Louisiana State University
School of Architecture

Architecture Program Report for 2013 NAAB Visit for Continuing Accreditation

Bachelor of Architecture: 162 credits
Master of Architecture: 76 credits

Year of the Previous Visit: 2007
Current Term of Accreditation:

“At the July 2007 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Louisiana State University School of Architecture.

The board noted the concern of the visiting team regarding problems within several areas. As a result, the professional architecture programs:

Bachelor of Architecture,
Master of Architecture

were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Social Equity and Physical Resources and the progress that has been made in those areas. The accreditation term is effective January 1, 2007. The program is scheduled for its next full accreditation visit in 2013. The focused evaluation is scheduled for the calendar year 2010.”

Submitted to: The National Architectural Accrediting Board
Date: September 2, 2012
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part One. Institutional Support and Commitment to Continuous Improvement</strong></td>
<td></td>
</tr>
<tr>
<td>1. Identify &amp; Self Assessment</td>
<td>1.</td>
</tr>
<tr>
<td>1. History Mission</td>
<td></td>
</tr>
<tr>
<td>2. Learning Culture and Social Equity</td>
<td></td>
</tr>
<tr>
<td>3. Responses to the Five Perspectives</td>
<td></td>
</tr>
<tr>
<td>4. Long Range Planning</td>
<td></td>
</tr>
<tr>
<td>5. Program Self Assessment</td>
<td></td>
</tr>
<tr>
<td>2. Resources</td>
<td></td>
</tr>
<tr>
<td>1. Human Resources and Human Resource Development</td>
<td></td>
</tr>
<tr>
<td>2. Administrative Structure and Governance</td>
<td></td>
</tr>
<tr>
<td>3. Financial Resources</td>
<td></td>
</tr>
<tr>
<td>4. Physical Resources</td>
<td></td>
</tr>
<tr>
<td>5. Information Resources</td>
<td></td>
</tr>
<tr>
<td>3. Institutional Characteristics</td>
<td></td>
</tr>
<tr>
<td>1. Statistical Reports</td>
<td></td>
</tr>
<tr>
<td>2. Annual Reports</td>
<td></td>
</tr>
<tr>
<td>3. Faculty Credentials</td>
<td></td>
</tr>
<tr>
<td>4. Policy Review</td>
<td></td>
</tr>
<tr>
<td><strong>Part Two. Educational Outcomes and Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>1. Student Performance Criteria</td>
<td></td>
</tr>
<tr>
<td>2. Curricular Framework</td>
<td></td>
</tr>
<tr>
<td>1. Regional Accreditation</td>
<td></td>
</tr>
<tr>
<td>2. Professional Degrees and Curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Curriculum Review and Development</td>
<td></td>
</tr>
<tr>
<td>3. Evaluation of Preparatory/Pre-professional Education</td>
<td></td>
</tr>
<tr>
<td>4. Public Information</td>
<td></td>
</tr>
<tr>
<td>1. Statement on NAAB-Accredited Degrees</td>
<td></td>
</tr>
<tr>
<td>2. Access to NAAB Conditions and Procedures</td>
<td></td>
</tr>
<tr>
<td>3. Access to Career Development Information</td>
<td></td>
</tr>
<tr>
<td>4. Public Access to APRs and VTRs</td>
<td></td>
</tr>
<tr>
<td>5. ARE Pass Rates</td>
<td></td>
</tr>
<tr>
<td><strong>Part Three. Progress Since Last Site Visit</strong></td>
<td></td>
</tr>
<tr>
<td>1. Summary of Responses to the Team Findings</td>
<td></td>
</tr>
<tr>
<td>a. Responses to Conditions Not Met</td>
<td></td>
</tr>
<tr>
<td>b. Responses to Causes of Concern</td>
<td></td>
</tr>
</tbody>
</table>
2. Summary of Responses to Changes in the NAAB Conditions

Part Four. Supplemental Information

1. Course Descriptions
2. Faculty Resumes
3. Visiting Team Report [insert year of report] (VTR)
4. Catalog (or URL)
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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

The APR must include the following:

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education.
- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.
- A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.
- A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

