and colleagues. The tremendous fit between the educational goals for CAUSES that resulted from this visioning and planning process and the educational goals expressed by the NAAB is self-evident. The CAUSES goals document states:

The aspiration for CAUSES graduates is that they are exceptionally well-prepared to succeed in their chosen field of study and that they stand out by having distinctive attributes and competencies. CAUSES graduates are:

- . Global citizens committed to local relevance;
- . Adept at solving urban problems;
- . Skilled at navigating diverse social, cultural, built and natural environments;
- . Dedicated to advancing health and wellness and water and food security;
- . Independent thinkers and collaborative team players; and
- . Adaptive lifelong learners;

These goals must be viewed as especially important since the diverse student population at UDC, in general and in the Architecture Program in particular, is not likely to have been exposure to learning experiences that deliberately develop these attributes prior to their arrival at UDC. The architecture faculty welcomes, supports, and values its diverse student body. Every architecture student is afforded the level of advice and mentoring that they need in order to succeed in their chosen course of study. Class rosters are available to show that the architecture students are advised each semester. Students can speak to a faculty member six days per week. The head of the program is typically on campus 50 hours a week and reachable in his office outside of his teaching assignments. The Dean's office is readily accessible to students.

Members of the faculty are expected to be familiar with and sensitive to cultural differences and to cultural idioms. To understand these cultural differences and expressions is essential in an architecture program where students come from a range of cultural backgrounds that may have shaped their perceptions and world views. At the end of each semester, each student completes an evaluation form that anonymously evaluates faculty as well as the infrastructure of the University. The faculty in the Architecture Program meets on a regular basis to assess the findings so as to determine how to improve course content and delivery to the student.

Students are encouraged to seek out faculty outside of their classroom settings. In some cases the students are invited by faculty to participate in the private consultant practices of the faculty members. Participating in this way usually results in the student gaining a broader understanding of aspects of professional practice. Faculty members try to maximize involvement with the students in appropriate one-on-one settings. While regular advising sessions are scheduled faculty members are available outside of regularly scheduled office hours and advising sessions and their availability is limited only by the heavy workload. Most students in the program feel comfortable talking to the faculty about a wide range of issues including personal matters that could have a negative impact on their academic performance. In addition, specialized informal lectures and workshops are offered to students who might have fallen behind in some aspect of their work. The most heavily subscribed workshops are review of "Sketch-Up<sup>3</sup>" and other important CAD programs.

Field trips play an important role in the UDC architecture program. The trips expose students to real construction projects and to design and planning tasks in actual DC neighborhoods. The field trips to various District neighborhoods are planned each year collaboratively by the architecture faculty and the UDC Architecture Student Club. Students are also encouraged to visit other area Universities and to participate in

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<sup>3</sup> SketchUP program is a design drawing and modeling and visualization tool used in the design studio.

pertinent lecture series offered throughout the District of Columbia and area architecture programs. Each year students volunteer to visit area high schools on career development days to promote the architecture program at UDC. The American Institute of Architects Student chapter (AIAS) provides still other opportunities for upper division students to speak with experienced architects and to mentor younger and/or less experienced architecture students. AIAS offers typically two or more annual activities that are designed to increase the engagement of students and faculty in an informal setting. The AIAS chapter also produces a monthly newsletter with articles written by faculty and students.

UDC architecture faculty also communicate regularly with school counselors in DC Public Schools to ensure that tier information about the UDC program is current and that they are well informed and familiar with a knowledgeable contact person in the architecture program at UDC. Architecture faculty members have developed several exhibits and power point presentations for use in high-school recruiting efforts. The architecture faculty is also actively involved in each career day activity offered at the University and actively participates in the ACE mentorship program as well as the Washington Architecture Foundation (a consortium of area architecture schools). Program alumni too are very willing to engage with current students and to assist in recruiting new students into the program. Current students are also encouraged to return to their high schools to recruit new students into the program.

A recent example of academic and professional success of UDC students is Mrs. Sarah Alexander, a 2007 BSc Arch graduate who worked at the ARI during her senior year and then moved on to a position with the United States Green Building Council. Mrs. Alexander is now helping to write the new LEED<sup>4</sup> guidelines for residential architecture in the United States. She continues to be a resource for the ARI and the UDC architecture program and its faculty and students.

Mr. James Kilette, a 1999 BArch graduate (MArch, Morgan State University 2002) is currently an adjunct faculty member in the UDC architecture program and a senior professional staff member of the ARI. Mr. Kilette is a widely recognized DC building codes and building permits expert who has assisted DC government officials in streamlining and computerizing the building permit process in the District.

Each architecture student is advised every semester to ensure that they are fully informed about all curricular requirements and the necessary sequencing of courses. Regular advising is essential to students' success and avoids needless setbacks and delays in their progress toward graduation. Typically, all courses in the program are offered once a year including course electives. Electives include required technical electives and free electives where the student can select a topic of interest to them. Several electives also fall into the category of directed electives. These electives ensure that students are exposed to discipline specific areas of specialized information that are considered critical knowledge areas that meaningfully enhance the required course of study.

The terminal and thesis studio experiences are spread over two semesters. In a typical fall semester, a seminar-type course would be preceding the terminal or thesis studio. The student formulates a design problem of their choosing and is expected to research the subject and prepare a planning and strategy document reflecting their thorough and extensive research. Each student is expected to submit a document outlining the rationale for the design problem and the study of spaces at the end of the fall semester. In the spring term, the terminal or thesis studio semester, the student is expected to produce a design solution that demonstrates a comprehensive understanding of the technical and theoretical aspects of building design. The terminal thesis project is a culmination of all prior student experiences and previous architectural courses in the degree curriculum. The thesis studio project thus provides an opportunity for the students to demonstrate their design capabilities and critical thinking skills in completing a major architecture project. The project is expected to incorporate the mechanical, structural and electrical considerations in the project design. The building codes, zoning analysis, environmental conditions and site adaptation must also be investigated in order to determine the impact of these considerations on the project. The final project is then presented to a jury of professionals and lay people at the end of the semester.

All of the courses in the architecture program are related to each other and faculty members are expected to emphasize and reinforce the relationships between courses. One of the NAAB recommendations that were already incorporated into the UDC curriculum is that each course in architecture include a required writing assignment in order to strengthen and reinforce student skills in the written English language. Each studio

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<sup>4</sup> Leadership in Energy and Environmental Design



course, in turn, includes an oral presentation that each student must give to a jury. This reinforces the expectation that students must be able to speak with confidence and competence in presenting their work.

In the design studio the program utilizes two methods of pedagogical organization: one is the sequential method and the other is the vertical method. The vertical studio facilitates cross-fertilization between students that are at different year levels. This method exposes the students to a wider range of ideas than is possible in the sequential method. The vertical method is a very effective tool and is viewed positively by most students at the end of a semester of experience.<sup>5</sup> The methodology is reinforced by the new UDC studio space that co-locates studios in a transparent design to implement heutagogical strategies where students become co-teachers and co-learners alongside the instructor.

### **C. Architectural Education and the Regulatory Environment**

UDC's architecture faculty work diligently and constantly to ensure that their students are well prepared to practice their chosen profession and to ultimately acquire licensure through the IDP. Both current and past faculty members have served as mayoral appointed members of the DC Board of Architecture and Interior Design. They are therefore well aware of the requirements and responsibilities of licensure that students have attain and strive to offer learning experiences exposures to students through courses, lectures and other activities both within the UDC program, and within the DC region. Faculty members are well aware that such coordinated and integrated exposure is especially important given the limited preparation of many of the UDC students. Students thus receive often extensive advice on strategies and techniques to secure an intern positions with an area professional architectural practice, an appropriate government office or design/construction company. This also includes advice regarding the general expectations such offices may have about professional demeanor quite apart from the specific skills they may seek in their interns.

In addition, the UDC student body is also exposed to the contracts and grants related work of the ARI. A number of students also gain employment with the ARI during the regular academic year or during the summer depending on the availability of specific contractual work and the level of preparedness of the students. This exposure is especially valuable since it introduces students to the full scope of comprehensive services required to meet the demands of an actual projects such as a construction or building rehabilitation project in Washington DC.

Added exposure is provided through the previously mentioned field trips to notable architectural sites in the DC region. These field trips are designed to deliberately expose students to a variety of projects and professional settings. Students thus get an opportunity to see first hand the important work of architects and interact with faculty and fellow students outside of the classroom. Occasionally, students will also be invited to accompany faculty members to lectures, workshops and professional meetings held at venues such as the National Building Museum, the AIA headquarters, or other area architecture schools.

As previously mentioned, the ARI is a now widely recognized example of an integrated learning experience that links theory and practice, service and reflection, the classroom and studio and the out-of-class community setting. It is this kind of integrated learning experience that was called for by Ernest L. Boyer and Lee D. Mitgang in their landmark report ***Building Community: A New Future for Architecture Education and Practice***. The following recommendations are taken directly from the *Building Community* document and reflect the educational practice that has long been the hallmark of the UDC architecture program:

*Issue 1: Students need greater exposure to real and practical architectural experiences during school, including exposure to the business of architecture.*

The task force recommends that:

- a. *the name "design studio" be changed to "architecture studio" to more accurately reflect the entire integrative process.*
- b. *IDP be initiated during the formal education process.*
- c. *students in professional degree programs participate in an internship to have a structured exposure to practice while in school.*
- d. *the architecture studio be the bridge between education and practice.*
- k. *educators have a procedure to monitor changing office practices and integrate these changes into current teaching.*

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<sup>5</sup> See attachment C for a narrative description of the vertical studio experience.

- l. because the practice of architecture is an economic endeavor, students be exposed to business issues as a necessary part of formal education.*
- m. selected practitioners be utilized in areas of their expertise.*
- n. schools teach and monitor effective time management skills for students.*

Today, most architecture programs that aspire to be known as successful and innovative have established some kind of practical, professional entity like UDC's ARI as an important component of their arm academic program. However, there has been a unique set of circumstances that have propelled ARI to its level of success. To date the ARI has completed the design and construction administration of over 500 homes and apartment units throughout the District of Columbia at construction costs exceeding \$100 million. Government officials and agencies in the District have acknowledged the accomplishments of the ARI on a number of occasions recognize the significant positive impact the Institute has on the lives of citizens of the District of Columbia.

#### **D. Architectural Education and the Profession**

The faculty of UDC's architecture program is particularly sensitive to the need for today's student to understand the economic, financial and business dimensions of the profession. These considerations can no longer be considered insular to the skills development of the architecture profession. Particularly in a digital age where the terms of spatial relationships and competition are constantly being redefined, it is imperative that students develop a mindset of "entrepreneurship". Faculty members use every opportunity to expose students to the demands and necessary skills that instill such a mindset of entrepreneurship and business sense. Such learning opportunities are incorporated into classes, criticisms and studio projects to increase the capacity of graduates to function successfully in a world that is increasingly global while demanding local awareness, inclusivity, accountability, transparency and instant responsiveness.

The UDC architecture program, curriculum, courses and extra-curricular activities are designed to produce graduates who have a broad understanding of the 21st century world through the eyes of architect scholar-teachers such as **John Portman, William McDonough, William J. Mitchell** and **Andres Duany**. The faculty – all long-time practitioners and recognized leaders in the profession (two are AIA Fellows) – also strive to provide role models for students and frequently use their own experiences as practitioners in conjunction with their teaching roles across the curriculum. Past and current UDC architecture program faculty members bring to the classroom their service as mayoral appointed members of the DC Board of Architecture and Interior Design and on a range of other professional boards and associations.

Given these practitioner and professional perspectives, all faculty members are also keenly aware of the need to ensure that UDC graduates are effective communicators, civic activists and citizen advocates. These learning goals and objectives too are incorporated into virtually every aspect of the curriculum including classes, studios and extracurricular experiences. The recent move of the program to the newly formed College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) will further enhance the professional learning opportunities offered by the UDC architecture program. The professional and practical orientation of the CAUSES Land-grant Centers and Research Institutes will reinforce common professional expectations and offers new opportunities for collaboration between Architecture and Urban Agriculture, Green Technology, Green Entrepreneurship, Green Infrastructure, Health and Wellness and other fields relevant to a long-term, sustainable urban context.

In addition to these aforementioned professional learning opportunities, UDC architecture faculty also encourage students regularly during the matriculation and advising process to get involved in the various professional organizations that offer opportunities for student involvement. These include AIAS, NOMA, and IDP as well as cross-campus student organizations that connect students to colleagues at Howard, Catholic and other universities within the greater DC region. All of these involvements afford students the opportunities to network with fellow students and professionals in their chosen field. This enhances both their learning experience and their opportunities to future employment and professional success.

A further enhancement of the students' learning experience the Department has been participating in the Inter School Design Competition (ISDC). This is an annual design competition cosponsored by AIA/DC Chapter and the National Building Museum and the full support of faculty from the wider metropolitan area school of architecture. Every year a different school will write the design problem that students (a mixture of student from all the schools) participate in charrette fashion.

## E. Architectural Education and the Public Good

Given the strong orientation for UDC toward service learning, many examples could be mentioned to illustrate the commitment of the UDC architecture program to instill in its students a sense of commitment and responsibility to the Common Good. The UDC website provides the following summary of the mission of UDC and its close integration with the larger DC region and its diverse neighborhoods.

### About UDC

#### *University of the District of Columbia and its role in the community*

The only public university in the nation's capital and the only urban land-grant university in the United States, The University of the District of Columbia is committed to a broad mission of education, research and community service. Established by abolitionist Myrtilla Miner in 1851, the University of DC offers Associate's, Bachelor's and Master's Degrees and a host of workplace development services designed to create opportunities for student success. The University is comprised of a [Community College](#), [School of Engineering and Applied Sciences](#), [School of Business and Public Administration](#), [College of Arts and Sciences](#), [College of Agriculture, Urban Sustainability and Environmental Sciences](#), and the [David A. Clarke School of Law](#).

### Experience our Unique Community

#### Study locally, live globally

UDC extends beyond its campus footprint, offering easy access to world-famous monuments, political intrigue and cultural attractions everywhere you look. An education here opens doors to opportunities that can only be found in the nation's capital...

Washington, DC may be the capital of the United States, but it is also home to the world's embassies, languages and cuisines; the headquarters of major think tanks, NGOs and non-profits; the heart of American politics and a rich source of inspiration to writers, film-makers, musicians and artists of every genre.

A city of neighborhoods, each with its own history and traditions, there's always something to do, to see, to try in Washington, DC. That's extra-credit enrichment you can't find anywhere else.

The educational focus on the Public Good also permeates classroom and community engagement activities beyond the architecture program itself in the College of Agriculture, Urban Sustainability and Environmental Science (CAUSES). The mission of CAUSES speaks to this educational focus when it states that the College is committed to "...offer research-based academic and community outreach programs that improve the quality of life and economic opportunity for people and communities in the District of Columbia, the nation, and the world." This speaks to a program that is steeped in a commitment to the Public Good and shaped by its broader institutional context as the only public university in the District of Columbia that serves a largely local student population.

CAUSES also embodies the urban land-grant mission of UDC and provides research based community education programs through its cooperative extension service. Effective July 2012 the land-grant programs have been organized around four centers (1) the Center for Urban Agriculture (2) Center for Sustainable Development (3) Center for Nutrition, Diet and Health, and (4) Center for 4H and youth Development. The model of the land-grant centers also offers new opportunities for the ARI. Particularly the **Healthy Homes** program, a national initiative of the Cooperative Extension Services (CES) is a great fit with some of the programs already offered through the ARI and opportunities for program expansion are under review as of the writing of this report.

The community outreach programs offered through the CAUSES Cooperative Extension Service (CES) focus on improving economic conditions, social and cultural determinants, and the health of people and their living environments. CES provides free and fee-based, non-credit education classes, workshops, demonstrations and technical assistance that are available to all eight wards of the city. In 2011 CAUSES programs included which conducted **8961** workshops that enrolled a total of **28,387** participants across the eight Wards of the District. A total of **109,916** engaged in shorter term demonstrations or informational events through food demonstrations, exhibits and **3,651** community volunteers supported programs that assisted in improving the quality of life of DC residents. Through workshops, demonstrations and technical assistance, CES programs reached 161,872 direct contacts. In addition, newsletters, fact sheets and other informational materials were distributed across the 8 wards. CAUSES therefore strengthens UDC's efforts and the efforts of its architecture

program to contribute meaningfully to the common good by informing, engaging and empowering our urban residents.

- **In the classroom** - students are challenged and prepared to enter 21<sup>st</sup> century industries and become leaders in their fields of choice.
- **In the lab** - students and faculty conduct research to find solutions to urban sustainability issues, including conducting research at the university's 143 acre Muirkirk Agricultural Research Farm, the new environmental and freshwater research laboratory that was inaugurated in June 2012.
- **In the community** - extension staff and students work to improve the quality of life and economic opportunity of district residents by providing informative programs and substantive publications throughout the District.

The College also provides opportunities for faculty and staff to expand their engagement in research through seed research grants from the Agricultural Experiment Station and the Water Resources Research Institute. Consistent with the urban land-grant missions, these grants fund innovative, applied, interdisciplinary projects that are consistent with the CAUSES mission of improving the quality of life and economic opportunity of district residents. Many of these sponsored research projects also involve CAUSES students, at the graduate and undergraduate levels.

CAUSES opened its doors in the Fall term 2010. In 2011-12 its enrollment has reached 109 students (65 full-time and 44 part-time). Of the 109 students, almost 50% were enrolled in Architecture and Community Planning; 15% enrolled in environmental sciences; and 35% enrolled in Nutrition and Food Science. In the summer of 2012 the academic programs comprising CAUSES were further expanded to include two additional professional programs: nursing and health education. This added another 150 students to the new college. Enrollment in the three original programs increased by 15 students, a 13% increase. As of the Fall 2011, CAUSES baccalaureate degree programs in Urban Architecture and Community Planning and the Nutrition and Food Science are listed among the "top 15" undergraduate majors.

Despite these successes many challenges remain. More recently, the architecture program is rebuilding after the newly formed Community College UDCCC lost accreditation for the associate degree in architectural engineering that had long comprised the first two years of the BS in architecture degree.

#### **1.1.4 Long Range Planning**

The overarching planning objective of the UDC architecture program is to achieve initial NAAB accreditation. The architecture faculty and student body is focused laser-like on this objective and is organized to work diligently toward that goal. The program also enjoys the support of the other academic programs within CAUSES as well as the support of the CAUSES operations unit. The architecture faculty meets weekly as a "committee of the whole" with each member being tasked with leading a particular initiative and communicating it to the CAUSES operations unit and the Dean of CAUSES as needed. Assigned tasks including the following:

- *Physical Facilities/IDP coordinator; Professor Belton (Program Chair)*
- *Coordination of the APR-IC document; Professor Mitchell*
- *Curriculum Development; Professor Dixon*
- *Architectural Research Institute Director; Professor Pearson*
- *Professional Advisory Board Liaison; Professor Anderson*
- *IT Infrastructure; Instructor Caballero*
- *Materials Resources Lab; Instructor Killette*

Long-range planning for the program is linked closely with overall UDC Strategic Plan (through membership of Professor Pearson), the UDC Master Plan – Facilities Component (through membership of Professors Pearson and Dixon) and the College of Agriculture, Urban Sustainability and Environmental Sciences (through membership of Professors Belton and Pearson). UDC planning documents, initiatives and ongoing activities are the key drivers of pursuits of long range planning objectives for the architecture program.

The "Five Perspectives" described above are an additional integral source for the ongoing review of long range goals of the architecture program. But we reiterate the importance of the university and CAUSES as the driving source of setting long range planning goals and strategies for the architecture program. Since

CAUSES is new it is still in the process of giving long term strategic expression to its newly established vision, missions and educational goals. Completion of the College's strategic planning process is expected in the fall of 2013.

**GOAL 1: OFFER IMPORTANT ACADEMIC PROGRAMS WITH RELEVANCE TO THE DISTRICT OF COLUMBIA, THE REGION, AND THE WORLD (TAKEN FROM THE UDC STRATEGIC PLAN 2011 AND FROM THE CAUSES VISION, MISSION AND GOALS DOCUMENT)**

*As a public land grant University, the University of the District of Columbia has a special mission and responsibility to provide academic programs, research and scholarship that serve the needs and aspirations of the District of Columbia, the region, and the nation in the 21<sup>st</sup> century. Our students learn, faculty members teach, and University scholars pursue their inquiries – grounded and inspired by this purpose. What the mission, responsibility, and purpose mean in programmatic terms is that we must address the breadth and depth of the following areas in our research agenda and in our preparation of students in associate, baccalaureate, masters, and doctoral degree programs.*

The Mission of the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) of the University of the District of Columbia (UDC) is to offer research-based academic and community outreach programs that improve the quality of life and economic opportunity for people and communities in the District of Columbia, the nation, and the world.

The Vision of the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) of the University of the District of Columbia (UDC) is to be known as a world leader in designing and implementing top quality, research-based academic and community outreach programs that measurably improve the quality of life and economic prosperity of people and communities in the District of Columbia, the nation, and the world.

Our Aspirations for CAUSES graduates are that they are exceptionally well-prepared to succeed in their chosen field of study and that they stand out by having distinctive attributes and competencies; CAUSES graduates are:

- . Global citizens committed to local relevance.
- . Adept at solving urban problems.
- . Skilled at navigating diverse social, cultural, built and natural environments.
- . Dedicated to advancing health and wellness and water and food security.
- . Independent thinkers and collaborative team players; and
- . Adaptive lifelong learners.

*What it means in the "21<sup>st</sup> century" is that we must approach our program development, student learning and scholarship with global, cross-cultural, and interdisciplinary perspectives, understanding of pedagogical best practices, and acute awareness of the high academic and professional standards to which our graduates, and our scholarship, will - and should - be held. More specifically, the UDC architecture program's goal is to increasingly become a vital hub in the university and CAUSES and to play a vital role in advancing the college mission, its initiatives and its role in the local community and the academic community. An intermediate goal of the program is to reinforce the role the curriculum has traditionally played in being an integral part of the university's master planning process. The faculty views the physical campus – and its drive to epitomize sustainability – as our hands-on laboratory and teaching tool*

**SCOPE OF ACADEMIC MISSION  
LEARNING, RESEARCH AND SERVICE**



**GOAL 3: ENHANCE THE CAMPUS ENVIRONMENT THROUGH CONSTRUCTION/RENOVATION OF UNIVERSITY FACILITIES (TAKEN DIRECTLY FROM THE UDC STRATEGIC PLAN)**

*An excellent University must have excellent facilities. The University is transforming its existing and newly acquired facilities into technologically advanced spaces to support the 21<sup>st</sup> century student and address the needs of the entire University community. On its existing facilities, the University is undergoing a massive campus improvement/enhancement initiative to update academic facilities and build a safe, beautiful campus environment conducive to learning and community.*

*The University is also expanding its physical facilities to support the University vision. The University will continue to construct and acquire facilities to accommodate academic and student life program growth. It will build a Student Center and on-campus housing to enhance the campus environment and sense of community. Along with these efforts, the University strives to become a national model of urban sustainability in campus offerings. Through continuous development and expansion, the University is committed to building a state-of-the-art campus worthy of the nation's capital.*

The vision of the UDC Architecture Program is consistent with that of the University to become the area's foremost higher education institution in green design and building practices, and thus the academic program of choice for students seeking careers in sustainable architecture and related professions focused on the built-environment. The program's mission includes producing the next generation of architectural leadership while also being the first source of LEED training, certification, expertise and technical support sought out by the DC government in its quest to make Washington a national and international leader in urban sustainability.

The program expects to realize this vision and mission from the base of its significant accomplishments over the past 20 years of teaching, community service and funded research-contracts. Becoming a NAAB accredited program is an essential part of the strategy of realizing the program's focus. A NAAB accredited architecture program at UDC with a fully operational clinical/research arm (the ARI) that has also achieved its goal of being a central and integral part of the CAUSES as a center of excellence within the university, will be an essential factor of a resurging UDC. The joint aims of the Architecture Program and CAUSES in advancing the UDC mission will establish both the program and the college as "case studies" on a national and international level. These two inextricably linked entities will offer a textbook example of the positive role that an urban public university can play in transforming a challenged urban municipality in the 21<sup>st</sup> century.

Current plans are for the B'ScA program and the anticipated MArch program to continue as evening programs. At this time since 2012 the program has also added day-time studios and classes for the undergraduate program. These efforts are scheduled to continue during the spring term of 2013. The Masters program will continue as evening studios since this is a distinguishing and competitive advantage that the program wants to retain. The demand for day-time studios in the Masters program will be closely monitored through surveys distributed to matriculated and prospective students to gauge the demand for a daytime program.

### **1.1.5 Program Self-Assessment**

Self-assessment is an ongoing process throughout all levels of UDC from the program level to the college and university wide levels. Throughout the history of the architecture programs at UDC, the university has always maintained national and regional accreditation. The architecture program has unfailingly participated in the numerous and rigorous self-assessments and self-studies required to maintain regional accreditation.

The establishment of the MArch program will require investment in new faculty positions, teaching assistantships, and state of the art Computer Aided Design (CAD) software licenses. The university administration is aware of these needed investments and approval for the additional faculty hires was affirmed by the UDC board of trustees as part of its vote to support the creation of a MArch degree program. Additional resources will also be needed for upgraded hardware, additional software and faculty development. The anticipated returns on this investment include new tuition revenue and a potentially dramatic increases in grant revenues to the Architectural Research Institute (ARI).

## **1.2 Resources**

### **1.2.1 Human Resources & Development**

On March 16, 2012, Dr. Sabine O'Hara assumed responsibility as the first Dean of CAUSES following a national search. She almost immediately began a comprehensive restructuring process of the Land-grant programs within CAUSES with the goals of building added capacity that would serve both the land-grant and academic programs of CAUSES and, by extension, CAUSES students and residents of the District of Columbia. The reorganization of CAUSES integrates the Cooperative Extension Service (CES) and Agricultural Experiment Station programs (AES) to create a strong, research-based community education unit that also strengthens the academic programs of CAUSES by increasing student and faculty participation in land-grant-based practical learning experiences, internships, service learning opportunities and applied research. To realize maximum efficiencies the reorganization creates a central Operations unit that supports all Land-grant and academic programs (see attached org chart).

Less than three months into its implementation, the new organizational structure has already created substantial efficiencies across the departments and programs within CAUSES. Administrative support for Architecture and Community Planning programs as been significantly expanded. The newly established Office of Operations encompasses four administrative support areas including (1) personnel and staff support; grants, purchasing and budget; (3) administrative and logistics support; and (4) marketing and communications. For example, program directors no longer have to process the necessary paperwork for adjunct hires, but can now hand this task over to the coordinator for personnel services; supply orders and room reservations are taken care of by the coordinator for administrative and logistics services; and budgets, grants and purchases are tracked by the newly created grants and purchasing unit.

In addition, Dean O'Hara created the position of 'Assistant to the Dean for Academic Programs'. This position serves as the college wide support for student, faculty and governance issues within the academic units of the college. Issues addressed by the very experienced and competent person who serves in this position may include grade disputes, curricular issues, procedural issues etc. An important focus of the assistant to the dean during the fall 2012 term has been to assess curricular congruencies and to identify and revise courses so that areas of expertise within the college can be more effectively used to strengthen all academic programs. Examples include revisions to environmental toxicology, urban sustainability, environmental policy and planning. These are all courses that can address important learning outcomes within the architecture curriculum and enhance student learning outcomes by providing consistent and reliable expertise from within the University.

Providing adequate human resources has been one of the challenges of the UDC Architecture Program. The new organizational structure of CAUSES goes a long way toward freeing up much needed faculty time to focus on teaching and student mentoring within the architecture programs. Despite these significant improvements, some staffing challenges remain. Currently there are only two full-time tenure-track faculty members, two full-time visiting faculty members and two part-time adjunct faculty members. An additional full-time visiting faculty member was assigned to the community college. UDC recognizes that the program would not be in compliance with NAAB standard expectations following the phasing in process of the M.Arch. program and the stipulation that there be at least one full-time faculty person for each year of design studio in the curriculum of the combined B'ScA and M.Arch degree programs. To meet the NAAB standard, two faculty hires have been approved for the 2013 academic year and searches for both positions are currently under way. An additional position, dedicated principally to the Master's program, is expected to be added during the subsequent academic year in 2014-15.

All full-time and part-time faculty members welcome, support, and value the diverse student population of the UDC Architecture Program. The faculty goal is to be able to provide advice and mentoring to each student. There are rosters available to show that the architecture students are advised each semester. Students can speak to a faculty member six days of the week. The coordinator of the Architecture Program is typically on campus 50 hours a week and in his office most of the time beyond his teaching responsibilities. A brief profile for each faculty member can be found in Appendices C and D.

The Architecture Program does not at presently have full-time junior faculty. There has not been a full-time tenure-track faculty person hired in the past ten years despite a formal request made in each of those years. The Architecture Program has been able to hire two visiting professors for the last three years using Title III funds. This has helped to alleviate the extensive workload of the full-time tenured faculty members. In addition to their teaching research and community service obligations, Architecture Program faculty also participate heavily in recruiting students from throughout the greater Washington metropolitan area. This includes regular participation in Open House events at the University, regular visits to area high schools for Career Day events and other related activities. Faculty also work closely with counselors and coordinators of high school programs to ensure that incoming students are familiar and comfortable with the UDC Architecture Program.

While the current physical infrastructure is not sufficient to support a combined B'ScA and M.Arch. program that meets the criteria of being a UDC center of excellence and NAAB accreditation standards, efforts are currently under way to address these deficits. As a first step, newly renovated administrative offices and faculty offices as well as a reading resources room and a student lounge were made available for the program in the fall term of 2012 and all full-time and part-time faculty members in the architecture programs now are co-located in newly renovated office facilities in building 42 on the Van Ness campus and in close proximity of other faculty and administrative offices of CAUSES.

A description of the institution's policies and procedures relative to EEO/AA and for achieving diversity for faculty, staff, and students may be found on [page xx of the UDC XXXXXXXXXXXXXXXX](#).

#### Architecture program faculty/staff/student evolution AY 2009-10 to present and projected through AY 2014-15

##### Faculty & Staff (Fall 2009 BSc Arch Program – Resumes Attached)

- The 4-Year BSc Arch degree program
  - Ralph Belton, RA CSI FT Assoc. Prof. (Tenured) & Program Head
  - Clarence Pearson, FAIA FT Professor (Tenured) & Director, ARI
  - Melvin Mitchell, FAIA FT Assoc. Prof. (Visiting)
  - Genell Anderson, AIA PT Lecturer
  - James Killelte, PT Lecturer
  - Ahmet Zeytinci, PE PT Structures Lecturer
- Administrative support is provided by the 12 FTE strong CAUSES Office of Operations
- EEO/AA policy in place through USDC Dept. of Human Resources
- IDP Coordinator – Ralph Belton, RA CSI
- Faculty professional development is coordinated by the Dean's and based on expected impact
- Appointments & Promotions policy in place for since 1991



#### Students (Fall 2009)

- BSc Arch enrollment – 60 FTE students
  - Flagship University admissions policy in operation
- 

#### Faculty & Staff (Fall 2010-Implementation of MArch Program)

- The 4-Year BSc Arch and the 1.5 Year MArch degree programs
  - Ralph Belton, RA FT Assoc. Prof.(Tenured) & Program Head
  - Clarence Pearson, FAIA FT Professor (Tenured) & Director, ARI
  - Melvin Mitchell, FAIA FT Assoc. Prof. (Visiting) Graduate Coordinator
  - Kathy Dixon, AIA, LEED AP FT Assoc. Prof. (Visiting)
  - Genell Anderson, AIA PT Lecturer (assigned to CCDC-AAS program)
  - James Killelte, PT Lecturer
  - Vicente Caballero, PT Lecture
  - Ahmet Zeytinci, PE Professor (Tenured) & Part-time Structures Lecturer
- There is no administrative staff person

#### Students (Fall 2010)

- BScArch enrollment – 60 FTE students; MArch enrollment – 6 FTE students
  - Flagship University admissions policy in operation
- 

#### Faculty & Staff (Fall 2011)

- The 4-Year BSc Arch and the 1.5 Year MArch degree programs
  - Ralph Belton, RA FT Assoc. Prof. (Tenured) & Program Head
  - Clarence Pearson, FAIA FT Professor (Tenured) & Director, ARI
  - Melvin Mitchell, FAIA Adjunct Prof. PT Graduate Coordinator
  - Kathy Dixon, AIA, LEED AP FT Assoc. Prof. (Tenure-Track)
  - Genell Anderson, AIA FT Tenure Track (assigned to CCDC-AAS program)
  - James Killelte, *PT Lecturer*
  - Vicente Caballero, PT Lecture
  - Ahmet Zeytinci, PE PT Structures Lecturer
  - IDP Coordinator – Kathy Dixon, AIA, LEED AP

#### Students (Fall 2011)

- BScArch enrollment – 66 FTE students; MArch enrollment – 6 FTE students
  - Flagship University admissions policy in operation
- 

#### Faculty & Staff (Fall 2012)

- The 4-Year BSc Arch and the 1.5 Year MArch degree programs
  - Ralph Belton, RA FT Assoc. Prof.(Tenured) & Program Head
  - Clarence Pearson, FAIA FT Professor (Tenured) & Director, ARI
  - Melvin Mitchell, FAIA Adjunct Prof. (PT) Graduate Coordinator
  - Kathy Dixon, AIA, LEED AP FT LEED AP Assoc. Prof. (Full-Time Visiting)
  - Genell Anderson, AIA FT Tenure Track (assigned to CCDC-AAS program)
  - James Killelte, Part-time Lecturer
  - Vicente Caballero, Part-time Lecture
  - Ahmet Zeytinci, PE Professor (Tenured) & Part-time Structures Lecturer
  - IDP Coordinator – Kathy Dixon, AIA Assoc. Prof.

#### Students (Fall 2012)

- BScArch enrollment – 70 FTE students; MArch enrollment – 10 FTE students
  - Flagship University admissions policy in operation
- 

#### Faculty & Staff (Fall 2013)

- The 4-Year BSc Arch and the 1.5 Year MArch degree programs
  - Ralph Belton, RA FT Assoc. Prof.(Tenured) & Program Head
  - Clarence Pearson, FT FAIA Professor (Tenured) & Director, ARI
  - Kathy Dixon, AIA, LEED AP Assoc. Prof. (Tenure-Track)
  - Genell Anderson, AIA FT Tenure Track (assigned to CCDC-AAS program)
  - James Killelte, Part-time Lecturer
  - Vicente Caballero, Part-time Lecture
  - Ahmet Zeytinci, PE Professor (Tenured) & Part-time Structures Lecturer
  - Hire 4<sup>th</sup> Part-Time Lecturer
  - Hire 5<sup>th</sup> Part-Time Lecturer
- Hire FT Dedicated Administrative Staff Person
- IDP Coordinator – Kathy Dixon, AIA LEED AP

#### Students (Fall 2013)

- BScArch enrollment – 75 FTE students; MArch enrollment – 14 FTE students
  - Flagship University admissions policy in operation
- 

#### Faculty & Staff (Fall 2014)

- The 4-Year BSc Arch and the 1.5 Year MArch degree programs
  - Ralph Belton, RA FT Assoc. Prof.(Tenured) & Program Head
  - Clarence Pearson, FT FAIA Professor (Tenured) & Director, ARI
  - Genell Anderson, AIA FT Tenure Track (assigned to CCDC-AAS program)
  - Kathy Dixon, AIA, LEED AP FT Assoc. Prof. (Tenure-Track)
  - Hire 5<sup>th</sup> Full-Time Assistant Prof. (Tenure-Track)
  - Hire 6<sup>th</sup> Full-Time Assistant Prof. (Tenure-Track)
  - James Killelte, Part-time Lecturer
  - Vicente Caballero, Part-time Lecture
  - Ahmet Zeytinci, PE Professor (Tenured) & Part-time Structures Lecturer
  - Hire 4<sup>th</sup> Part-Time Lecturer
  - Hire 5<sup>th</sup> Part-Time Lecturer
  - Hire 6<sup>th</sup> Part-Time Lecturer
- EEO/AA policy in place
- IDP Coordinator – Kathy Dixon, AIA LEED AP

#### Students (Fall 2014)

- BScArch enrollment – 85 FTE students; MArch enrollment – 20 FTE students
- Flagship University admissions policy in operation

### **1.2.2 Administrative Structure & Governance**

The university recently completed a review of all UDC colleges, schools, divisions, departments and programs. The review resulted in the designation of specific programs that are targeted for either elimination or increased support. The architecture program was designated for special attention as a potential university center of excellence based on its close alignment with the university mission and its significant measurable achievements in teaching, applied research and community service over the past 20 years.

Effective Fall 2011 the newly created College of Agriculture, Urban Sustainability & Environmental Sciences (CAUSES) became the new home of all architecture programs at UDC. The Division of Architecture & Community Planning Chairperson reports directly to the Dean of CAUSES. 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), and by the Assistant to the Dean for Academic Programs (ADAP) who both report directly to the Dean. The ADAP addresses 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 the purposes of curricular and program planning the program directors of the five academic programs within CAUSES report directly to the Dean.

Beyond offering significantly expanded administrative support, CAUSES offers numerous opportunities for continuous improvement and capacity building by aligning its larger vision of urban sustainability with the programmatic objectives of the academic units within CAUSES. An excerpt from the CAUSES website may serve as illustration:

### **Local Commitment - Global Reach**

The University of the District of Columbia (UDC) is an urban land grant university that offers associate, baccalaureate, and graduate programs, certificate programs and community outreach programs to learners of all ages. The College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) embodies the land-grant tradition of UDC. We offer cutting edge academic programs in environmental science, urban sustainability, water resources management, nutrition and food science, urban architecture and community planning. We also offer a wide range of programs that serve individuals and organizations in our community and beyond.

### **Making a Difference**

The Community is our Classroom. This means that what we teach is steeped not only in sound theory, but also in the knowledge we draw from the community and region around us. We offer a wide range of research programs through the Water Resources Institute, the Agricultural Experiment Station, the 143-acre Muirkirk Research Farm, and the Architecture Research Institute. We also offer community outreach programs for all ages through 4-H and the Center for Youth Development, the Center for Nutrition, Diet and Health, and the Center for Sustainability.

### **Knowledge for a Lifetime**

We are deeply committed to being relevant to the residents of the District of Columbia. Given our three-pronged approach of teaching, research and community outreach, we seek to make a measurable, positive difference in the lives of people right where they live and work. As a result, our programs focus on improving economic conditions, social and cultural circumstances, and the health of people and their living environments. Yet our community-based programs are more than local. They also serve as model for relevant learning far beyond our region.

### **Preparation for a Global Marketplace**

CAUSES programs recognize that, like ecosystems, we are connected to people and places right here in our own neighborhoods and to those half way around the world. Pollution travels, resources are not always consumed where they are generated, and job markets are increasingly global and knowledge based. Given these realities, we aspire to teach you to think in systems, work in diverse teams, and focus on connectivity and innovation. We apply these principals to all of our programs including our Master's and Bachelor's degree programs, professional development certificates and community outreach and youth programs.

The faculty and staff of CAUSES look forward to discussing with you how our programs and initiatives can best serve you. Please contact us at 202.274.7011 or at [causes@udc.edu](mailto:causes@udc.edu).

### **Division of Academic Programs**

Academic programs within CAUSES are offered at the Bachelor's and Master's Degree level. All programs emphasize engagement with the community and regions, hands on learning experiences, and learning in and outside of the classroom. These learning opportunities prepare students for success in their chosen careers and expose them to a real-life learning environment that will serve them well beyond their immediate academic aspirations and goals.

### **Architecture and Community Planning**

- Bachelor of Science in Architecture
- Master of Architecture

### **Environmental Science and Urban Sustainability**

- Bachelor of Science in Environmental Sciences, with concentration in:
  - Environmental Sciences
  - Urban Sustainability
  - Water Resources Management

- Professional Science Master's Degree in Water Resources Management

**Health Education** Bachelor of Science in Health Education with a concentration in

- Public Health
- Health and Physical Education (*The Health and Physical education track is not accepting students while the program undergoes internal reviews*)

**Nursing**

- Bachelor of Science in Nursing (RN to BSN)

**Nutrition and Dietetics and Food Science**

- Bachelor of Science in Nutrition Master of Science in Nutrition

**Division of Land-Grant Programs**

The Land-Grant Division of CAUSES offers research-based community education and professional certification programs that are delivered through five centers: the Center for Urban Agriculture and Gardening Education, the Center for Sustainable Development which includes the Water Resources Research Institute; the Center for 4-H and Youth Development which includes the Institute of Gerontology; the Center for Nutrition, Diet and Health; the Architectural Research Institute.