Louisiana State University and Agricultural and Mechanical College is located in Baton Rouge, the capital of the State of Louisiana. The university was founded through a series of national land grants including the Morrill Act of 1862. The university was consolidated in its current form in 1877. The total population of the parish is now estimated at 428,360 people. The city of Baton Rouge is a significant inland port, and is a major petrochemical center. Located in the southern portion of the state, Baton Rouge is significantly influenced by the geographical, climatic, and cultural characteristics of the region. New Orleans is one of the most distinctive American urban areas and is approximately 80 miles southeast of Baton Rouge. Less than an hour's drive north are the gently rolling hills of the antebellum country of the Feliciana parishes. The fabled French-Louisiana country of bayous, marshes, and lakes is about an hour's drive to the southwest.

The University is situated on more than 2,000 acres of land on the southern edge of the city, with its western border at the Mississippi River. The University's more than 250 principal buildings are grouped on a 650-acre plateau that constitutes the main part of campus. The original plan for the present campus was begun in 1920 by the Olmsted Brothers and was completed by Theodore Link of St. Louis. While the institution's origin dates back to 1853, it has occupied the current site since April 30, 1926. Early campus buildings, classrooms, and administrative offices are grouped around a series of quadrangles and connected by colonnaded passageways. The architecture reflects sympathy for the domestic style of northern Italy (tan stucco walls, red-tiled roofs) practiced by the Italian Renaissance master architect Andrea Palladio. St. Louis architect, Theodore Link, designed all of the original campus buildings.

The Louisiana Board of Regents has designated LSU as the only comprehensive university in the state. The comprehensiveness is recognized nationally by LSU's classification by the Carnegie Commission as a balanced arts and sciences/professions undergraduate institution with high graduate coexistence, a comprehensive doctoral graduate institution with medical/veterinary and very high research activity. LSU also has the unusual status as being one of only 30 universities in the nation designated as a land-grant, space-grant and sea-grant institution. Its instructional programs include approximately 250 curricula leading to undergraduate and graduate/professional degrees. Degrees in medicine, veterinary medicine, and law are offered from the respective LSU professional schools. The Baton Rouge Campus had had more than 26,000 students including at least 1,400 international students and over 4,000 graduate and professional students enrolled during the 2009 year. In addition there are 1,500 faculty and 5,000 staff to serve the campus community.
In August of 2008, Michael Martin succeeded Sean O’Keefe in the office of the Chancellor. Martin stepped down in spring of 2012 to be replaced by the current interim Chancellor and President of the LSU System, William Jenkins.

LSU’s current Strategic Plan is known as the Flagship 2020 Mission and can be found online at http://www.lsu.edu/flagshipagenda/vision2020.shtml. The university’s Mission and Vision statement is as follows:

As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development. Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

In implementing its mission, LSU is committed to:

1. offer a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly qualified undergraduate and graduate students;
2. employ faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural, and economic enterprises; and
3. use its extensive resources to solve economic, environmental, and social challenges.

(Mission Statement approved December 2006)

In 1947 O.J. Baker formed a four-year curriculum in architectural engineering offered by the Department of Architecture in the College of Engineering. This program was housed in Atkinson Hall. In 1951, the program was changed to a five-year professional curriculum with the first degrees awarded in the spring of 1960. In 1962, the professional program was accredited, and in 1965 the Department of Architecture became a part of the newly formed School of Environmental Design. Also included in the School at that time was the Department of Landscape Architecture with Fine Arts joining in 1966.

In 1971 William McMinn became the new department head for the School. He served until 1974 when Fount Smothers replaced him. In 1979, the School of Environmental Design was renamed the College of Design and included the newly re-organized Schools of Architecture, Landscape Architecture, and Art. At this time the interior design program was part of the School of Architecture. Interior Design would emerge as its own department in 1990. During this period the architecture program was housed in Hill Memorial Hall. The School of Architecture moved back to reoccupy Atkinson Hall, prominently situated on the Main Quadrangle, in 1979.

In 1981 A. Peters Opperman became the new director of the School replacing Fount Smothers. Professor Opperman launched the graduate program, the Master of Science in Architecture. This post-professional program was dedicated to advancing the state of architectural research. During this time Professor Jason Shih developed a nationally recognized research program in solar design and established the Office of Building Research. Professor Opperman served until 1986 when Professor Robert Heck was appointed interim Director. Chris Theis was selected by the faculty in 1987 to lead the School.

Professor Theis set about re-building the faculty after several retirements. He hired Wayne Attoe as graduate program coordinator and under Professor Attoe’s leadership the graduate program flourished. Director Theis established the Office of Community Preservation under the leadership of Professor Barrett Kennedy. The OCP supported Professor William Brockway in preservation coursework leading to a decade of Peterson Prize winning entries.
Theis led the School to its fourth straight five-year term of accreditation from the National Architectural Accreditation Board. During his tenure the School re-designed its undergraduate curriculum in 1989 to integrate the general education core that was adopted by the University Faculty Senate. Professor Micheal Pitts was integrally involved at that time with the development of the reading and writing across the curriculum program that later became the Communication Across the Curriculum program that the School participates in heavily today.

In August 1994 Robert Zwirn became the sixth director of the School. He served in that capacity until August 1999 when Interim Director Chris Theis replaced him. During Director Zwirn’s term the School made significant advances in community outreach establishing relationships with communities in downtown Baton Rouge, mid-City, and in New Orleans. During this time the School also worked with the office of Speaker of the House, Honorable Hunt Downer, on restoration of the Pentagon Barracks in downtown Baton Rouge (Bill Brockway was faculty-in-charge). It was also in this period that Professor Emeritus Bob Heck was named an ACSA Distinguished Professor.

In 1996, under Director Zwirn’s leadership, the School once again began the process of re-designing the curriculum for the undergraduate program. Changes in the undergraduate program were followed by a major shift in the graduate program. In 1998 the Board of Regents approved changing the degree of the graduate program from a Master in Science in Architecture to the professional Master of Architecture degree. During this time the Director’s Advisory Council was instituted, now known as the Professional Advisory Board, as well as a student advisory council now known as the Design Council.

In 2000 David Cronrath became the seventh director of the School. In his initial year in office the School achieved a full-term accreditation for the Bachelor’s program and the team reviewed the Master’s program, in candidacy status. Also in that year, the School began a strategic planning process that has been updated each year. As part of the process of planning the School initiated a series of student outcome assessments to guide policies and aid in planning for change. Finally, in 2000 the first Master of Architecture class was admitted. The MArch was granted its three-year candidacy term by NAAB in June 2004.

In 2001 the College changed its name to the College of Art and Design to better recognize the fine arts program and its distinction from the other professional programs in the college.

In the spring of 2004, David Cronrath was appointed Interim Dean (in fall 2005 he was regularized as Dean) and Tom Sofranko took over as Interim Director of the School. Frank Bosworth, Ph.D. served as the eighth director of the School for the academic year 2005-06. He stepped down in August 2006, and Tom Sofranko agreed to serve as Interim Director until the most recent director, Jori Erdman, took over in January 2009. Under her tenure to date the School has been in a significant period of transition with many faculty retirements and five new faculty members appointed. During this time the School has worked to build stronger ties to the School of Landscape Architecture through shared courses and research projects. The School has also become a founding department of the LSU Coastal Sustainability Studio in collaboration with the College of Engineering and the School of the Coast of the Environment.

Dean Cronrath left LSU and Professor of Architecture Ken Carpenter once again returned to the Deanshship of the College in an interim position in 2010. The new Dean, Alkis Tsolakis, was hired in June of 2012 and will begin his term as Dean in January of 2013.

Through these transitional years the School has continued to develop and evolve its strategic plan and overall goals for the School.

Program Vision:
To become a recognized design leader within Louisiana and the nation for architectural education, practice, research, and advocacy within five years.

Program Mission:

To generate, preserve, disseminate and apply the knowledge of our profession through education, research, creative work and service. In the School of Architecture we believe knowledge generation is a key attribute of the study and practice of architecture. Our mission indicates that the production of knowledge be an activity for the entire community – faculty and students. We seek to continually redefine the potential of design and innovation to address contemporary problems through continuing relationships with practitioners, the public and related disciplines such as Landscape Architecture, Environmental Studies, Geography and Engineering. In order to advance inquiry, the School of Architecture has a responsibility to preserve the knowledge within the profession. To meet its responsibility the School should preserve and make available reference materials for students and the profession, significant documents of research interest for scholars, and architectural materials for public exhibition.