Each of the Centers offers programs and services that are designed to work directly and collaboratively with the neighborhoods where we are located and to enrich the lives of District of Columbia residents. The five Centers also offer a range of assessment services to residents and community groups including nutrition education, soil testing, water quality monitoring, lead abatement and gardening demonstrations. Collectively the Centers offer over 2,000 programs and serve more than 150,000 participants annually.

**I. Center for Urban Agriculture & Gardening Education**

- Gardening and Urban Agriculture
- Master Gardening
- Specialty and Ethnic Crops
- Urban Forestry

**II. Center for Sustainable Development**

- Green Entrepreneurship
- Small Business Development
- Green Technology
- Green Infrastructure
  - Air
  - Water
  - Soil/Waste

**Water Resources Research Institute**

- National Capital Region Watershed Stewards Academy
- Storm-water Management and Planning
- Water Quality Education Water Safety Training

**III. Center for Diet, Nutrition and Health**

- DC Professional Food Managers/Food Handler Certification Program
- District of Columbia Water Blind Taste Testing Research Project
- Expanded Food and Nutrition Education Program (EFNEP)
- Farmers' Market Nutrition Education Program
- Food Demonstrations and Cooking Classes
- Food Safety Education
- Kids Cooking Classes
- Nutrition, Diet and Health Seminars Nutrition on Demand Supplemental Nutrition Assistance Program-Education (SNAP-Ed)
- Team Nutrition Project

**Institute of Gerontology**

- Senior Companion/Respite Aid
- Bodywise program

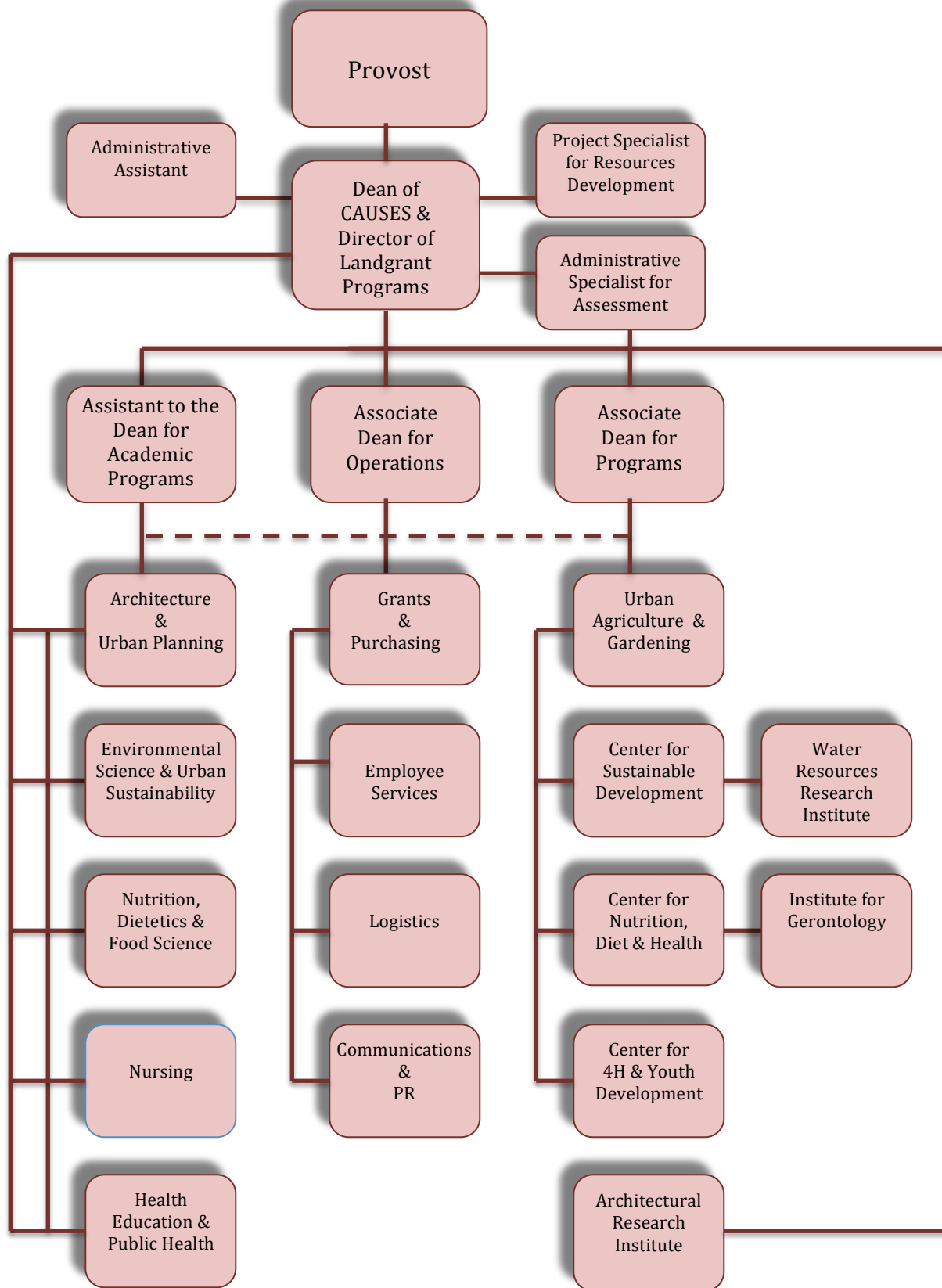
- In Home Helper Program

IV. **Center for 4-H and Youth Development**

- 4-H Clubs
- 4-H Living Interactive Family Education (4-H LIFE)
- 4-H International Networks
- 4-H Summer Camp
- 4-H STEM
- EnvironMentors Program
- LifeSmarts Consumer Education for Teenagers
- Operation Military Kids

V. **Architectural Research Institute**

- Building Rehabilitation
- Green Building Codes
- Urban Planning



### 1.2.3. Physical Resources

Since 1980 the architecture program has been housed in the Van Ness Campus Building 42 that is also the primary home of the UDC School of Engineering and Applied Sciences (SEAS). Upon the implementation of the 5-Year Bachelor of Architecture degree program in 1989 and up to today, the program occupies a total of 7,000SF of dedicated space in Building 42. Within this total there are spaces for third, fourth and fifth year architectural design studios possessing dedicated work-stations for each student and a large studio space that is shared by the first and second year students. Each studio has dedicated work-stations for each student.

All full-time faculty including the program chairperson have designated office space. Part-time faculty share several desks in a shared office. There is a dedicated administrative space, conference area and a small room for periodicals and reference books that jointly serves the architecture and community planning program and the Architectural Research Institute. A separate dedicated space in Building 42 houses the design/drafting operations of the Architectural Research Institute.

Several seminar rooms, conference rooms, computer labs and assembly spaces in Building 42 are jointly utilized by the architecture program and by the School of Engineering and Applied Science (SEAS) on a shared basis. Library holdings for approximately 5,000 NA series books along with periodicals, slides and video material are housed in a section of an adjacent Building (building 46 also known as the Media Center). The central library of UDC is located in building 41. UDC also belongs to an extensive library and media consortium that gives all of the UDC academic programs ready access a vast holding of resources beyond what is physically located on the Van Ness campus.

Van Ness Campus Building 44 currently houses the primary administrative and academic home of CAUSES, the new academic entity that now includes architecture (formerly housed in the School of Engineering). Current university capital improvement plans call for the renovation of dedicated space for the Architecture program on the second floor of building 32. The first floor of 32 is the location of the newly renovated office suite of the architecture program and the ARI is also located in building 32.

The administrative leadership of UDC and the Dean of Causes are fully aware of and affirm the space needs of the Architecture and Community Planning programs. The identified dedicated space and shared space for the architecture program will be consistent with the faculty's programmatic vision for the architecture program and with NAAB physical resources standards for accredited programs..

The projected space plan for the Architecture Program have been submitted and encompass 10,000 SF of space including space for the ARI, contiguous studio spaces, a dedicated CAD & imaging resources lab, an student-faculty work exhibition gallery, a materials lab, a model shop, a reading resources room, storage space for student work and a student lounge. The administrative and faculty offices that are also a part of the overall Architecture Program space have already been renovated and are in use since the fall term 2012. The plans and diagrams documenting the space allocation of the UDC architecture program appears at the end of this sub-section. The studio space is scheduled to be next on the agenda of facilities renovation projects and is expected to be completed in April of 2012.

#### **Faculty Offices:**

A dedicated suite of offices is assigned for the Architecture faculty and includes a conference room, records storage space and a small lounge/waiting area on the 1<sup>st</sup> floor of Building 42. This arrangement enables faculty to have private and secure space for their professional activities including meeting with students for consultations and advice including the ability to address confidential matters as needed.

#### **Studios:**

Three studios are currently located in contiguous spaces on the ground floor (A Level) of Building #32. Plans and construction are underway to relocate all studios to the 2<sup>nd</sup> floor of Building #42. The new location will allow all studios to be co-located and configured in a manner that promotes easy communication, visitation and the promotion of pedagogical strategies like the vertical studio concept that facilitates student-to-student teaching and learning. The experience at UDC has shown that vertical studios provide valuable enhancement to the education and information-sharing-process taking place in the architecture studios. Vertical studios are typically utilized in the spring design sequence at UDC and involve first, second and third year students

collaboration on design problems that address a common topic. Each studio is equipped to accommodate student laptop computers that are now required for all students beyond the first semester of the first year. Desktop computers and printers are also available in the computer lab. The studio spaces are also WIFI equipped so that students have easy access to the internet for immediate research efforts and to resolve potential location and context related questions throughout the studio experience.

**Computer laboratory:**

The architecture program currently has seventeen designated stations located in a computer laboratory for use by the architecture students. This laboratory also houses the computer courses offered by the architecture program as outlined in the syllabi. General student access is possible at all times except during times when dedicated classes are scheduled.

**Learning Resource Center:**

The university is part of the Washington Research Library Consortium that allows students access to library resources of all member institutions in the consortium. This includes electronic access, ordering, and retrieval. Graduate students have additional privileges. The ALADDIN search system provides search access to the entire network including the UDC library and Learning Resources Center itself. Eight institutions comprise the Washington Library Consortium. They are:

- American University
- Catholic University of America
- Gallaudet University
- George Mason University
- George Washington University
- Georgetown University
- Howard University
- Marymount University
- University of the District of Columbia

**Classrooms:**

The university uses the Banner System for scheduling and reserving class room spaces. The program has access to the system and is able to generally reserve classroom spaces for its needs. Every semester the program has a need for five classroom spaces. To date that number has not been reached largely because the UDC scheduling system is based on a first come first served basis. By scheduling classrooms one year in advance the problem should be alleviated. Currently, the occasional space shortage is being addressed by scheduling classes in the ARI's conference room or a free studio.

**Model Shop:**

The faculty of UDC's architecture program is engaged in an active and lively debate about what a model shop will mean for a program that is focused on urban sustainability and the implications this concept entails for tight spaces, energy efficiency, consciously effective and efficient resource use and a commitment to minimizing the negative impact of design and construction work on health, wellness, water conservation and food security. These considerations point to a new vision for a model shop that will be not the traditional arrangement table saws and tools. Instead, a model shop that is consistent with a commitment to urban sustainability may be chiefly equipped with model making printers that allow the construction of prototypes while minimizing waste. These printers will be electronically connected to the studios and classrooms where students working on their lap tops can generate models that will be outputted on the model making printers.

**Materials Center:**

The Materials Center contains technical data and sample building components to further students understanding of building construction components and assembly.

**Resource Room:**

The Resource Room contains technical volumes like the Sweet Catalogue and other manufacturer's literature and publications not typically stored in the library. The space is also ready for the 21<sup>st</sup> century approach to information access, acquisition and dissemination. Two desk top computers are allocated to the space and the room is WIFI equipped. The set-up provides easy access to information in a library type setting.



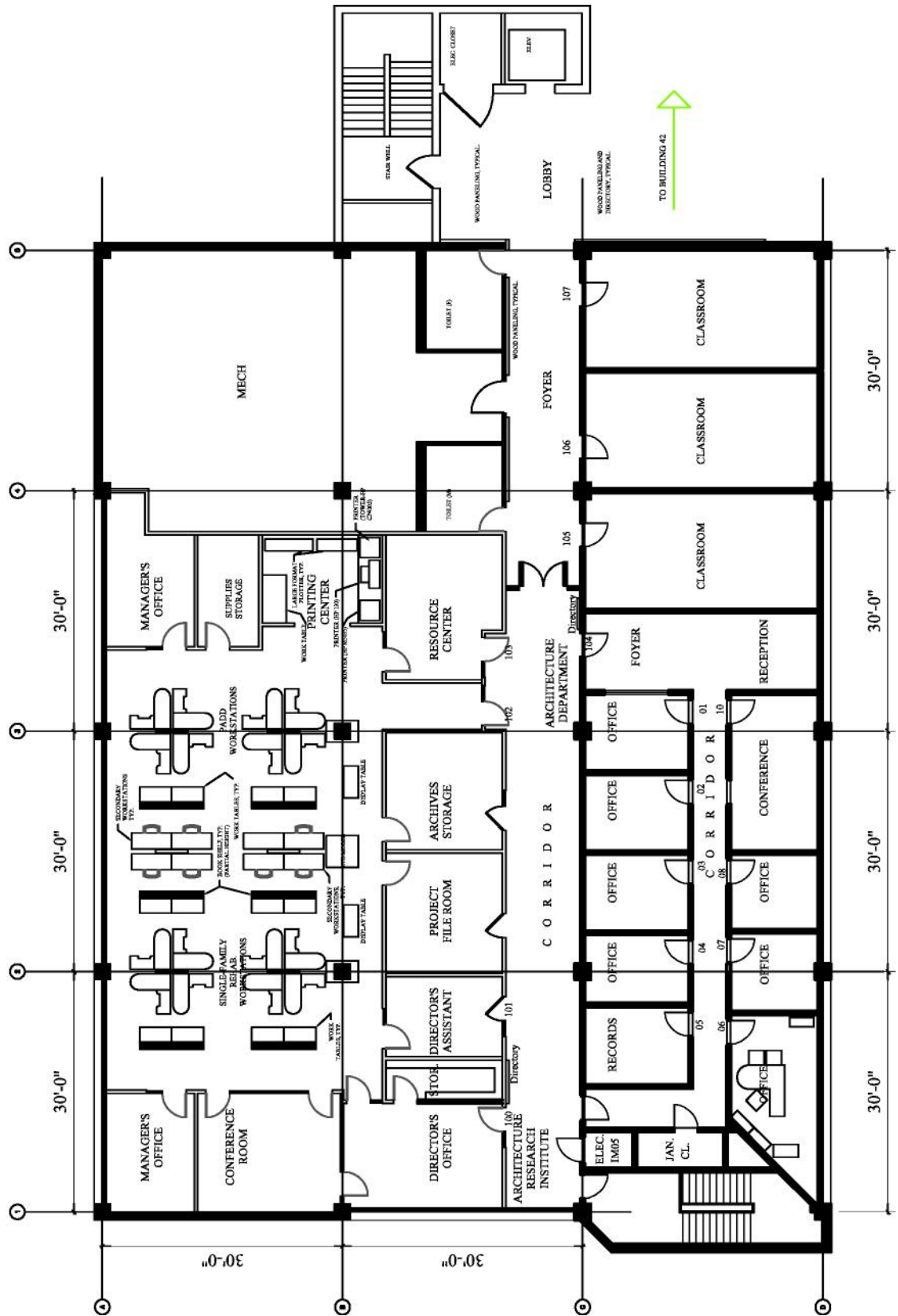
**Jury and Exhibition Spaces:**

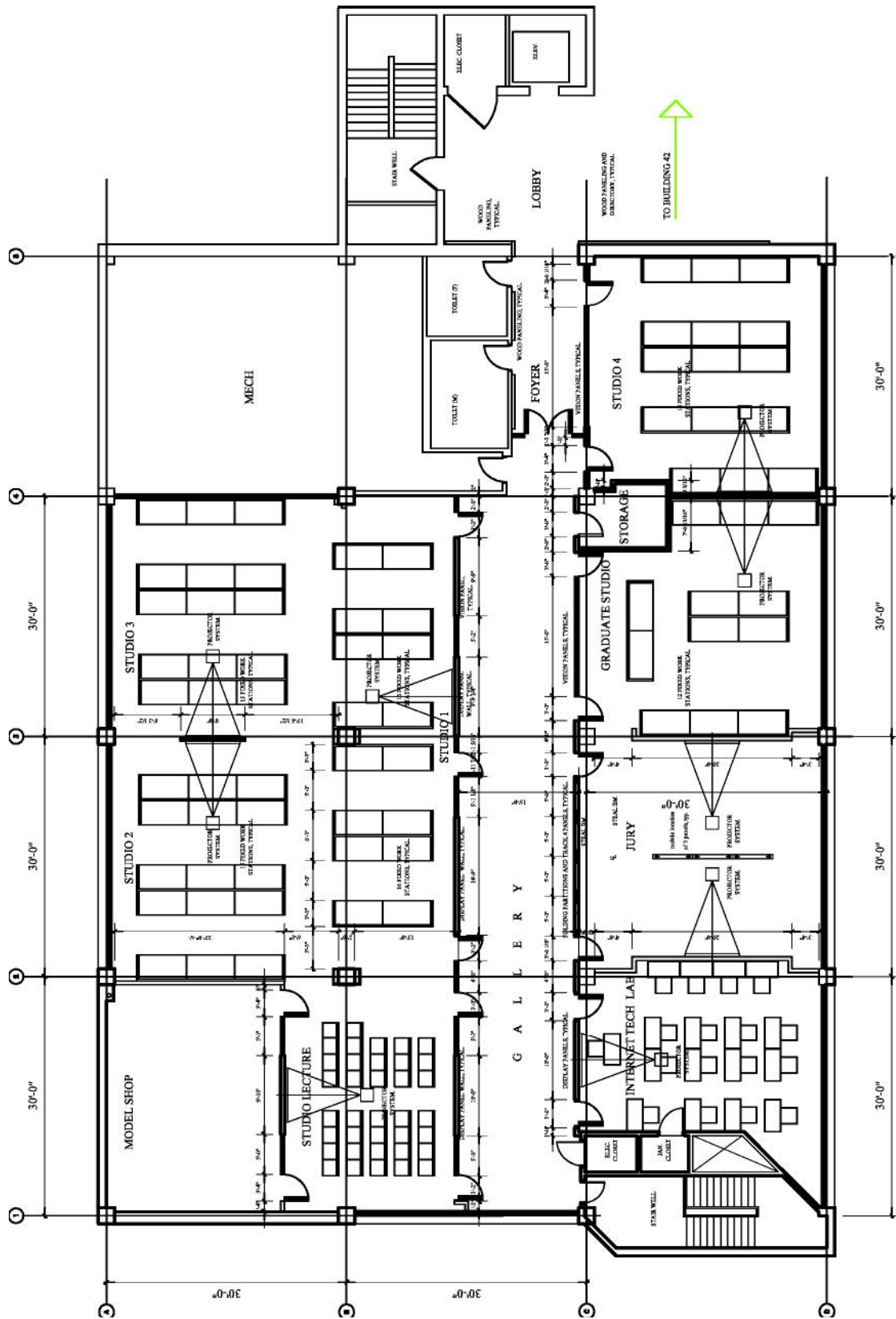
The present configuration of circulation hallways affords us opportunities for juries and the exhibition of student work. The new Design Studios will be clustered around a generous gallery space that can also function as an impromptu pinup space and exhibition gallery. In addition, the program has access to a tiered small auditorium on the ground level of building 42 (42 A-06) for more formal jury activities. See drawings following.