The primary function of the School of Architecture is the education of students who will assume professional leadership roles. This requires the development of abilities to understand, research and design. Design thinking prepares one to participate in an increasingly complex world, one that requires interdisciplinary and collaborative team relationships. Teaching how to think is more important than teaching what to think. To fulfill this role the School must be a leader in educational innovation and academic outreach. The School of Architecture intends to build upon its long-standing tradition of service as a means to explore and expand the design made by architects to the built environment. As academics and professionals, we embrace our societal responsibility and welcome leadership roles in maintaining ethical and just behavior as it relates to the environment.

In implementing its mission, the School of Architecture is committed to:

- Professional education
- Diversity of population
- Outreach and engagement
- Research and inquiry

The School of Architecture currently offers two professional, accredited degrees: the Bachelor of Architecture and the Master of Architecture. The School has an enrollment of approximately 225 students (200 undergraduates, 25 graduates); 14 full-time faculty members; 6 part-time faculty members and two staff members.

The focus of the School is primarily on providing the best professionally based design program possible. We fully participate in the General Education curriculum mandated by the university and our students generally complete most of those requirements before entering their third year of study in the school. We also encourage, and provide means for, our students to participate in the Communication Across the Curriculum (CxC) program at LSU as well as the Honors program. The College supports us with by providing academic advisors and tracking systems for our students. The College also continues to support the existence of a CXC studio with funding for a staff person as well as equipment needed and space for the studio. General recruiting is also done by the College as well as development activities.

In recent years we have sought increased collaborative opportunities to work with our inter-collegiate disciplines, especially Landscape Architecture. Through these efforts we have
been able to offer our students joint studios at the upper division of the undergraduate program and throughout the graduate program. All of these courses have been co-taught with faculty from both disciplines, allowing for the specialization of each discipline to be present, while providing a structured collaborative environment.

I.1.2. Learning Culture and Social Equity
The APR must include the following:

- A copy of all policies related to learning culture (including the Studio Culture Policy)\(^1\).
- Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.
- Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.
- Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.
- Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.
- Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).
- Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts.

University policies related to student codes of conduct, student life, etc., may be found in the LSU General Catalog at [http://www.lsu.edu/catalogs/2012/](http://www.lsu.edu/catalogs/2012/).

Studio Culture Policy

The School has had a long-standing Studio Culture policy that has undergone revisions throughout the years. The latest revisions began in fall of 2011 and continue. The following is the latest student version of the Policy:

NOTE: This Studio Culture Policy (SCP) serves as a working guide for studio culture at Louisiana State University School of Architecture (LSU SoA). This document works in sequence with, but does not replace nor supersede the Louisiana State University Student Handbook (Current version).

About SCP

In 2005, the National Architectural Accrediting Board (NAAB), the agency authorized to accredit US professional degree programs in architecture, introduced an additional criterion for accreditation: studio culture. NAAB requires each accredited School of Architecture to maintain a written policy on studio life.

Reports organized in 2001 and 2002 by the American Institute of Architecture Students (AIAS) Studio Culture Task Force inspired the addition of the accreditation requirement. The reports examined architectural education and addressed both the positive and negative aspects of studio culture. In the December 2002 report, *The Redesign of Studio Culture*, the writers called for explicit policies that support the positive aspects of studio culture, while curbing the unhealthy practices. The positive values identified by the 2002 task force are as follows: optimism, respect, sharing, engagement, and innovation. The

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\(^1\) For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.
School identifies the importance of these positive values and continues to share and support them within the school community.

The NAAB Studio Culture condition reads:

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The [School’s Architecture Program Report] must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and the students. The document on studio culture policy should be incorporated in the APR as Section 4.2.²

The AIAS report, The Redesign of Studio Culture:  
http://www.aiasnatl.org/resources/_resources_studioculturepaper.pdf

The National Architectural Accrediting Board (NAAB):
www.naab.org

The School affirms the value of the studio-based educational model. This value resides in the active learning that is indicative of studio education with its emphasis on dialogue, collaboration, risk-taking and learning by doing. Students must take responsibility for their own design education with faculty guidance within a larger framework. Studios are a type of learning community with intense learning relationships that range from one-on-one faculty instruction and peer-to-peer learning. In recognition of this community, the School has the following SCP, which supports a learning environment in which students and faculty strive to create a respectful learning environment. This Policy endorses balance in life and study, understanding in time commitment, evaluation of work beyond letter grades, respect given to all community members at all times, and a challenging, diverse, and respectful learning environment. The policy pertains to all academic classes and time spent in and out of studio.