**Insert campus plan**

## 2.3.1 BUILDING 32 FLOOR PLANS

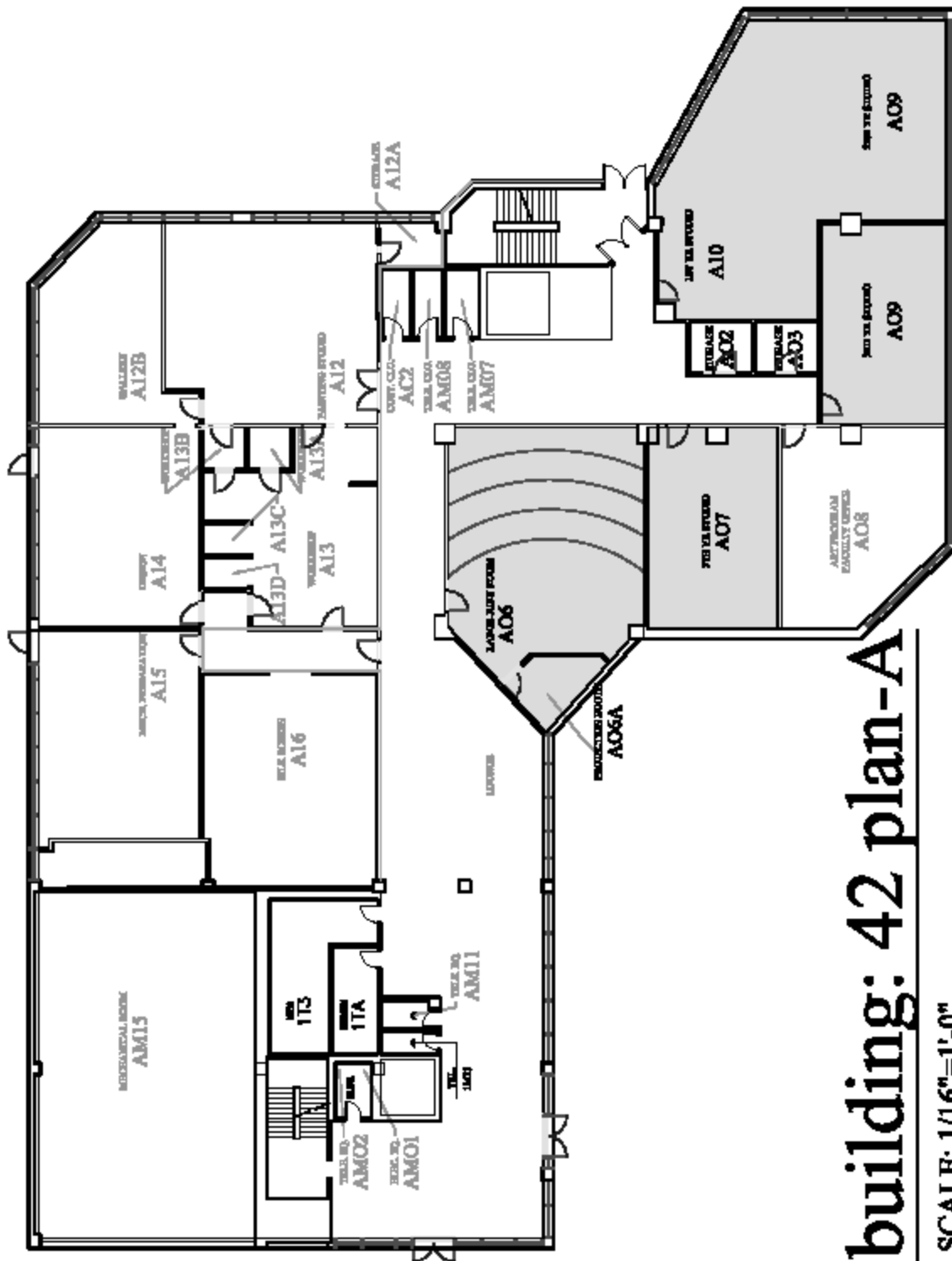
# FIRST FLOOR PLAN BUILDING 32 ARCHITECTURE DEPARTMENT OFFICES -- ARCHITECTURE RESEARCH INSTITUTE





# SECOND FLOOR PLAN BUILDING 32

STUDIOS: JURY ROOM: IT TECH LAB: LECTURE: GALLERY



# building: 42 plan-A

SCALE: 1/16"=1'-0"

Existing studios to be relocated, small auditorium access rights to be maintained.

## 1.2.4 Financial Resources

Like most universities in the U.S., the University of the District of Columbia has experienced its share of fiscal challenge particularly interesting is that there is no entity like a state budget office that typically interacts with public universities regarding their operating budgets and budget projections. However, UDC does not have a state office to interact. Instead, UDC is directly responsible to the District of Columbia and its amalgamate governance structure of municipal and state like status. Again, other components of the university's programs and budget suggest direct interaction with the Federal government and congress. The fiscal situation of UDC has been particularly challenging since the formation of the Community College (UDCCC) and its relocation to a separate campus at 805 North Capital Street in downtown DC close to Union station.

On the upside, the affiliation of the architecture program with the recently founded CAUSES offers administrative efficiencies that will benefit all programs within the newly formed college. With CAUSES, UDC has created a separate administrative entity that brings both the land-grant programs of the university and relevant academic programs under one umbrella. As of the writing of this report, the approval of the 2012-13 budget has not yet occurred despite of the start of the 2013 fiscal year on Oct. 1<sup>st</sup> 2012. Consequently, the budget information provided will cover FY 2011 and 2012 or the time period since the founding of CAUSES.

The dedicated NPE budget for the architecture program has averaged just over \$25,000 per year for the past 2 years. In addition, one-time purchases of equipment and furniture have totaled an additional \$24,000 per year. While the appropriated budget has been inadequate, the new Dean of CAUSES brings a private college background to her responsibilities and anticipates raising funds for CAUSES programs to support ongoing program needs as well as special program initiatives.

The ARI has also been helpful in securing resource for the Architecture Program and its students. Architecture students have always received permission to use ARI equipment, supplies and staff time when working on their studio projects. Additional outside grants and contracts are being pursued each year by the ARI in order to increase the level of funding available to ARI activities and in support of UDC architecture students. Since its inception in 1989, ARI grants and contracts have returned \$1.9 million in indirect costs to UDC. Each year the university has indicated that a portion of those indirect costs would be returned to the Architecture Program, yet so far no funds have been transferred. Funding for faculty development and enrichment has been minimal as well. Yet current explorations of fees based programs for the ARI under the land-grant programs of CAUSES may significantly increase ARI revenue from fees based programs. Anticipated fiscal implications of the new organizational structure of the architecture program include:

- A new initiative is under development whereby the Architecture Program and ARI would develop fees-based programs under the *Healthy Homes* initiatives of the land-grant division of CAUSES to offer training classes in lead abatement, mold removal and risk assessment. This initiative was created because of the new regulations that require all persons working in the District of Columbia that come into contact with lead must have this hazard alleviated. This initiative will generate additional revenue for the Architectural Program. In October 2012 Prof. Pearson attended an energy efficiency and weatherization workshop at the Montana State University Extension Service to explore possible adaptations of the program for the ARI.
- An accredited, "flexible hours" -based professional degree program in architecture at UDC, will be the only such program at a public university in Washington, DC. Currently, there are only 120 NAAB accredited architecture programs throughout the nation's 3,500 baccalaureate-granting universities. NAAB accredited architecture programs bring a levels of positive visibility and recognition that creates student enrollment impacts and impacts on the community that far exceeds the percentage representation of architecture program enrollments (architecture enrollments *average 1 to 1.5% compared to the engineering program enrollment of 10% to 15%*).
- The proposed MArch program will focus on the commitment of the DC government to make Washington, DC a national model of sustainability, energy efficiency and "green" architecture. The architecture program at UDC has the potential to become the area's foremost higher education program in Sustainability and Green Design best practices.
- An accredited MArch program at UDC would also align the institution with the adjacent states land-grant universities at UMD in College Park and Virginia Tech in Blacksburg. Historically, state land-grant institutions have contributed a disproportionately high number of African Americans, women and other underrepresented minority populations to the nation's licensed architects in the U.S.

- The establishment of the proposed MArch program will require investments in new faculty positions, teaching assistantships, tuition scholarships, state of the art Computer Aided Design (CAD) software, software licenses, hardware, peripherals, and faculty development resources. The fiscal returns on this investment include tuition revenues from new students and potentially dramatic increases in grant revenues and fees based programs of the Architectural Research Institute (ARI). With the addition of a NAAB accredited Master's degree, UDC would be able to retain its best graduates and prepare them for licensure and professional success. Under the existing BScA program, students have to transfer to a NAAB accredited degrees program at another university to continue to pursue their goal of becoming a registered architect. UDC needs to retain these students and get credit for their educational success.

### 1.2.5 Informational Resources

#### Institutional Context and Administrative Structure

The University's library and information technology services are organized within the Learning Resources Division. The LRD is comprised of three departments: 1) the library, 2) Center for Academic Technology and, 3) Information Technology.

The mission, goals, and objectives of the Learning Resources Division of the University of the District of Columbia are to provide efficient and effective support services to students, faculty and staff.

The Division carries out its mission by pursuing the following goals and objectives:

- The Division shall provide access to resources to faculty and to undergraduate and graduate students enrolled in degree and non-degree academic programs. It shall:
  - Maintain the collections readily accessible by providing a comprehensive catalog of holdings and a list of available support services.
  - Provide orientation and instruction for patrons in the use of the collection and services in support of learning.
  - Develop subject guides at the request of faculty and maintain reserve materials for faculty.
  - Assist faculty with online course development and management, as well as assessment.
  - Publicize services through various methods, including presentations that highlight the services and materials provided by the LRD.
- Collection development and service delivery shall serve curricular needs, academic programming and research activities. The collection development plan is designed to address the changing needs of academic programs. In so doing, it will:
  - Design and implement a collection management program that will insure liaison with academic faculty in selecting materials for curricular support and changing programmatic requirements.
  - Maximize acquisitions of books, periodicals and instructional media materials by identifying appropriate strategies within the collection management program.
  - Evaluate and acquire online resources to improve information access and support distance learning.
  - Continually evaluate service delivery to faculty and students to ascertain how well their identified needs are met.
- The Division shall maintain an attractive physical environment conducive to learning and it will provide access to the technology needs of faculty and students by:
  - Maintaining the library's catalog and research databases.
  - Providing adequate seating, study rooms, and computer terminals for student use.
  - Provide adequate space for collection organization and technical processing of materials.
- The Division actively participates in community service as it relates to the land grant function of the University, and therefore, it maintains liaisons with other institutions for sharing of resources, the development of new strategies for sharing resources, and continuing education of the Division's personnel. To this end, the Division:

- maintains membership and active collaboration in organizations and programs of institutions such as the Washington Research Library Consortium, and the D.C. Library Association.
- encourages personnel to participate in local and national organizations dedicated to the advancement of knowledge.
- organizes and sponsors conferences, seminars, workshops, and exhibits on topics related to Learning Resources to enhance the cultural and social awareness of the community.

### Assessment of Library Resources

One full-time librarian is responsible for the maintenance of the collection pertinent to Architecture, including fine arts, landscape architecture and engineering.

The library maintains a collection of well over 500,000 in print monograph titles and 71,774 unique journal titles. The LRD is responsible for providing access to all materials held by the library, learning technology resources, computers, printers, scanners, and photocopiers for student use.

|                                               | <i>Subject Area</i>                           | <i>Current Holdings</i>                                                                                                                                                                                                                                           |
|-----------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monographs<br>(including reference resources) | Call no. range:<br>NA<br>TA<br>TH<br>TD       | Majority of titles published within the last 10 - 20 years; all canon areas represented. Monograph collection actively maintained and managed. Approximate total number of titles in all call number ranges (physical monograph and electronic monographs): 5,000 |
| Journal Titles                                | Art/Art History, Architecture, Engineering    | All journals are available in full-text, online format. Primary and canon journals represented. Total number of titles remains stable. Approximate total number of journals in relevant subject ranges: 500                                                       |
| Academic Databases                            | Art/Art History and Architecture, Engineering | Relevant article databases purchased: JSTOR, ARTstor, IEEE, Project Muse, ProQuest Research Library, Academic Search Premier                                                                                                                                      |
| Visual Resource Collection                    | N/A                                           | ARTstor; other visual resources maintained by the department.                                                                                                                                                                                                     |



## Washington Research Libraries Consortium

In addition to the resources provided by the Learning Resources Division of UDC the University is also a part of the Washington Research Library Consortium (WRLC). The Consortium was established in 1987 to facilitate the sharing of collections and resources within the District's academic community. The Consortium members include:

- American University
- Catholic University of America
- Gallaudet University
- George Mason University
- George Washington University
- Georgetown University
- Howard University
- Marymount University
- University of the District of Columbia

The mission-critical services that the Consortium offers to its member universities are defined by three broad areas: (a) reciprocal borrowing of collections, subscriptions and other library resources based on a shared online catalog; (b) consortial licensing of online resources when possible; and (c) cooperative collection development.

Key services offered by the WRLC include the following:

- information technology supporting library operations and resource-sharing
- access to online resources
- technology to support digital collections and share campus scholarship, and
- off-site storage that allows for the continued growth of the physical collections at each member's library.

The Consortium utilizes an on-line catalog system that indexes the collections of all Consortium libraries, making identification of pertinent materials an easy process for faculty and students. The catalog is maintained by the Consortium, with access given to each library to fulfill cataloging tasks and address errors in an item record. This catalog is supported by the Consortium Loan Services. This service makes it possible for patrons to request timely delivery of materials to their home library from any of the participating Consortium libraries. Additionally, faculty and students have access to the Consortium collection through direct usage of and borrowing from any of the participating libraries.

At this time, faculty and students do not have remote access to the academic databases and electronic materials of other libraries due to the licensing requirements of these resources. However, faculty and staff do have direct access to these resources while they are physically in the host library.

### **Current Issues Regarding Growth and Maintenance**

The current state of the collection is appropriate for undergraduate education in Architecture. However, the University has entered into a transitional phase that may impact future funding for collection growth and maintenance. The students will always have access to materials through the Washington Research Libraries Consortium

### **1.3. Institutional Characteristics**

Data about the institutional characteristics of UDC is assembled by the office is Institutional Research, Assessment and Planning (IRAP). IRAP is the official source for all institutional data that helps university stakeholders to make data-driven decisions. Under new leadership, plans are underway for building an IRAP Office that is responsive, provides accurate and timely data and analysis, and one that is centered on superior customer service. To this end, IRAP has targeted the following goals:

- Examining, restructuring, and strengthening internal operations and policies to better meet university and customers' needs;

- Creating a set of data management reports in key priority areas that will provide decision-makers and stakeholders with data and analysis that can be used to evaluate and improve university strategy, operations, policies, processes, and performance;
- Establishing a data glossary that allows for all university divisions and management information systems to share a common lexicon, and overseeing and managing data standards to ensure data integrity and uniformity across all units in the institution;
- Streamlining and strengthening the customized and ad-hoc data request process and fulfillment so customers receive the information they need in a comprehensive and timely manner;
- Partnering with the Office of Information Technology to restructure data access, reporting, and management roles and responsibilities in line with the newer strategic directions to ensure a more effective and efficient process flow; and
- Creating a customer education and technical assistance process to help university departments make data and continuous quality improvement a more central part of their work

IRAP works diligently to provide a data infrastructure that serves the constituencies of UDC and its various academic programs in a superior, effective and efficient manner. All future statistical reports to NAAP will be generated in close collaboration with the IRAP office of UDC.

### **1.3.1 Statistical Reports (NA)**

#### **1.3.2. Annual Reports**

As the only public university in DC, UDC serves a highly diverse and frequently underserved population. 65% of UDC students are local, 45% are African American, 15% are international students, and more than 95 percent have high financial need and are PELL eligible. The enclosed fact sheet summarizes key data for UDC for the spring semester of 2011, which is the most recent university wide summary data available. See also <http://www.udc.edu/docs/irap/Fact%20Sheets/Spring%202011%20Factsheet.pdf>

#### **1.3.3 Faculty Credentials** (see elsewhere)

A summary of faculty credentials is provided in section XXX of this report on page.

### **1.4 Policy Review**

Policy documents will be part of the team room for review at that time.

## **Part Two (II)**

### **Educational Outcomes and Curriculum**

#### **II.1.1 Student Performance Criteria**

The following matrix illustrates how the Student Performance Criteria is distributed through the program. The program has forms a strong foundation on the technical side. So, the first year of the undergraduate program is mostly technical effort forming the basis for critical thinking. The second year of the program is a total emersion in the technical aspects of the building design. I all cases the student is expected to produce a portfolio demonstrating comprehension of basic building design concepts.

The general education courses have recently been revised to incorporate profession based writing and research skills.

REALM A:

REALM B:

REALM C:

| REALM A: CRITICAL THINKING & REPRESENTATION |                        |                             |                         |                      |                           |                   |                         |                                          |                    |                  | REALM B: INTEGRATED BUILDING PRACTICES |               |                |             |             |                      |                          |                       |                    |                           |                          |                                 | REALM C: LEADERSHIP & PRACTICE |                |                             |                    |                     |            |                        |                                  |                                     |
|---------------------------------------------|------------------------|-----------------------------|-------------------------|----------------------|---------------------------|-------------------|-------------------------|------------------------------------------|--------------------|------------------|----------------------------------------|---------------|----------------|-------------|-------------|----------------------|--------------------------|-----------------------|--------------------|---------------------------|--------------------------|---------------------------------|--------------------------------|----------------|-----------------------------|--------------------|---------------------|------------|------------------------|----------------------------------|-------------------------------------|
| A.1                                         | A.2                    | A.3                         | A.4                     | A.5                  | A.6                       | A.7               | A.8                     | A.9                                      | A.10               | A.11             | B.1                                    | B.2           | B.3            | B.4         | B.5         | B.6                  | B.7                      | B.8                   | B.9                | B.10                      | B.11                     | B.12                            | C.1                            | C.2            | C.3                         | C.4                | C.5                 | C.6        | C.7                    | C.8                              | C.9                                 |
| Communication Skills                        | Design Thinking Skills | Visual Communication Skills | Technical Documentation | Investigative Skills | Fundamental Design Skills | Use of Precedents | Ordering Systems Skills | Historical Traditions and Global Culture | Cultural Diversity | Applied Research | Pre-Design                             | Accessibility | Sustainability | Site Design | Life Safety | Comprehensive Design | Financial Considerations | Environmental Systems | Structural Systems | Building Envelope Systems | Building Service Systems | Building Materials & Assemblies | Collaboration                  | Human Behavior | Client Role in Architecture | Project Management | Practice Management | Leadership | Legal Responsibilities | Ethics and Professional Judgment | Community and Social Responsibility |

- Understanding — means the assimilation and comprehension of information without necessarily being able to see its full implication.
- Ability — means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

NAAB MATRIX CRITERIA ASSIGNMENT

| YEAR ONE   | FIRST SEMESTER                                |            | NAAB MATRIX CRITERIA ASSIGNMENT |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|------------|-----------------------------------------------|------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
|            | Credits                                       |            | A.1                             | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | A.9 | A.10 | A.11 | B.1 | B.2 | B.3 | B.4 | B.5 | B.6 | B.7 | B.8 | B.9 | B.10 | B.11 | B.12 | C.1 | C.2 | C.3 | C.4 | C.5 | C.6 | C.7 | C.8 | C.9 |   |
| YEAR ONE   | ARCP-101-BASIC DESIGN AND COMMUNICATION I     | 3 credits  | 1                               |     |     | 1   |     | 2   |     |     |     |      |      |     |     |     | 1   | 2   |     |     |     |     |      |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-105-INTRO TO COMPUTER TECH I             | 3 credits  |                                 |     | 2   |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-114-MATERIALS & METHODS OF CONST. I      | 3 credits  | 1                               |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 1    | 2    |     |     |     |     |     |     |     |     |     |   |
|            | IGED-110-FOUNDATION OF WRTG IN SOCIAL SCIENCE | 3 credits  |                                 |     |     |     | 2   |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | MATH-105-INTERMEDIATE ALGEBRA                 | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 15 credits |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR TWO   | SECOND SEMESTER                               |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-102-BASIC DESIGN AND COMMUNICATION II    | 3 credits  |                                 |     |     | 1   |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-106-INTRO TO COMPUTER TECH II            | 3 credits  | 1                               |     | 2   |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-116-MATERIALS & METHODS OF CONST. II     | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 1    | 2    |     |     |     |     |     |     |     |     |     |   |
|            | IGED-111-FOUNDATION OF WRTG IN SOCIAL SCIENCE | 3 credits  | 2                               |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 15 credits |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR TWO   | THIRD SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-201-ARCH. DRAWING & DESIGN I             | 4 credits  |                                 | 1   | 1   | 2   |     |     | 1   |     |     |      |      |     |     |     | 1   |     |     |     |     |     | 1    |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-231-STATICS AND STRUCTURAL DESIGN        | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-241-ADVANCED COMP. SIMULATION            | 3 credits  | 2                               |     | 2   |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-244-ENVIRONMENTAL SYSTEMS I              | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     | 1   |     |     | 2   |     |     |     |     | 1    |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 17         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR TWO   | FOURTH SEMESTER                               |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-202-ARCH. DRAWING & DESIGN II            | 4 credits  |                                 | 1   | 2   | 2   |     |     | 1   |     |     |      |      |     |     |     | 1   |     |     |     |     |     | 1    |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-206-CAD DOCS/SPECS. AND ESTIMATING       | 3 credits  |                                 |     |     | 2   |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-256-BUILT ENVIRONMENT                    | 3 credits  |                                 |     |     |     |     |     |     |     | 2   | 1    |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-246-ENVIRONMENTAL SYSTEMS II             | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     | 1   |     |     | 2   |     |     |     |     | 1    |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 17         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR THREE | FIFTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-301-PROF. STUDIO LAB III                 | 5 credits  | 1                               | 2   | 2   |     |     |     | 1   | 2   |     |      |      |     |     |     | 1   | 2   |     |     |     |     | 1    |      |      |     | 2   |     |     |     |     |     |     |     |   |
|            | ARCP-321-HIST. & THEORY OF ARCH. I            | 3 credits  |                                 |     |     |     |     |     |     |     | 1   | 1    | 2    |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-331-THEORY OF STRUCTURES                 | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 1    |      |     |     |     |     |     |     |     |     |     |   |
|            | IGED-130-FOUNDATION OF ORAL COMMUNICATION     | 3 credits  | 2                               |     |     |     | 1   |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 14         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR THREE | SIXTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-302-PROF. STUDIO LAB IV                  | 5 credits  | 1                               | 2   | 2   |     |     |     | 1   | 2   |     |      |      |     |     |     | 1   | 2   |     |     |     |     | 1    |      |      |     | 2   |     |     |     |     |     |     |     |   |
|            | ARCP-322-HIST. & THEORY OF ARCH. II           | 3 credits  |                                 |     |     |     |     |     |     |     | 1   | 1    | 2    |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-332-DESIGN OF STEEL STRUCTURES           | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 2    |      |     |     |     |     |     |     |     |     |     |   |
|            | IGED-210-DISCOVERY WRITING                    | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 14         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FOUR  | SEVENTH SEMESTER                              |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-401-ARCHITECTURAL STUDIO V               | 5 credits  | 1                               | 2   | 2   |     |     |     | 2   | 2   |     |      |      | 1   | 2   | 2   |     | 2   | 2   |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-411-PROF. ETHICS & PRACTICE I            | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     | 1   | 1   | 2   | 1   | 1   | 1   | 1   |     |   |
|            | ARCP-412-PRESERVATION REHAB. TECH. I          | 3 credits  |                                 |     |     | 1   |     |     |     |     |     |      |      | 2   |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            |                                               | TOTAL=     | 11                              |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FOUR  | EIGHTH SEMESTER                               |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-402-PROFESSIONAL STUDIO LAB VI           | 5 credits  | 1                               | 2   | 2   |     |     |     | 2   | 2   |     |      |      | 1   |     |     |     | 2   | 2   |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-414-PROF. ETHICS & PRACTICE II           | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     | 1   | 1   | 2   | 1   | 1   | 1   | 1   |     |   |
|            | ARCP-432-DESIGN OF CONCRETE STRUCTURES        | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 2    |      |     |     |     |     |     |     |     |     |     |   |
|            |                                               | TOTAL=     | 11                              |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FIVE  | NINTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-501-PROFESSIONAL STUDIO LAB VII          | 5 credits  | 2                               | 2   | 2   |     |     |     | 2   |     |     |      |      |     |     |     |     | 2   | 2   |     |     |     |      |      |      |     |     | 2   |     |     |     |     |     |     |   |
|            | ARCP-503-URBAN AND COMM. DESIGN I             | 3 credits  |                                 |     |     |     |     |     |     |     | 1   |      | 2    |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     | 1 |
|            | ARCP-505-SUSTAINABLE DESIGN I                 | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-507-GRADUATE SEMINAR                     | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 14         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FIVE  | TENTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-502-THESIS STUDIO LAB VIII               | 5 credits  | 2                               | 2   | 2   |     |     |     | 2   | 2   |     |      |      |     |     |     |     | 2   | 2   |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-504-URBAN AND COMMUNITY DESIGN II        | 3 credits  |                                 |     |     |     |     |     |     |     |     | 1    |      | 2   |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     | 1 |
|            | TOTAL=                                        | 11         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FIVE  | ELEVENTH SEMESTER                             |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-601-PRESERVATION REHAB. TECH.            | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      | 2   |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 3          |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     | 1 |

- REALM A:
- 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

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

- REALM C:
- 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.

## 1.3 Curricula Framework

### 11.2.1 Regional Accreditation

[https://www.msche.org/documents/sas/515/Statement\\_of\\_Accreditation\\_Status.htm](https://www.msche.org/documents/sas/515/Statement_of_Accreditation_Status.htm)



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

## STATEMENT OF ACCREDITATION STATUS

UNIVERSITY OF THE DISTRICT OF COLUMBIA

4200 Connecticut Avenue, N. W.

Washington, DC 20008

Phone: (202) 274-5100; Fax: (202) 274-5304

[www.udc.edu](http://www.udc.edu)

**Chief Executive Officer:** Dr. Allen Lee Sessoms, President

### INSTITUTIONAL INFORMATION

**Enrollment**

**(Headcount):** 4658 Undergraduate; 263 Graduate

**Control:** Public

**Affiliation:** State

**Carnegie Classification:** Master's - Smaller Programs

**Degrees Offered:** Postsecondary Certificate (< 1 year), Associate's, Bachelor's, Master's;

**Distance Education Programs:** Yes (approved for the following program(s): Bachelor of Arts in Security Studies)

**Accreditors Approved by U.S. Secretary of Education:** American Bar Association, Council of the Section of Legal Education and Admissions to the Bar; American Board of Funeral Service Education, Committee on Accreditation; American Dietetic Association, American Commission on Education in Nutrition and Dietetics; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology; National Council for Accreditation of Teacher Education; National League for Nursing Accrediting Commission

**Other Accreditors:** American Dietetics Association (ADA); Council for Accreditation of Counseling and Related Educational Programs (CACREP); National Architectural Accrediting Board (NAAB); Council on Social Work; Commission of Education of Accreditation for Dietetics Education

### Instructional Locations

**Branch Campuses:** None

**Additional Locations:** Modern Academy in Maadi, Egypt; North Capitol Street Center, Washington, DC; South Dakota Avenue Center, Washington, DC

**Other Instructional Sites:** PR Harris, Washington, DC

### ACCREDITATION INFORMATION

**Status:** Member since 1971

**Last Reaffirmed:** November 18, 2010

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1/4

[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

**Most Recent Commission Action:**

October 11, 2012: To accept the supplemental information report. To remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

**Brief History Since Last Comprehensive Evaluation:**

November 18, 2010: To accept the Periodic Review Report, to reaffirm accreditation and to request a monitoring report, due by October 1, 2011, documenting (1) further evidence of the linkage between the comprehensive institutional strategic plan to decision-making, budgeting, and resource allocation processes (Standard 2); and (2) further evidence of a comprehensive multi-year budgeting process and projections that are aligned with the institution's mission, goals, and strategic plan (Standard 3). A small team visit will follow submission of the monitoring report. To remind the institution of the pending site visits within six months of commencing operations at the following sites: (1) North Capitol Street Center, 801 North Capitol Street, NE, Washington, D.C. 20002; (2) South Dakota Avenue Center, 5171 South Dakota Avenue, NE, Washington, D.C. 20017; and (3) The Excel Institute, 2851 V Street, NE, Washington, D.C. 20018. To further remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

June 23, 2011: To thank the institution for receiving the Commission's representative and to affirm the inclusion of the additional locations at North Capitol Street Center, 801 North Capitol Street, NE, Washington, D.C. 20002 and South Dakota Avenue Center, 5171 South Dakota Avenue, NE, Washington, D.C. 20017 within the scope of the institution's accreditation. To remind the institution of the pending site visit within six months of commencing operation at The Excel Institute, 2851 V Street, NE, Washington, D.C. 20018. To further remind the institution of a monitoring report, due by October 1, 2011, documenting (1) further evidence of the linkage between the comprehensive institutional strategic plan to decision-making, budgeting and resource allocation processes (Standard 2); and (2) further evidence of a comprehensive multi-year budgeting process and projections that are aligned with the institution's mission, goals, and strategic plan (Standard 3). A small team visit will follow submission of the monitoring report. To further remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the

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2/4

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safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

June 28, 2011: To recognize the institution's decision not to open the additional location at The Excel Institute, 2851 V Street, NE, Washington, D.C. 20018.

March 1, 2012: To accept the monitoring report and to note the visit by the Commission's representatives. To remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

**Next Self-Study Evaluation:** 2014 - 2015

**Next Periodic Review Report:** 2020

**Date Printed:** November 12, 2012

## DEFINITIONS

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

## EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

### Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern

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3/4

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and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

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4/4

## 11.2.2 Professional Degrees and Curriculum

### B' Sc ARCH DEGREE PROGRAM

#### FIRST SEMESTER

| COURSE NO.   | CLASS                                 |           |
|--------------|---------------------------------------|-----------|
| ARCP-101     | BASIC DESIGN AND COMMUNICATION I      | 3         |
| ARCP-105     | INTRO TO COMPUTER TECH I              | 3         |
| ARCP-114     | MATERIALS & METHODS OF CONST. I       | 3         |
| IGED-110     | FOUNDATION OF WRTG. IN SOCIAL SCIENCE | 3         |
| MATH-105     | INTERMEDIATE ALGEBRA I                | 3         |
| <b>TOTAL</b> |                                       | <b>15</b> |

#### SECOND SEMESTER

| COURSE NO.   | CLASS                             |           |
|--------------|-----------------------------------|-----------|
| ARCP-102     | BASIC DESIGN AND COMMUNICATION II | 3         |
| ARCP-106     | INTRO TO COMPUTER TECH II         | 3         |
| ARCP-116     | MATERIALS & METHODS OF CONST. II  | 3         |
| IGED-111     | FOUNDATION OF WRITING             | 3         |
| MATH-113     | PRE CALCULUS WITH TRIG I          | 3         |
| <b>TOTAL</b> |                                   | <b>15</b> |

#### THIRD SEMESTER

| COURSE NO.   | CLASS                           |           |
|--------------|---------------------------------|-----------|
| ARCP-201     | ARCHITECTURAL STUDIO I          | 4         |
| ARCP-231     | STATICS AND STRUCTURAL DESIGN   | 3         |
| ARCP-241     | ADVANCED COMP. SIMULATION       | 3         |
| ARCP-244     | ENVIRONMENTAL SYSTEMS I         | 3         |
| PHYS-101     | INTRO. TO COLLEGE PHYSICS I/LEC | 3         |
| PHYS-103     | INTRO. TO COLLEGE PHYSICS I/LAB | 1         |
| <b>TOTAL</b> |                                 | <b>17</b> |

#### FOURTH SEMESTER

| COURSE NO.   | CLASS                            |           |
|--------------|----------------------------------|-----------|
| ARCP-202     | ARCHITECTURAL STUDIO II          | 4         |
| ARCP-206     | CAD DOCS/SPECS. AND ESTIMATING   | 3         |
| ARCP-256     | BUILT ENVIRONMENT                | 3         |
| ARCP-246     | ENVIRONMENTAL SYSTEMS II         | 3         |
| PHYS -102    | INTRO. TO COLLEGE PHYSICS II/LEC | 3         |
| PHYS -104    | INTRO. TO COLLEGE PHYSICS II/LAB | 1         |
| <b>TOTAL</b> |                                  | <b>17</b> |

#### FIFTH SEMESTER

| COURSE NO.   | CLASS                            |           |
|--------------|----------------------------------|-----------|
| ARCP-301     | ARCHITECTURAL STUDIO III         | 5         |
| ARCP-321     | HIST. & THEORY OF ARCH. I        | 3         |
| ARCP-331     | THEORY OF STRUCTURES             | 3         |
| IGED-130     | FOUNDATION OF ORAL COMMUNICATION | 3         |
| <b>TOTAL</b> |                                  | <b>14</b> |

#### SIXTH SEMESTER

| COURSE NO.   | CLASS                      |           |
|--------------|----------------------------|-----------|
| ARCP-302     | ARCHITECTURAL STUDIO IV    | 5         |
| ARCP-322     | HIST. & THEORY OF ARCH II  | 3         |
| ARCP-332     | DESIGN OF STEEL STRUCTURES | 3         |
|              | SOCIAL SCIENCE ELECTIVE    | 3         |
| IGED 210     | DISCOVERY WRITING          | 3         |
| <b>TOTAL</b> |                            | <b>17</b> |

#### SEVENTH SEMESTER

| COURSE NO.   | CLASS                       |           |
|--------------|-----------------------------|-----------|
| ARCP-401     | ARCHITECTURAL STUDIO V      | 5         |
| ARCP-411     | PROF. ETHICS & PRACTICE     | 3         |
| ARCP-412     | PRESERVATION REHAB. TECH. I | 3         |
|              | PHILOSOPHY ELECTIVE         | 3         |
| <b>TOTAL</b> |                             | <b>14</b> |

#### EIGHTH SEMESTER

| COURSE NO.   | CLASS                         |           |
|--------------|-------------------------------|-----------|
| ARCP-402     | ARCHITECTURAL STUDIO VI       | 5         |
| ARCP-414     | PROF. ETHICS & PRACTICE II    | 3         |
| ARCP-432     | DESIGN OF CONCRETE STRUCTURES | 3         |
|              | ELECTIVE                      | 3         |
| <b>TOTAL</b> |                               | <b>14</b> |

Bachelor of Science in Architecture Awarded

123 Credit Hours

**Notes**



**M'ARCH I DEGREE PROGRAM**

**NINTH SEMESTER**

| COURSE NO.   | CLASS                        |           |
|--------------|------------------------------|-----------|
| ARCP-501     | PROFESSIONAL STUDIO LAB VII  | 5         |
| ARCP-503     | URBAN AND COMMUNITY DESIGN I | 3         |
| ARCP-505     | SUSTAINABLE DESIGN I         | 3         |
| ARCP-507     | GRADUATE SEMINAR             | 3         |
| <b>TOTAL</b> |                              | <b>14</b> |

**TENTH SEMESTER**

| COURSE NO.   | CLASS                         |           |
|--------------|-------------------------------|-----------|
| ARCP-502     | THESIS STUDIO LAB VIII        | 5         |
| ARCP-504     | URBAN AND COMMUNITY DESIGN II | 3         |
| ARCP-506     | SUSTAINABLE DESIGN II         | 3         |
|              | ELECTIVE                      | 3         |
| <b>TOTAL</b> |                               | <b>14</b> |

**ELEVENTH SEMESTER**

| COURSE NO.   | CLASS                     |          |
|--------------|---------------------------|----------|
| ARCP-601     | PRESERVATION REHAB. TECH. | 3        |
|              | ELECTIVE                  | 3        |
|              | ELECTIVE                  | 3        |
| <b>TOTAL</b> |                           | <b>9</b> |

Master of Architecture (M'Arch I) awarded **37** Credit Hours

Notes

Students are required to take a writing proficient course and a writing proficiency test before graduating.

**M'ARCH II DEGREE PROGRAM**

**FIRST SEMESTER**

| COURSE NO.   | CLASS                           |           |
|--------------|---------------------------------|-----------|
| ARAC-501     | DESIGN STUDIO I                 | 3         |
| ARAC-511     | BUILDING INFORMATION MODELING I | 3         |
| ARAC-513     | STATICS & STRUCTURAL DESIGN     | 3         |
|              | ELECTIVE                        | 3         |
| <b>TOTAL</b> |                                 | <b>12</b> |

**SECOND SEMESTER**

| COURSE NO.   | CLASS                            |           |
|--------------|----------------------------------|-----------|
| ARAC-502     | DESIGN STUDIO II                 | 3         |
| ARAC-512     | BUILDING INFORMATION MODELING II | 3         |
| ARAC-519     | DESIGN OF CONCRETE STRUCTURES    | 3         |
| ARAC-516     | ENVIRONMENTAL STUDIES            | 3         |
| <b>TOTAL</b> |                                  | <b>12</b> |

**THIRD SEMESTER**

| COURSE NO.   | CLASS                             |           |
|--------------|-----------------------------------|-----------|
| ARAC-503     | DESIGN STUDIO III                 | 5         |
| ARAC-515     | BUILDING INFORMATION MODELING III | 3         |
| ARAC-514     | THEORY OF STRUCTURES              | 3         |
| <b>TOTAL</b> |                                   | <b>11</b> |

**FOURTH SEMESTER**

| COURSE NO.   | CLASS                            |           |
|--------------|----------------------------------|-----------|
| ARAC-504     | DESIGN STUDIO IV                 | 5         |
| ARAC-518     | CONTRACT ADMINISTRATION          | 3         |
| ARAC-520     | DESIGN OF STEEL STRUCTURES       | 3         |
| ARAC-522     | HISTORY & THEORY OF ARCHITECTURE | 3         |
| <b>TOTAL</b> |                                  | <b>14</b> |

**FIFTH SEMESTER**

| COURSE NO.   | CLASS                        |           |
|--------------|------------------------------|-----------|
| ARCP-501     | PROFESSIONAL STUDIO LAB VII  | 5         |
| ARCP-503     | URBAN AND COMMUNITY DESIGN I | 3         |
| ARCP-505     | SUSTAINABLE DESIGN I         | 3         |
| ARCP-507     | GRADUATE SEMINAR             | 3         |
| <b>TOTAL</b> |                              | <b>14</b> |

**SIXTH SEMESTER**

| COURSE NO.   | CLASS                         |           |
|--------------|-------------------------------|-----------|
| ARCP-502     | THESIS STUDIO LAB VIII        | 5         |
| ARCP-504     | URBAN AND COMMUNITY DESIGN II | 3         |
| ARCP-506     | SUSTAINABLE DESIGN II         | 3         |
|              | ELECTIVE                      | 3         |
| <b>TOTAL</b> |                               | <b>14</b> |

**SUMMER OR SEVENTH SEMESTER**

| COURSE NO.   | CLASS                     |          |
|--------------|---------------------------|----------|
| ARCP-601     | PRESERVATION REHAB. TECH. | 3        |
|              | ELECTIVE                  | 3        |
|              | ELECTIVE                  | 3        |
| <b>TOTAL</b> |                           | <b>9</b> |

Master of Architecture (M'Arch II) awarded **86** Credit Hours

**Notes**

acceleration courses total 49  
graduate courses total 37

Students are required to take a writing proficient course and a writing proficiency test before graduating.

**UNIVERSITY OF THE DISTRICT OF COLUMBIA - Division of Architecture & Community Planning/ college of Agriculture, Urban Sustainability & Environmental Sciences**  
**FACULTY EXPERTISE MATRIX FALL 2010**

| FACULTY MEMBER                | Summary of expertise, recent research, or experiences                                                                                                                 | ARCP-101 BASIC DESIGN AND COMMUNICATION I |                                          |   | ARCP-102 BASIC DESIGN AND COMMUNICATION II |                                           |   | ARCP-201 ARCHITECTURAL STUDIO I        |                                    |                                  | ARCP-202 ARCHITECTURAL STUDIO II        |                                   |                                | ARCP-301 ARCHITECTURAL STUDIO III  |                               |                                  | ARCP-302 ARCHITECTURAL STUDIO IV   |                                     |                                    | ARCP-401 ARCHITECTURAL STUDIO V      |                                  |                                     | ARCP-402 ARCHITECTURAL STUDIO VI       |                                       |                               | ARCP-501 PROFESSIONAL STUDIO LAB VII |                                        |                                | ARCP-502 THESIS STUDIO LAB VIII    |  |   |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|---|--------------------------------------------|-------------------------------------------|---|----------------------------------------|------------------------------------|----------------------------------|-----------------------------------------|-----------------------------------|--------------------------------|------------------------------------|-------------------------------|----------------------------------|------------------------------------|-------------------------------------|------------------------------------|--------------------------------------|----------------------------------|-------------------------------------|----------------------------------------|---------------------------------------|-------------------------------|--------------------------------------|----------------------------------------|--------------------------------|------------------------------------|--|---|
|                               |                                                                                                                                                                       | ARCP-105 INTRO TO COMPUTER TECH I         | ARCP-114 MATERIALS & METHODS OF CONST. I |   | ARCP-106 INTRO TO COMPUTER TECH II         | ARCP-116 MATERIALS & METHODS OF CONST. II |   | ARCP-231 STATICS AND STRUCTURAL DESIGN | ARCP-241 ADVANCED COMP. SIMULATION | ARCP-244 ENVIRONMENTAL SYSTEMS I | ARCP-206 CAD DOCS/SPECS. AND ESTIMATING | ARCP-246 ENVIRONMENTAL SYSTEMS II | ARCP-256 THE BUILT ENVIRONMENT | ARCP-321 HIST. & THEORY OF ARCH. I | ARCP-331 THEORY OF STRUCTURES | ARCP-302 ARCHITECTURAL STUDIO IV | ARCP-322 HIST. & THEORY OF ARCH II | ARCP-332 DESIGN OF STEEL STRUCTURES | ARCP-411 PROF. ETHICS & PRACTICE I | ARCP-412 PRESERVATION REHAB. TECH. I | ARCP-402 ARCHITECTURAL STUDIO VI | ARCP-414 PROF. ETHICS & PRACTICE II | ARCP-432 DESIGN OF CONCRETE STRUCTURES | ARCP-503 URBAN AND COMMUNITY DESIGN I | ARCP-505 SUSTAINABLE DESIGN I | ARCP-507 GRADUATE SEMINAR            | ARCP-504 URBAN AND COMMUNITY DESIGN II | ARCP-506 SUSTAINABLE DESIGN II | ARCP-601 PRESERVATION REHAB. TECH. |  |   |
| <b>Genell Anderson, AIA</b>   | DCRA/ICC authority (3rd party plan reviewer and inspector); Mayor's design awards excellence in historic preservation. Member of the DC Architecture Licencing Board. | █                                         |                                          |   | █                                          |                                           |   |                                        |                                    |                                  |                                         |                                   |                                |                                    |                               |                                  |                                    |                                     |                                    |                                      |                                  |                                     |                                        |                                       |                               |                                      |                                        |                                |                                    |  |   |
| <b>Ralph Belton, RA CSI</b>   | Research on relationship between design methods and CAD representation and modeling methods; design religious facilities and adaptive reuse projects;                 |                                           |                                          |   |                                            |                                           |   |                                        |                                    |                                  |                                         | █                                 |                                | █                                  | █                             |                                  | █                                  |                                     |                                    |                                      |                                  |                                     |                                        |                                       |                               |                                      |                                        |                                |                                    |  |   |
| <b>Vicente Caballero</b>      | BIM-REVIT-CAD programs expert; IT management systems.                                                                                                                 |                                           | █                                        |   |                                            | █                                         |   |                                        |                                    | █                                |                                         |                                   |                                |                                    |                               |                                  |                                    |                                     |                                    |                                      |                                  |                                     |                                        |                                       |                               |                                      |                                        |                                |                                    |  |   |
| <b>Kathy Dixon, AIA, LEED</b> | Recognized Sustainability expert; design and production architect on numerous public sector projects.                                                                 |                                           |                                          |   |                                            |                                           |   | █                                      |                                    |                                  | █                                       |                                   |                                |                                    |                               |                                  |                                    |                                     | █                                  |                                      |                                  |                                     |                                        |                                       | █                             |                                      |                                        | █                              |                                    |  | █ |
| <b>James Killete</b>          | Recognized DCRA code authority; design and production management; historic preservation.                                                                              |                                           |                                          | █ |                                            |                                           | █ |                                        |                                    |                                  |                                         |                                   | █                              |                                    |                               |                                  |                                    |                                     |                                    |                                      |                                  |                                     |                                        |                                       |                               |                                      |                                        |                                |                                    |  |   |
| <b>Melvin Mitchell, FAIA</b>  | Developer/architect on numerous multifamily housing projects; recognized scholar on history of African American architects. Published.                                |                                           |                                          |   |                                            |                                           |   |                                        |                                    |                                  |                                         |                                   | █                              |                                    |                               |                                  |                                    |                                     | █                                  |                                      |                                  | █                                   |                                        |                                       |                               |                                      |                                        |                                |                                    |  |   |

**UNIVERSITY OF THE DISTRICT OF COLUMBIA - Division of Architecture & Community Planning/ college of Agriculture, Urban Sustainability & Environmental Sciences**  
**FACULTY EXPERTISE MATRIX FALL 2010**

| FACULTY MEMBER                             | Summary of expertise, recent research, or experiences                                                                            | ARCP-101 BASIC DESIGN AND COMMUNICATION I |          |          | ARCP-102 BASIC DESIGN AND COMMUNICATION II |          |          | ARCP-201 ARCHITECTURAL STUDIO I |          |          | ARCP-202 ARCHITECTURAL STUDIO II |          |          | ARCP-301 ARCHITECTURAL STUDIO III |          |          | ARCP-302 ARCHITECTURAL STUDIO IV |          |          | ARCP-401 ARCHITECTURAL STUDIO V |          |          | ARCP-402 ARCHITECTURAL STUDIO VI |          |          | ARCP-501 PROFESSIONAL STUDIO LAB VII |  |  | ARCP-502 THESIS STUDIO LAB VIII |  |  | ARCP-601 PRESERVATION REHAB. TECH. |  |  |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------|----------|--------------------------------------------|----------|----------|---------------------------------|----------|----------|----------------------------------|----------|----------|-----------------------------------|----------|----------|----------------------------------|----------|----------|---------------------------------|----------|----------|----------------------------------|----------|----------|--------------------------------------|--|--|---------------------------------|--|--|------------------------------------|--|--|
|                                            |                                                                                                                                  | ARCP-105                                  | ARCP-114 | ARCP-106 | ARCP-116                                   | ARCP-231 | ARCP-241 | ARCP-244                        | ARCP-206 | ARCP-246 | ARCP-256                         | ARCP-321 | ARCP-331 | ARCP-322                          | ARCP-332 | ARCP-411 | ARCP-412                         | ARCP-414 | ARCP-432 | ARCP-503                        | ARCP-505 | ARCP-507 | ARCP-504                         | ARCP-506 | ARCP-601 |                                      |  |  |                                 |  |  |                                    |  |  |
| <b>Clarence Pearson, FAIA</b>              | Urban Design Sustainability, professional practice issues, local zoning/building codes; numerous awards as outstanding educator. |                                           |          |          |                                            |          |          |                                 |          |          |                                  |          |          |                                   |          |          |                                  |          |          |                                 |          |          |                                  |          |          |                                      |  |  |                                 |  |  |                                    |  |  |
| <b>Ahmet Zeytinci, PhD, PE Fellow-NSPE</b> | Widely recognized scholar and authority in civil/structural engineering design and education.                                    |                                           |          |          |                                            |          |          |                                 |          |          |                                  |          |          |                                   |          |          |                                  |          |          |                                 |          |          |                                  |          |          |                                      |  |  |                                 |  |  |                                    |  |  |
| <b>Pooyan Asadollahi, PhD, PE</b>          |                                                                                                                                  |                                           |          |          |                                            |          |          |                                 |          |          |                                  |          |          |                                   |          |          |                                  |          |          |                                 |          |          |                                  |          |          |                                      |  |  |                                 |  |  |                                    |  |  |
| <b>Howard Gibbs, PE</b>                    |                                                                                                                                  |                                           |          |          |                                            |          |          |                                 |          |          |                                  |          |          |                                   |          |          |                                  |          |          |                                 |          |          |                                  |          |          |                                      |  |  |                                 |  |  |                                    |  |  |

### **11.2.3 Curriculum Review and Development**

See under Long Range Planning

### **II.3 Evaluation of Preparatory/Pre-professional Education**

### **Part Three. Progress Since Last Site Visit (Not Applicable)**

## Part Four: Supplemental Information

### 1. Course Descriptions

#### Number & Title of Course:

**ARCP-101/102 – Basic Design Communications I & II (3 credits each)**

#### Course Description:

*These are the introductory first-year architectural graphics and basic design studio courses in the Flagship curriculum (as distinguished from the more technical and construction drawing oriented first year studio courses in the Community College). In the first semester the student is introduced to the culture of architecture and design thinking, and basic architectural drawing and design methods (manual and computer aided) through the use of orthographic, isometric, oblique, and section drawings and the making of simple study models as tools that communicate building design intentions. In the second semester, students often participate in the vertical studio with their primary focus on the use of “ordering systems” and the concepts of SUSTAINABILITY and GREEN ARCHITECTURE.*

#### Course Goals & Objectives:

- Student will learn how to recognize, compare and contrast the fundamental design theories of Palladio, Frank Lloyd Wright and Le Corbusier applied to residential design
- Student will learn how to manually apply the basic properties of descriptive geometry to drawing communications beginning with “point, line and plane” and the construction of the basic geometric building blocks of architectural space
- Student will learn how to translate a simple client brief for a family residence into a physical space program
- Student will learn how to transform a physical space program into floor plans
- Student will learn how to transform floor plans into 3-D space
- Students will learn the rudimental rules of circulation
- Students will learn to communicate design intentions through the CAD tool, “Sketch Up”
- Students will learn the rudiments of organizing written and graphic information into coherent communication package

#### Student Performance Criteria addressed:

- A.1. Communication Skills
- A.2. Design-Thinking Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- B.1. Pre-Design Skills

#### Typical Outline:

General Lecture/Discussion/Research.....30%  
Manual Drawing/Study Model-Making..... 30%  
CAD-Sketch-Up Drawing..... 30%  
Organizing Written & Graphic Presentation.....10%

#### Prerequisites:

None

#### Textbooks/Learning Resources:

Dietsch, Deborah; *Architecture for Dummies*  
Zell, Mo; *Architectural Drawing Course*  
Blake, Peter; *The Master Builders*  
Ching, F.D.K.: *Architecture, Space & Form*

**Faculty Assigned:** Anderson, Scott

**Number & Title of Course:**

***ARCP-105/106 – Intro to Computer Technology I & II (3 credits each)***

**Course Description:**

This is a unified two semester treatment of computer assisted drawing and design information technology systems. The first semester focus is on developing competency in the use of CAD-based 2-D & 3-D systems as studio design presentation tools (AUTOCAD and Sketch-Up). The second semester moves the student into the use of CAD systems that extend from presentation systems to focus on office production systems (BIM & REVIT).

**Course Goals & Objectives:**

- To facilitate the student's comprehension of the difference between design/presentation CAD tools and building construction CAD tools.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation

**Typical Outline:**

General Lecture/Discussion/Research..... 20%  
CAD Drawing Exercises.....50%  
Organizing Graphic Presentation.....30%

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Current Editions of:  
AUTOCAD  
Sketch-UP  
Sketch-UP – GOOGLE Earth Edition  
BIM/REVIT for Beginners.

**Faculty Assigned:** Caballero

**Number & Title of Course:**

***ARCP-114/116 – Materials & Methods of Construction I & II (3 credits each)***

**Course Description:**

This is a unified two semester treatment of materials, methods and means of building construction. In the first semester the basic properties of wood, masonry, cementitious materials, roofing and their uses are covered. The properties of metals, concrete and composite materials are covered in the second semester. The student will acquire an elementary understanding of primary construction problems, solutions and vocabulary related to each of these materials. Issues and concepts of sustainability are also covered.

**Course Goals & Objectives:**

- To facilitate the student's comprehension of the relationship between architectural design, construction technology, and sustainability principles and practices as integrated building practices

**Student Performance Criteria addressed:**

A.1. Communication Skills  
A.5. Investigative Skills  
B.3. Sustainability  
B.10. Building Envelope Systems  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

None

**Textbooks/Learning Resources:**

*Fundamentals of Building Construction, Second Edition:* Edward Allen and Joseph Iano  
*Exercises in Building Construction,* Edward Allen and Vincent Spruil.

**Faculty Assigned:** Kilette



**Number & Title of Course:**  
**ARCP-201/202 – Architectural Studio I & II (4 credits each)**

**Course Description:**

*These are the second-year studio courses in the Flagship curriculum leading to the BSc. Arch. degree. The courses build on the first year of architectural graphic representation and rudimentary design skills. The student undertakes the comprehensive design of a modest-size building project in the first semester. The second semester is usually organized as a vertical studio involving first, second and third year studios partaking in a team-approach to the comprehensive treatment of either a high density urban housing project or a mixed use housing and commercial project. The application of the principals of SUSTAINABILITY and GREEN ARCHITECTURE are also introduced.*

**Course Goals & Objectives:**

- To allow the student to synthesize and expand upon the design and technical skills gained in their previous semester(s) of studios
- To explore the two critical issues of “buildability” (use of conventional materials, building systems, and construction technology) and “density” as framed by the DC and other typical municipal zoning and building codes.
- To insure high levels of intellectual rigor in research, written and speaking forms of discourse, cross-cultural and historic design sophistication, personal independence in time management, and maximized use of comprehensive Information Technology.
- To familiarize the student with current (Information Technology based) office practice and methodology commonly used in site analysis and design decision making on high density-high lot occupancy (HDHLO) urban sites in Washington, DC as well as virtually any other city in the nation.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Skills
- B.1. Pre-Design Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design

**Typical Outline:**

|                                                |     |
|------------------------------------------------|-----|
| General Lecture/Discussion/Research.....       | 25% |
| CAD-Sketch-Up/REVIT Designing/Drawing.....     | 60% |
| Organizing Written & Graphic Presentation..... | 15% |

**Prerequisites:**

Basic Design Communications I & II

**Textbooks/Learning Resources:**

1. *Architect's Studio Companion* (Edward Allen)
2. *Building Construction & Materials* (Edward Allen)
3. *Space, Form, and Architecture* ( F.D.R. Ching)
4. *Building Construction* (F.D.R. Ching)
5. *Mechanical Equipment For Buildings* (Fawcett)
6. *The Green Studio Handbook* (Kwok & Grondzik)

**Faculty Assigned:** Anderson, Belton

**Number & Title of Course:**  
***ARCP-206 – CAD Docs/Specs & Estimating I (3 credits)***

**Course Description:**

This is a continuation of the first year Intro to Computer Technology courses the second year design studio course. The student will take a more focused approach to the use of CAD programs that integrate design/construction documents, specifications and construction cost estimating.

**Course Goals & Objectives:**

- To provide the student with an appreciation of the state of the art of integration within today's AEC industry between production, specs and cost estimation.

**Student Performance Criteria addressed:**

A.3. Visual Communication  
A.4. Technical Documentation  
B.6. Comprehensive Design  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research.....10%  
CAD Drawing Exercises.....70%  
Organizing Graphic Presentation.....20%

**Prerequisites:**

Intro to Computer Technology II  
Architectural Studio II

**Textbooks/Learning Resources:**

Current Editions of:  
AUTOCAD  
Sketch-UP  
Sketch-UP – GOOGLE Earth Edition  
BIM/REVIT for Beginners.

**Faculty Assigned:** Caballero

**Number & Title of Course:**

***ARCP-231 – Statics & Structural Design (3 credits)***

**Course Description:**

Reviews the concepts of stresses and strength of materials; moments, shear, equilibrium, inertia, static loading versus dynamic loading, and torque. This course allows the student to develop the necessary skills to understand the primary elements of load calculation, load transfer, and load tables.

**Course Goals & Objectives:**

- Facilitating the student's ability to apply the principles and basic techniques of structural design in buildings
- To facilitate the student's ability to select and work harmoniously with structural design professionals
- To design, draft and calculate building structural loads, size members and utilize load tables for a small residence or other simple building types

**Student Performance Criteria addressed:**

B.9. Structural Systems

B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

Technical Math or Equivalent

**Textbooks/Learning Resources:**

*Simplified Structural Design for Architects. Harry Parker*  
*Assigned Readings*

**Faculty Assigned:** Asadollahi

**Number & Title of Course:**  
***ARCP-241 – Advanced Computer Simulation (3 credits)***

**Course Description:**

This is a continuation of the first year Intro to Computer Technology courses. The student will explore the modules of CAD software programs for photo-realist renderings, walk-fly through views, shading-shadows studies, night scenes, and seasonal changes. The student will also explore software aimed at modeling sophisticated energy use measurements. Several of the more sophisticated features of BIM/REVIT software are studied in this course. Multimedia presentation methods and techniques are also explored.

**Course Goals & Objectives:**

- To provide the student with marketable skills in rendering and multimedia presentation methods and techniques.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communication Skills

**Typical Outline:**

General Lecture/Discussion/Research.....10%  
CAD Drawing Exercises.....70%  
Organizing Graphic Presentation.....20%

**Prerequisites:**

Intro to Computer Technology I

**Textbooks/Learning Resources:**

Current Editions of:  
AUTOCAD  
Sketch-UP  
Sketch-UP – GOOGLE Earth Edition  
BIM/REVIT for Beginners.

**Faculty Assigned:** Caballero

**Number & Title of Course:**

***ARCP-244/246 – Environmental Systems I & II (3 credits each)***

**Course Description:**

This is a unified two semester treatment of environmental systems, first on a macro scale and then on a micro(buildings) scale. In the first semester the focus is on sustainable development defined as a process that does not exhaust resources for future generations; processes that enhance the capacity of people and institutions; and processes in which responsibilities and benefits are broadly shared. Sustainable architecture is discussed via the case study method. Culture, climate, urban development, rural development, urban agriculture, environmental design and historic preservation and cultural heritage are topics that will be discussed. The second semester focuses on HVAC, potable and waste water handling, lighting and power for buildings, energy recovery and conservation in buildings. Covered also are methods of manual and computer calculations for building environmental systems loads.

**Course Goals & Objectives:**

- Facilitating the student's ability to apply the principles and basic techniques of building environment systems to building design
- To facilitate the student's ability to select and work harmoniously with building environmental design professionals
- To design, draft and calculate building environmental systems loads for a small residence or other simple building types

**Student Performance Criteria addressed:**

B.3. Sustainability  
B.8. Environmental Systems  
B.11. Building Service Systems

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

None

**Textbooks/Learning Resources:**

*Mechanical, Electrical, Plumbing Systems for Buildings.* Fawcett,  
*Assigned Readings*

**Faculty Assigned:** Kilette

**Number & Title of Course:**  
**ARCP-256 – The Built Environment (3 credits)**

**Course Description:**

This course provides a holistic introductory treatment of architecture and the built environment for architecture and non-architecture majors. The emphasis is on the examination of world-wide cultural belief systems and other factors that have had a major impact on the man-built world. The organized design professions are reviewed and their value systems examined. The course also exposes the student to the issues of sustainability and climate change, and the role those factors are playing.

**Course Goals & Objectives:**

- To facilitate the non-architecture student's comprehension of the forces, factors and generators of the man-built world and those relationships to culture, religion, geography, geology, socio-politics and economics
- To facilitate the student's understanding of the interconnections between "what man builds; why man builds; and how man builds" and the related technological implications
- To expose the student to a broad survey of the men and women from the worlds of science, engineering, technology and architecture whose ideas, drive and persona have influenced the shape the physical world

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.5. Investigative Skills
- A.9. Historic Traditions and Global Culture
- A.10. Cultural Diversity
- C.2. Human Behavior

**Typical Outline:**

General Lecture/Discussion/Research.....80%  
Organizing Written & Graphic Presentation.....20%

**Prerequisites:**

None

**Textbooks/Learning Resources:**

*Buildings Across Time: An Intro to World Architecture*  
Moffett, Fazio & Wodehouse; McGraw Hill  
*A Global History of Architecture*, Ching, Jarzombek & Prakash  
*Architecture for Dummies*  
Deborah Dietz

Current readings to be assigned

**Faculty Assigned:** Pearson

**Number & Title of Course:**

**ARCP-301/302 – Architectural Studio III & IV (5 credits each)**

**Course Description:**

*These are the third year studio courses leading in the BSc. Arch. Degree program. The courses build on the first year of architectural graphic representation and basic design studios and the follow-on first year of architectural design studios. The student undertakes the conceptual design of several modest-size building projects in the first semester. The second semester is usually organized as a vertical studio involving first, second and third year studios partaking in a team-approach to the comprehensive treatment of either a high density urban housing project or a high density urban mixed use commercial project with the students in this level of studio exerting design and management leadership roles.*

**Course Goals & Objectives:**

- To allow the student to synthesize and expand upon the design and technical skills gained in their previous semester(s) of studios
- To explore in more depth the issues of design methodology through the use of BIM/REVIT CAD information technology.
- To insure high levels of intellectual rigor in research, written and speaking forms of discourse, cross-cultural and historic design sophistication, personal independence in time management, and maximized use of comprehensive Information Technology.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Skills
- B.1. Pre-Design Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design

**Typical Outline:**

General Lecture/Discussion/Research.....25%  
CAD-Sketch-Up/REVIT Designing/Drawing.....60%  
Organizing Written & Graphic Presentation.....15%

**Prerequisites:**

Architectural Studios I & II

**Textbooks/Learning Resources:**

1. *Architect's Studio Companion* (Edward Allen)
2. *Building Construction & Materials* (Edward Allen)
3. *Space, Form, and Order* (F.D.R. Ching)
4. *Building Construction* (F.D.R. Ching)
5. *The Green Studio Handbook* (Kwok & Grondzik)
6. Additional Topical Readings To Be Assigned

**Faculty Assigned:** Belton

**Number & Title of Course:**

***ARCP-321/322 – History & Theory of Architecture I & II (3 credits each)***

**Course Description:**

These two courses are a unified treatment of architectural history from ancient times through today. The first semester is a survey course that commences with the dawn of the Mesopotamia-centered agricultural revolution. The course looks at succeeding periods and movements up through the Gothic era. The second semester commences with the start of the Italian Renaissance and proceeds through an examination of the 18th century precursors to modernism, the 19<sup>th</sup> century “Age of Iron,” and concludes with a more in-depth look at the 20th century periods of modernism.

**Course Goals & Objectives:**

- To provide the student with a basis of critical assessment of early influences and contributions to European/American (and World) architecture.
- To provide the student with the tools for critical assessment of the cultural, economic, religious, and military basis of architecture.
- To provide the basis for the student to be able to recognize, classify and compare fundamental architectural styles and the original sources of those styles.
- To provide the basis for the student to be able to comprehend the shapes, aesthetic systems and relationships of man with the built-environment.
- To be able to use architectural history and theory in the critical observation and discussion of architecture and bring an understanding of history to bear on the design of buildings and communities.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.5. Investigative Skills
- A.9. Historic Traditions and Global Culture
- A.10. Cultural Diversity
- C.2. Human Behavior

**Typical Outline:**

General Lecture/Discussion/Research.....80%  
Organizing Written & Graphic Presentation.....20%

**Prerequisites:**

The Built Environment

**Textbooks/Learning Resources:**

*Buildings Across Time: An Intro to World Architecture*, Moffett, Fazio & Wodehouse; McGraw Hill  
*A Global History of Architecture*, Ching, Jarzombek & Prakash  
*Architecture for Dummies*, Deborah Dietz

Current Readings to be Assigned

**Faculty Assigned:** Belton, Mitchell



**Number & Title of Course:**  
***ARCP-331 – Theory of Structures (3 credits)***

**Course Description:**

Analyzes statically determinate beams and trusses; methods of determining deflection of structures and applications for determinate and indeterminate structures including continuous beams.

**Course Goals & Objectives:**

- Facilitating the student's ability to apply the principles of structural design in buildings
- Provide the student with the technical and theoretical foundation for the following courses in the design of structural steel and reinforced concrete for buildings

**Student Performance Criteria addressed:**

B.9. Structural Systems  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

Statics and Structural Design

**Textbooks/Learning Resources:**

*Structural Analysis, 6th Edition, R.C. Hibbeler*  
*Assigned Readings*

**Faculty Assigned:** Zeytinci

**Number & Title of Course:**  
***ARCP-332 – Design of Steel Structures (3 credits)***

**Course Description:**

Reviews the concepts of stresses and strength of materials: moments, shear, equilibrium, inertia, static loading versus dynamic loading, and torque. This course allows the student to develop the necessary skills to understand the primary elements of load calculation, load transfer, and load tables as it relates to steel construction and specifically steel frame construction. The AISC codes are employed in computations.

**Course Goals & Objectives:**

- Facilitating the student's ability to apply the principles and basic techniques of structural design in buildings
- To facilitate the student's ability to select and work harmoniously with structural design professionals
- To design, draft and calculate building structural loads, size members and utilize load tables for a small residence or other simple building types

**Student Performance Criteria addressed:**

B.9. Structural Systems  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

ARCP-331 – Theory of Structures

**Textbooks/Learning Resources:**

*Simplified Structural Design for Architects.* Parker,  
*Assigned Readings*

**Faculty Assigned:** Asadollahi

**Number & Title of Course:**

**ARCP-401/402 – Architectural Studio V & VI (5 credits each)**

**Course Description:**

*These are the culminating two semesters of architectural design studio courses in the BSc. Arch. degree program. The courses seek to reinforce, through iteration, the skills required to undertake comprehensive, sustainable and inclusive building design that are in support of the values, priorities, and mission of CAUSES and USDC as the state university. In the first semester the student undertakes the design of several modest-size building projects. The second semester is devoted to the undertaking of an urban design-scale project with minimum faculty supervision.*

**Course Goals & Objectives:**

- To allow the student to continue to synthesize and expand upon the design and technical skills gained in their previous semester(s) of studios.
- To strengthen the student's ability to utilize the pre-design/programming/schematic design/design/development and initial aspects of the Contract Documents phases of Comprehensive Design Services in 21<sup>st</sup> century professional practice.
- To reinforce the use of high levels of intellectual rigor in research, written and speaking forms of discourse, cross-cultural and historic design sophistication, personal independence in time management, and maximized use of comprehensive Information Technology.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Skills
- B.1. Pre-Design Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.8. Environmental Systems
- B.9. Structural Systems
- B.10 Building Envelope Systems
- C.1. Collaboration
- C.2. Human Behavior

**Typical Outline:**

General Lecture/Discussion/Research..... 30%  
CAD-Sketch-Up/REVIT Designing/Drawing..... 50%  
Organizing Written & Graphic Presentation.....20%

**Prerequisites:**

Architectural Studios IV & V

**Textbooks/Learning Resources:**

1. Architect's Studio Companion (Edward Allen)
2. Building Construction & Materials (Edward Allen)
3. Space, Form, and Architecture (F.D.R. Ching)
4. Building Construction (F.D.R. Ching)

**Faculty Assigned:** Pearson

**Number & Title of Course:**

**ARCP-411/414 – Professional Ethics & Practice I & II (3 credits each)**

**Course Description:**

A two semester treatment that in the first semester undertakes a general review of: the profession of architecture; historic developments; relation to other professions and disciplines; the changing role of the architect; architectural and related professional societies; state and national registration boards; education accreditation; federal, state and municipal agencies and legal and ethical questions relating to the practice of architecture and emerging forms of practice. The second semester focuses, via the case study method, on the business and financial tools of professional practice including real estate development and other emerging entrepreneur opportunities

**Course Goals & Objectives:**

- To foster an appreciation by the student for the need to preserve the national and local buildings that reflect the national heritage.
- To facilitate the skill and capacity of the student to carry out proper surveys, undertake appropriate design measures, and utilize proper building materials and techniques that allow a project to meet the Secretary's standards of acceptance for historic preservation status.
- Help the student acquire basic competence in the integration of sustainable/energy efficiency needs with functional and adaptable reuse design

**Student Performance Criteria addressed:**

- B.7. Financial Considerations
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment
- C.9. Community and Social Responsibility

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

Fourth year standing in the BSc. Arch program

**Textbooks/Learning Resources:**

AIA Handbook of Professional Practice, 2008 Student Edition  
Assigned Readings.

**Faculty Assigned:** Pearson

**Number & Title of Course:**

***ARCP-412/601 – Preservation Rehab. Technology I & II (3 credits each)***

**Course Description:**

This is a unified two semester treatment that in the first semester uses the Secretary of the Interior's certification application guidelines and technical specifications as the basis of case study analysis of the planning and design of historic structures in Washington, DC as a point of departure. The second semester is available in the Master's program. The second semester emphasis is on the adaptable reuse of historic and non-historic structures.

**Course Goals & Objectives:**

- To foster an appreciation by the student for the need to preserve the national and local buildings that reflect the national heritage.
- To facilitate the skill and capacity of the student to carry out proper surveys, undertake appropriate design measures, and utilize proper building materials and techniques that allow a project to meet the Secretary's standards of acceptance for historic preservation status.
- Help the student acquire basic competence in the integration of sustainable/energy efficiency needs with functional and adaptable reuse design

**Student Performance Criteria addressed:**

A.1. Communication Skills  
A.5. Investigative Skills  
A.11. Applied Research  
B.3. Sustainability  
B.10. Building Envelope Systems  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research..... 70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

Junior Standing

**Textbooks/Learning Resources:**

*Historic Preservation: An Intro to History, Principles & Practice:* Norman Tyler  
*Historic Preservation: Curatorial Management of the Built World,* James Marston Fitch  
*Assigned Readings*

**Faculty Assigned:** Dixon

**Number & Title of Course:**  
**ARCP-432 – Design of Concrete Structures (3 credits)**

**Course Description:**

Reviews the concepts of stresses and strength of materials: moments, shear, equilibrium, inertia, static loading versus dynamic loading, and torque. This course allows the student to develop the necessary skills to understand the primary elements of load calculation, load transfer, and load tables as it relates to concrete and concrete frames. The ACI codes are employed in computations.

**Course Goals & Objectives:**

- Facilitating the student's ability to apply the principles and basic techniques of structural design in buildings
- To facilitate the student's ability to select and work harmoniously with structural design professionals
- To design, draft and calculate building structural loads, size members and utilize load tables for a small residence or other simple building types.

**Student Performance Criteria addressed:**

B.9. Structural Systems  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research.....70%  
Organizing Written & Graphic Presentation.....30%

**Prerequisites:**

ARCP-331 – Theory of Structures

**Textbooks/Learning Resources:**

*Simplified Structural Design for Architects.* Parker,  
*Assigned Readings*

**Faculty Assigned:** Gibbs

**Number & Title of Course:**

**ARCP-501/502 – Graduate Architectural Studio VII & VIII (5 credits each)**

**Course Description:**

*This is the two semester architectural design studio courses in the Master of Architecture degree program. The courses seek to prepare the student for the full-fledged status of intern architect preparing for licensure. The student undertakes the comprehensive design of a substantive urban mixed use building project in the first semester. The second semester is devoted to the undertaking and completion of the design phase of a graduate Thesis project based on completion of a Thesis Seminar pre-design document.*

**Course Goals & Objectives:**

- To facilitate the graduate's capacity to perform with limited guidance under a senior level licensed architect in a professional practice setting
- To facilitate the graduate's ability to function as an independent entrepreneur in a collaborative relationship with a licensed design professional.
- To insure that the graduate endeavors at all times to act in an ethical and professional manner when functioning as an intern architect
- To insure that the graduate is fully exposed to the body of knowledge required to successfully complete the Architect Registration Exam
- To insure that the graduate understands the need for life-long self-improvement and continuing education as a design professional

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Skills
- B.1. Pre-Design Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.8. Environmental Systems
- B.9. Structural Systems
- B.10 Building Envelope Systems
- C.1. Collaboration
- C.2. Human Behavior

**Typical Outline:**

General Lecture/Discussion/Research..... 30%  
CAD-Sketch-Up/REVIT Designing/Drawing..... 50%  
Organizing Written & Graphic Presentation.....20%

**Prerequisites:**

Master of Architecture program standing

**Textbooks/Learning Resources:**

Additional Topical Readings To Be Assigned

**Faculty Assigned:** Mitchell

**Number & Title of Course:**

***ARCP-503/504–Urban and Community Design I & II (3 credits each)***

**Course Description:**

This is a two semester course that in the first semester covers an introduction to the theory of urban design and community impact on design choices. Urban design is the art of giving form to the physical environment through the understanding of interrelationships of buildings and the spaces between the buildings. Special emphasis is placed on the social, cultural, economic, political and natural environmental forces that shape and impact the buildings and spaces created. The second semester covers the history of urban design and the principals formulated to create a good foundation for a comprehensive urban design solution. Urban design solutions of various cities will be analyzed for best practices and used as precedents for problem solving of proposed sites in the District of Columbia.

**Course Goals & Objectives:**

- The student will learn what urban design professionals do and the services they provide within the context of their respective disciplines.
- Theory of urban and community design will be discussed to understand the interrelationship of buildings and the voids created. It is the proper articulation of the open spaces that underpin good urban design.
- The student will become familiar with the multiplicity of scale and the impact of a balance of scale in designing a successful urban environment for people to live, work and play.
- The student will become familiar with the societal obligation of urbanism and the Built Environment design opportunities to promote positive change and the inclusion of the process of how people will use the spaces.

**Student Performance Criteria addressed:**

A.5. Investigative Skills  
A.10. Cultural Diversity  
A.11. Applied Research  
B.1. Pre-Design  
B.3. Sustainability  
B.4. Site Design  
C.1. Collaboration  
C.2. Human Behavior  
C.3. Client Role in Architecture  
C.6. Leadership  
C.9. Community and Social Responsibility

**Typical Outline:**

General Lecture/Discussion/Research.....40%  
REVIT Designing/Drawing.....20%  
Organizing Written & Graphic Presentation..... 40%

**Prerequisites:**

Graduate Program Standing

**Textbooks/Learning Resources:**

THE IMAGE OF THE CITY by Kevin Lynch  
SMART GROWTH MANUAL by Andres Duany and Jeff Speck  
PRINCIPALS OF URBAN STRUCTURE by Nikos A. Salingaros

**Faculty Assigned:** Dixon



**Number & Title of Course:**  
***ARCP-505/506 – Sustainable Design I & II (3 credits each)***

**Course Description:**

This is a two semester course that in the first semester covers sustainability concepts and terminology. Students will be capable of developing and using sustainability indices. Students will demonstrate an introductory level competency with sustainability tools and frameworks such as the Leadership in Energy and Environmental Design (LEED) Green Building Rating System and the SmarT program for building products. The second semester covers the EPA's Energy Star Rating program for buildings, energy modeling/ analysis, and the physical design of a sustainable building using the LEED program. Students will be able to identify and incorporate green building technologies into an original design via specific program guidelines.

**Course Goals & Objectives:**

- To build understanding, awareness, and comfort using sustainability criteria and frameworks, the vocabulary of the sustainability industry, and the processes and principles required to make sustainable change in business.
- To build experience in developing sustainable product and service solutions.
- To hone presentation skills, design skills, and critical thinking skills.
- To prepare students to successfully take the LEED accreditation examination

**Student Performance Criteria addressed:**

A.5. Investigative Skills  
B.3. Sustainability  
B.4. Site Design  
B.6. Comprehensive Design  
B.8. Environmental Systems  
B.10. Building Envelope Systems  
B.11. Building Service Systems  
B.12. Building Materials and Assemblies

**Typical Outline:**

General Lecture/Discussion/Research..... 20%  
CAD-Sketch-Up/REVIT Designing/Drawing..... 40%  
Organizing Written & Graphic Presentation.....40%

**Prerequisites:**

Graduate Program Standing

**Textbooks/Learning Resources:**

USGBC LEED 2009 for New Construction Manual  
Energystar.gov Target-finder Online Tool  
[http://www.energystar.gov/index.cfm?c=new\\_bldg\\_design.bus\\_target\\_finder](http://www.energystar.gov/index.cfm?c=new_bldg_design.bus_target_finder)

**Faculty Assigned:** Dixon

**Number & Title of Course:**  
**ARCP-601 – Thesis Seminar (3 credits)**

**Course Description:**

Successful completion of this course is the prerequisite for enrollment in the spring semester ARCP-502 Thesis Studio. In this course the student must select a master's thesis topic in consultation with the course instructor, develop the research protocol, documentation, and pre-design program for the Part I Pre-Thesis Document (Part II is the Thesis Design Project) and submits the final approved Part I document which shall serve as the program guideline for Part II Thesis Studio design project.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.5. Investigative Skills
- A.11. Applied Research

**Typical Outline:**

General Lecture/Discussion/Research..... 20%  
Organizing Written & Graphic Presentation.....80%

**Prerequisites:**

Good standing in the Master of Architecture program

**Textbooks/Learning Resources (Select Examples):**

- How Cities Work: Suburbs, Sprawl, and the Roads Not Taken*  
Alex Marshall  
University of Texas Press – 2000
- Emerald Cities: Urban Sustainability and Economic Development*  
Joan Fitzgerald  
Oxford University Press – 2010
- Precedents in Architecture: Analytic Diagrams, Formative Ideas and Partis*  
Roger Clark  
Wiley, New York – 2004
- City of Bits: Space, Place & the Infoban*  
William J. Mitchell  
MIT Press, Cambridge - 1995
- Cradle to Cradle; Remaking the Way We Make Things.*  
William McDonald & Michael Braungart  
North Point Press – New York 2002
- The Crisis of the African American Architect: Conflicting Cultures of Architect & (Black) Power*  
*2<sup>nd</sup> Edition*  
Melvin L. Mitchell  
Writers Club Press, De Moines - 2002

**Faculty Assigned:** Mitchell

## 2. Faculty Resumes

**Name:**

Clarence Pearson, FAIA

**Title:**

Professor (FT-Tenured)

**Courses Taught:**

Basic Design & Communications I & II  
Architectural Studio I & II  
Architectural Studio III & IV  
Architectural Studio V & VI  
Architectural Studio VII & VIII  
The Built Environment  
History & Theory of Architecture I & II

**Educational Credentials:**

B. Arch., Hampton University, 1968  
M. Urban Design, Catholic University, 1974

**Teaching Experience:**

Assistant Professor, Washington Technical Institute, 1971-1976  
Professor & Department Chairperson, UDC

**Professional Experience:**

Gray West & Wilson Architects, 1970-1974  
Pearson & Johnson Architects, 1975-1985  
Clarence Pearson Associates, 1986-present

**Registration:**

Virginia, 1974

**Public Service: (Selected)**

Outstanding Achievement Award; Promoting Architecture in DC Public Schools  
Co-Chair, DC Building Code Advisory Committee  
National Alumni Merit Award, Hampton University

**Professional Memberships:**

American Institute of Architects, 1974  
AIA College of Fellows, Inducted 2005  
National Organization of Minority Architects (NOMA), 2006

**Name:**

Ralph Belton, RA CSI

**Title:**

Associate Professor (FT-Tenured)  
Division Chairperson

**Courses Taught:**

Basic Design & Communications I & II  
Architectural Studio III & IV  
Intro to Computer Tech I & II  
Advanced Computer Simulation  
History & Theory of Architecture I & II

**Educational Credentials:**

B. Arch., Howard University, 1978  
M. Arch., Howard University, 1979

**Teaching Experience:**

Assistant Professor, Howard University, 1979-1990  
Associate Professor, USDC, 1989-present  
Co-Conductor, Summer Europe & Japan Architecture Student Tours

**Professional Experience:**

Belton & Associates Architects, 1993-present  
Hicks, Belton, Worsley Architects & Engineers  
Belton-McGhee Associates, 1983-1993  
Frank G. West Architects, 1980-1983

**Registration:**

Maryland, 1983

**Public Service (Selected):**

NCARB Grader, 1984 & 1986  
DC Commission on Caribbean Affairs, 2003-2006  
Tau Sigma Fraternity  
Founding Member, Friends of Grenada  
Board Member, All-Souls Unitarian Church  
DC Commissioner of Caribbean Affairs (Mayor Williams's tenure)

**Professional Memberships:**

Construction Specifications Institute (CSI)

**Name:**

Melvin Mitchell, FAIA, NCARB, NOMA

**Title:**

Adjunct Professor

**Courses Taught:**

Basic Design & Communications I & II  
Architectural Studio I & II  
Architectural Studio III & IV  
The Built Environment  
History & Theory of Architecture I & II  
Graduate Architectural Studio VII & VIII  
Graduate Thesis Seminar

**Educational Credentials:**

B. Arch., Howard University, 1967  
M. Arch., Harvard Grad School of Design, 1970

**Teaching Experience:**

Assistant Professor, Federal City College, 1970-1971  
Assistant Professor, Howard University, 1972-1977  
Associate Professor, UDC, 1986-1993  
Associate Professor & Director/Dean, School of Architecture & Planning  
Morgan State University, 1997-2002  
Associate Professor (Visiting), USDC, 2002-present

**Professional Experience:**

Melvin Mitchell Architects PC, 1980-2005 – Owner/Principal  
Bryant Mitchell Architects PLLC, 2005-present

**Registration:**

District of Columbia, 1972  
NCARB, 1975  
Maryland, 1976  
Florida, 1980  
Pennsylvania, 2007

**Publications/Research/Public Service: (Selected)**

Author: *The Crisis of the African American Architect*  
Revised 2<sup>nd</sup> Ed. Writer's Advantage, New York 2002

President, DC Architects Registration Board, 1993-1995  
NCARB Grader, 1993-1995  
Member, DC Historic Preservation Review Board, 1996-1997  
Member, Baltimore City Architectural Review Board, 1998-2002  
Invited Lecturer: Numerous Architecture Schools, 2002-present

**Name:**

Kathy Denise Dixon, AIA, NCARB, LEED AP

**Title:**

Associate Professor (FT-Visiting)

**Courses Taught:**

Architectural Studio I & II  
Sustainable Design I & II  
Preservation Rehab Technology I

**Educational Credentials:**

B. Arch., Howard University, 1991  
MA in Urban Planning, UCLA, 1993

**Teaching Experience:**

Associate Professor, USDC, 2010-present

**Professional Experience:**

K. Dixon Architecture, PLLC 2003 - present  
Arel Architects, Associate Principal 2006-2010  
Mc Kissack & McKissack of DC, Sr. Project Architect, 2002-2006  
Jacobs Facilities Inc., Project Architect, 1998-2002

**Registration:**

District of Columbia, 1998  
Maryland, 1998  
Virginia, 1998  
NCARB Certified, 2002  
LEED AP Certified, 2001

**Publications/Research:**

Featured in *Becoming an Architect: A Guide to Careers in Design*, 2009  
Featured in *Breakthroughs and Obstacles in Architecture* – AR, May 2009  
Featured in *Riding the Vortex: African American Women in Architecture*  
– AIA & NOMA National Conventions  
NOMA Magazine Articles, 2006, 2007, 2009

**Professional Memberships:**

American Institute of Architects, 1998  
National Organization of Minority Architects, 2000  
    President Elect/First Vice-President 2010  
    Northeast Region Vice-President, 2003-2009  
    DC Chapter Secretary, 2000-2003  
US Green Building Council – NCR Chapter, 2004-present  
African American Real Estate Professionals, 2005-present

**Name:**

Genell Anderson, AIA,

**Title:**

Adjunct Professor (FT-Visiting)  
*Community College of DC - AAS in Architectural & Civil Engineering Technology*  
(Articulates with USDC BSc Arch program)

**Courses Taught (CCDC):**

Architectural Drawing & Design I & II  
Intro to Architecture & History  
Seminar

**Educational Credentials:**

B. Arch., Tulane University, 1982  
M. Arch., Tulane University, 2004

**Teaching Experience:**

Adjunct Professor, USDC, 2009  
Assistant Professor, CCDC, 2010-present

**Professional Experience:**

AMAR Group, LLC, Owner/Principal, 1991-present  
Daniel Mann Johnson Mendenhall, Designer 1982-1992  
Sultan Campbell Britt Owens, Sr. Project Architect, 1993-2001

**Registration:**

District of Columbia, 1994  
Maryland, 2010

**Publications/Research:**

Author: *Call of the Ancestors*, AMAR Publications Washington, DC 1991  
Cover Photo & Feature Article in PORT OF HARLEM MAGAZINE  
*Home: Building Your Own Castle* – August 2004 and October 2010  
Certified Plans Reviewer: DC Dept. of Consumer & Regulatory Affairs

**Professional Memberships:**

American Institute of Architects, 1998  
National Organization of Minority Architects, 2000  
International Code Council, 2008 – present  
NCARB 2009 – present  
The Board of Architects and Interior Designers for the District of Columbia

**Name:**

Ahmet Zeytinci, PhD, PE, Fellow-NSPE

**Title:**

Professor of Civil Engineering (FT- Tenured in School of Engineering & Applied Science)

**Courses Taught (in Architecture Program):**

Statics & Structural Design  
Theory of Structures  
Design of Steel Structures  
Design of Concrete Structures

**Educational Credentials:**

B.S./M.S. in Structures, Istanbul Technical University, 1974  
Ph.D. Structural Engineering, 1981

**Teaching Experience:**

Assistant Professor, Istanbul Technical University, 1977-1982  
Visiting Research Associate Professor, International Institute, Tokyo 1975-1977  
Professor of Civil Engineering, USDC 1986-present

**Professional Experience:**

ALPHA International Inc., Vice-Pres. 1998-2002  
G&F Engineers, Sr. Project Engineer 1983-1986  
Sultan Campbell Britt Owens, Sr. Project Architect, 1993-2001

**Registration:**

District of Columbia, 1984

**Publications/Research:**

Author/Principal Investigator:  
*Investigation of Indoor Quality Modification of HVAC Systems*  
ASHRAE, November 2002  
*A Lab Based Intro to Science, Engineering & Technology*  
USDE March 2006  
*Curriculum Analysis for Urban Engineering Programs*  
American Society for Engineering Education, April 2004  
15 Conference papers/presentation in the last five years

**Professional Memberships:**

Fellow, DC Society of Professional Engineers, June 2009  
American Society of Civil Engineers  
National Society of Professional Engineers  
American Institute of Steel Construction (AISC)



**Name:**

James Killete

**Title:**

Instructor (PT)  
Sr. Project Manager, Architectural Research Institute

**Courses Taught:**

Materials & Methods of Construction I & II  
Environmental Systems I & II

**Educational Credentials:**

AAS, UDC, 1995  
B. Arch, UDC, 1995  
M. Arch, Morgan State University, 2001

**Teaching Experience:**

Instructor, USDC, 2006-present

**Professional Experience:**

Architectural Research Institute: Sr. Project Manager, 1993-present  
Sorg & Associates: Project Architect, 1992-1993  
AEPA Architects: Intern Architect, 1987-1991

**Name:**

Vicente Caballero

**Title:**

Instructor (PT)  
Sr. Project Manager, Architectural Research Institute

**Courses Taught:**

Intro to Computer Technology I & II  
Advanced Computer Simulation

**Educational Credentials:**

M.S. Engineering, University of Lima, Peru, 1999  
BSc, Engineering, University of San Martin de Porres, 1995  
AAS, BSc. Arch., UDC, 2010  
BSc. Arch, UDC, 2009

**Teaching Experience:**

Instructor, USDC, 2010-present

**Professional Experience:**

Bryant Mitchell Architects: REVIT/BIM Manager, 2008-present  
Architectural Research Institute, 2009-present

**Name:**

Howard C. Gibbs, P. E.

**Title:**

Instructor (PT)

**Courses Taught:**

Design of Concrete Structures

**Educational Credentials:**

Bachelor of Science in Civil Engineering (Summa Cum Laude), The University of the District of Columbia, 1979.

Master of Science in Engineering Management, The George Washington University, 1996.

Concentration: Management Information Systems

**Teaching Experience:**

Instructor, USDC, 2006-present

Lecture to Howard University's Freshman Design Class, "The Process of Engineering" -- October, 1997

**Professional Experience:**

1972-2007: Potomac Electric Power Company, Civil and Substation Engineering Department,.

**Registration:**

District of Columbia, 1982

State of Maryland, 1987

State of New Jersey, 2003

**Professional Memberships:**

District of Columbia Water and Sewer Authority.

District of Columbia Board of Professional Engineering.

District of Columbia Building Code Advisory Committee: Chair, Structural Subcommittee

American Society of Civil Engineers: Structural Engineering Institute

Member, ASCE 7 Standards Committee on Minimum Design Loads for Buildings and Other Structures, 2003-2006

National Society of Professional Engineers: Elected to Fellow in 2004

National Council of Examiners for Engineering and Surveying:

District of Columbia Society of Professional Engineers:

District of Columbia Council of Engineering and Architectural Societies:

National Fire Protection Association: Member, 1980-2007

**3. Visiting Team Report (VTR) – Not Applicable**

**4. Catalog** (the academic course catalogue of UDC is currently undergoing revisions. An updated version is expected to be posted at [http://www.udc.edu/programs/degrees\\_programs\\_majors](http://www.udc.edu/programs/degrees_programs_majors). By January 14, 2013.)

REALM A:

REALM B:

REALM C:

| REALM A: CRITICAL THINKING & REPRESENTATION |                        |                             |                         |                      |                           |                   |                         |                                          |                    |                  | REALM B: INTEGRATED BUILDING PRACTICES |               |                |             |             |                      |                          |                       |                    |                           |                          |                                 | REALM C: LEADERSHIP & PRACTICE |                |                             |                    |                     |            |                        |                                  |                                     |
|---------------------------------------------|------------------------|-----------------------------|-------------------------|----------------------|---------------------------|-------------------|-------------------------|------------------------------------------|--------------------|------------------|----------------------------------------|---------------|----------------|-------------|-------------|----------------------|--------------------------|-----------------------|--------------------|---------------------------|--------------------------|---------------------------------|--------------------------------|----------------|-----------------------------|--------------------|---------------------|------------|------------------------|----------------------------------|-------------------------------------|
| A.1                                         | A.2                    | A.3                         | A.4                     | A.5                  | A.6                       | A.7               | A.8                     | A.9                                      | A.10               | A.11             | B.1                                    | B.2           | B.3            | B.4         | B.5         | B.6                  | B.7                      | B.8                   | B.9                | B.10                      | B.11                     | B.12                            | C.1                            | C.2            | C.3                         | C.4                | C.5                 | C.6        | C.7                    | C.8                              | C.9                                 |
| Communication Skills                        | Design Thinking Skills | Visual Communication Skills | Technical Documentation | Investigative Skills | Fundamental Design Skills | Use of Precedents | Ordering Systems Skills | Historical Traditions and Global Culture | Cultural Diversity | Applied Research | Pre-Design                             | Accessibility | Sustainability | Site Design | Life Safety | Comprehensive Design | Financial Considerations | Environmental Systems | Structural Systems | Building Envelope Systems | Building Service Systems | Building Materials & Assemblies | Collaboration                  | Human Behavior | Client Role in Architecture | Project Management | Practice Management | Leadership | Legal Responsibilities | Ethics and Professional Judgment | Community and Social Responsibility |

- Understanding — means the assimilation and comprehension of information without necessarily being able to see its full implication.
- Ability— means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

NAAB MATRIX CRITERIA ASSIGNMENT

| YEAR ONE   | FIRST SEMESTER                                |            | NAAB MATRIX CRITERIA ASSIGNMENT |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|------------|-----------------------------------------------|------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
|            | Credits                                       |            | A.1                             | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | A.9 | A.10 | A.11 | B.1 | B.2 | B.3 | B.4 | B.5 | B.6 | B.7 | B.8 | B.9 | B.10 | B.11 | B.12 | C.1 | C.2 | C.3 | C.4 | C.5 | C.6 | C.7 | C.8 | C.9 |   |
| YEAR ONE   | ARCP-101-BASIC DESIGN AND COMMUNICATION I     | 3 credits  | 1                               |     |     | 1   |     | 2   |     |     |     |      |      |     |     |     | 1   | 2   |     |     |     |     |      |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-105-INTRO TO COMPUTER TECH I             | 3 credits  |                                 |     | 2   |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-114-MATERIALS & METHODS OF CONST. I      | 3 credits  | 1                               |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 1    | 2    |     |     |     |     |     |     |     |     |     |   |
|            | IGED-110-FOUNDATION OF WRTG IN SOCIAL SCIENCE | 3 credits  |                                 |     |     |     | 2   |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | MATH-105-INTERMEDIATE ALGEBRA                 | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 15 credits |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR TWO   | SECOND SEMESTER                               |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-102- BASIC DESIGN AND COMMUNICATION II   | 3 credits  |                                 |     |     | 1   |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-106-INTRO TO COMPUTER TECH II            | 3 credits  | 1                               |     | 2   |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-116-MATERIALS & METHODS OF CONST. II     | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 1    | 2    |     |     |     |     |     |     |     |     |     |   |
|            | IGED-111-FOUNDATION OF WRTG IN SOCIAL SCIENCE | 3 credits  | 2                               |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 15 credits |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR TWO   | THIRD SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-201-ARCH. DRAWING & DESIGN I             | 4 credits  |                                 | 1   | 1   | 2   |     |     | 1   |     |     |      |      |     |     |     | 1   |     |     |     |     |     | 1    |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-231-STATICS AND STRUCTURAL DESIGN        | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-241-ADVANCED COMP. SIMULATION            | 3 credits  | 2                               |     | 2   |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-244-ENVIRONMENTAL SYSTEMS I              | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     | 1   |     |     | 2   |     |     |     |     | 1    |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 17         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR TWO   | FOURTH SEMESTER                               |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-202-ARCH. DRAWING & DESIGN II            | 4 credits  |                                 | 1   | 2   | 2   |     |     | 1   |     |     |      |      |     |     |     | 1   |     |     |     |     |     | 1    |      |      |     | 1   |     |     |     |     |     |     |     |   |
|            | ARCP-206-CAD DOCS/SPECS. AND ESTIMATING       | 3 credits  |                                 |     |     | 2   |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-256-BUILT ENVIRONMENT                    | 3 credits  |                                 |     |     |     |     |     |     |     | 2   | 1    |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-246-ENVIRONMENTAL SYSTEMS II             | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      | 1   |     |     | 2   |     |     |     |     |     | 1    |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 17         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR THREE | FIFTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-301-PROF. STUDIO LAB III                 | 5 credits  | 1                               | 2   | 2   |     |     |     | 1   | 2   |     |      |      |     |     |     | 1   | 2   |     |     |     |     | 1    |      |      |     | 2   |     |     |     |     |     |     |     |   |
|            | ARCP-321-HIST. & THEORY OF ARCH. I            | 3 credits  |                                 |     |     |     |     |     |     |     | 1   | 1    | 2    |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-331-THEORY OF STRUCTURES                 | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 1    |      |     |     |     |     |     |     |     |     |     |   |
|            | IGED-130-FOUNDATION OF ORAL COMMUNICATION     | 3 credits  | 2                               |     |     |     | 1   |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 14         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR THREE | SIXTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-302-PROF. STUDIO LAB IV                  | 5 credits  | 1                               | 2   | 2   |     |     |     | 1   | 2   |     |      |      |     |     |     | 1   | 2   |     |     |     |     | 1    |      |      |     | 2   |     |     |     |     |     |     |     |   |
|            | ARCP-322-HIST. & THEORY OF ARCH. II           | 3 credits  |                                 |     |     |     |     |     |     |     | 1   | 1    | 2    |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-332-DESIGN OF STEEL STRUCTURES           | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 2    |      |     |     |     |     |     |     |     |     |     |   |
|            | IGED-210-DISCOVERY WRITING                    | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 14         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FOUR  | SEVENTH SEMESTER                              |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-401-ARCHITECTURAL STUDIO V               | 5 credits  | 1                               | 2   | 2   |     |     |     | 2   | 2   |     |      |      | 1   | 2   | 2   |     | 2   | 2   |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-411-PROF. ETHICS & PRACTICE I            | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     | 1   | 1   | 2   | 1   | 1   | 1   | 1   |     |   |
|            | ARCP-412-PRESERVATION REHAB. TECH. I          | 3 credits  |                                 |     |     | 1   |     |     |     |     |     |      |      | 2   |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            |                                               | TOTAL=     | 11                              |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FOUR  | EIGHTH SEMESTER                               |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-402-PROFESSIONAL STUDIO LAB VI           | 5 credits  | 1                               | 2   | 2   |     |     |     | 2   | 2   |     |      |      | 1   |     |     |     | 2   | 2   |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-414-PROF. ETHICS & PRACTICE II           | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     | 1   | 1   | 2   | 1   | 1   | 1   | 1   |     |   |
|            | ARCP-432-DESIGN OF CONCRETE STRUCTURES        | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      | 2    |      |     |     |     |     |     |     |     |     |     |   |
|            |                                               | TOTAL=     | 11                              |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FIVE  | NINTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-501-PROFESSIONAL STUDIO LAB VII          | 5 credits  | 2                               | 2   | 2   |     |     |     | 2   |     |     |      |      |     |     |     |     | 2   | 2   |     |     |     |      |      |      |     |     | 2   |     |     |     |     |     |     |   |
|            | ARCP-503-URBAN AND COMM. DESIGN I             | 3 credits  |                                 |     |     |     |     |     |     |     | 1   |      |      | 2   |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     | 1 |
|            | ARCP-505-SUSTAINABLE DESIGN I                 | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-507-GRADUATE SEMINAR                     | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 14         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FIVE  | TENTH SEMESTER                                |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-502-THESIS STUDIO LAB VIII               | 5 credits  | 2                               | 2   | 2   |     |     |     | 2   | 2   |     |      |      |     |     |     |     | 2   | 2   |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-504-URBAN AND COMMUNITY DESIGN II        | 3 credits  |                                 |     |     |     |     |     |     |     |     |      | 1    |     | 2   |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     | 1 |
|            | TOTAL=                                        | 11         |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
| YEAR FIVE  | ELEVENTH SEMESTER                             |            |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | ARCP-601-PRESERVATION REHAB. TECH.            | 3 credits  |                                 |     |     |     |     |     |     |     |     |      |      | 2   |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     |   |
|            | TOTAL=                                        | 3          |                                 |     |     |     |     |     |     |     |     |      |      |     |     |     |     |     |     |     |     |     |      |      |      |     |     |     |     |     |     |     |     |     | 1 |

- REALM A:
- 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

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

- REALM C:
- 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.

The University of the District of Columbia operates as an independent agency under the District of Columbia government, and as such, adheres to financial guidelines established by the city's government/Office of the Chief Financial Officer.

### **Basis of Budgeting and Accounting**

The Government of the District of Columbia provides the following information regarding key tenets of its Basis of Budgeting and Accounting:

#### **Background:**

Four basic differences between the basis of accounting and the basis of budgeting for state and local governments are:

- (1) **Basis Differences** - these differences arise when the basis of accounting used to develop and approve the budget differs from the basis of accounting required by Generally Accepted Accounting Principles (GAAP) for financial reporting. Two such differences are the use of the cash basis for budget purposes and the treatment of encumbrances as expenditures to develop the budget;
- (2) **Perspective Differences** - these differences exist when the structure of financial information for budgetary purposes differs from the fund structure that is used to prepare the basic financial statements. For example, some governments may budget by program and not by fund type;
- (3) **Entity Differences** - these differences arise when the appropriated budget either includes or excludes organizations and programs. For example, the general fund of a blended component unit reported as a major special revenue fund may not be included in the budget of the primary government and may not have a budget of its own; and
- (4) **Timing Differences** – these differences include a significant variance between budgetary practices and GAAP regarding the authorized carry-forward of appropriated funds. Also, in GAAP, accounting revenues are recognized in governmental funds as soon as they are both “measurable” and “available,” whereas revenue recognition under the budgetary basis of accounting may be deferred until amounts are actually received in cash. When any of these differences exist, GAAP require governments to present a reconciliation of budgetary comparison information to GAAP information in the notes to the Financial Statements/Required Supplementary Information, on the face of the budgetary statement, or as an attached schedule to the budgetary statement.

#### **Accounting System:**

The District's accounting system is organized and operated on a fund basis. A fund is a group of functions combined into a separate accounting entity having its own assets, liabilities, equity, revenue and expenditures/expenses. The District uses GAAP principles when determining the types of funds to be established and is guided by the “minimum number of funds principle” and sound financial management practices when determining the number of funds to be set up within each fund type. Specialized accounting and reporting principles and practices apply to governmental funds. Proprietary and trust funds are accounted for in the same manner as business enterprises.

#### **Internal Control:**

The District's management team is responsible for establishing and maintaining adequate internal controls designed to ensure that the assets of the District are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with GAAP. The internal control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met within three broad, overriding categories:

- (a) efficiency and effectiveness of operations;
- (b) reliability of financial reporting; and

(c) compliance with applicable laws and regulations.

The concept of reasonable assurance recognizes that:

- (1) The cost of a control should not exceed the benefits likely to be derived; and
- (2) The valuation of costs and benefits requires estimates and judgments by management.

**Basis of Budgeting:**

The basis of budgeting refers to the conversions for recognition of costs and revenue in budget development and in establishing and reporting appropriations, which provide the legal authority to spend or collect revenues. The District uses a modified accrual basis for budgeting governmental funds. Proprietary funds are budgeted using accrual concepts. All operating and capital expenditures and revenue are identified in the budgeting process because of the need for appropriation authority. The budget is fully reconciled to the accounting system at the beginning of the fiscal year and in preparing the Comprehensive Annual Financial Report (CAFR) at the end of the fiscal year. A number of GAAP adjustments are made to reflect balance sheet requirements and their effect on the budget.

**Budgetary Control:**

The District maintains budgetary controls designed to monitor compliance with expenditure limitations contained in the annual appropriated budget approved by the United States Congress. The level of budgetary control (that is, the level at which expenditures cannot legally exceed the appropriated amount) is established by function within the General Fund. The District also uses an encumbrance recording system as one technique for maintaining budgetary control. In addition, the District adopts a project-length financial plan for its capital projects. Generally, encumbered amounts lapse at year-end in the General Fund but not in the Capital Projects Fund, Special Revenue funds, or the fund for Federal Payments, depending on the appropriated language for each Federal Payment.

**Basis of Accounting:**

The District's financial statements are prepared in accordance with GAAP. As such, the measurement focus and basis of accounting applied in the preparation of the District's financial statements are as follows:

- The District's government-wide financial statements focus on all of the District's economic resources and use the full accrual basis of accounting; and
- The District's fund financial statements focus primarily on the sources, uses, and balances of current financial resources and use the modified accrual basis of accounting.