Studio
The studio environment provides students with the opportunity to research, create drawings, models, writings, and diagrams to make discoveries with faculty support. This problem-based learning teaching method allows a student to learn by producing work, which allows for multiple forms of interaction in the studio and in related spaces such as the Design Shop, library, technology labs, and review spaces. An ongoing dialogue about work is a powerful learning tool that allows for the most interesting product to emerge in a design studio. Consistent communication among peers and faculty gives students opportunities to ask questions, borrow ideas, and make proposals, which are developed and discussed amongst members of the academic community. This communication and sharing allows students to develop critical thinking skills and spatial and material stances.

The desk critique, or “crit,” is essential in a design studio. This one-on-one interaction between student and faculty is the primary source of feedback of the student’s design.

process, production, and overall solution. During a desk crit, the studio faculty may encourage the student to revise a design solution, pursue one of several iterations, or solve a problem through making. After the desk crit, the student should consider the discussed revisions to the project design, incorporate a chosen iteration, or create the suggested model or drawing. In future desk crits, faculty will evaluate changes made to the original design and the student’s ability to reflect on suggestions, employ changes, and produce material to advance in the design process.

**Time Management**
The School encourages its students and faculty to maintain balance in their lives. From the perspective of the faculty, “all-nighters” are discouraged, and students should make an effort to complete their work efficiently. Studio requires a significant commitment of time because it is project-based learning. This type of learning is time intensive because, though group and individual instruction is given, learning occurs while students work through a project. Additionally, time management skills, rather than sheer amounts of time, are required to succeed in Studio in particular and College at large. Students must not only ‘put in the time’ but also must use that time effectively. In recognition of this need for time management skills, the School has a close relationship with the LSU’s Center for Academic Success. The School encourages students to utilize the Center. The School recognizes the importance of the clear communication of project guidelines by faculty and of the intent behind a project by a student to allow for a thorough investigation. Finally, the School requires the clear articulation of course learning objectives and outcomes such that students may set aside adequate time for work and study.

**Design Process**
Project-based learning requires intention, process, and production. This type of learning often leads to multiple solutions. Students explore open-ended questions often with no “right or “wrong” answer. Faculty encourages students to explore multiple avenues and forces to inform a project. An open attitude will allow students to adeptly develop ideas and research, the material and graphic quality of the work, and the design within its real-world context.

**Grades**
Grades are only a single measure of a student’s performance in studio. Advising and counseling are integral to a student’s studio evaluation.

**Collaboration**
Collaboration allows valuable insights to emerge through the influx of new and shared ideas in an open and diverse environment. The School recognizes the importance of partner, team, and group projects at all levels of design research and development.

**Interdisciplinary Study**
An architectural education is one in which a student builds from multiple aspects of their education in order to intelligently investigate a design problem. The School encourages community-based research, design opportunities, and student initiatives to matriculate in elective courses within diverse fields. Students will acquire a broad range of skills and experiences, which is becoming increasingly important in modern design professions.

**Reviews**
The School encourages students to further their own understanding of architecture by engaging in an ongoing dialogue through the means of vigorous review. Reviews allow students to view classmates’ work, receive feedback and advice, and gain valuable graphic and oral presentation skills. The School encourages respectful discussion of the quality of the design, craft, and argument of a project. Additionally, reviews can occur at
different stages during the design process, take on varying degrees of formality, and allow students to receive feedback from different School faculty. The final review is at the end of the semester and is a formal event. Faculty carefully considers course work and schedule in studio and other classes so that students have the ability to think clearly and perform well during preparation for and presentation at the final review. A final review, rather than a final exam, serves as an opportunity for faculty to not simply assess a student’s understanding of course material but also to disseminate architectural knowledge within a broader framework. The School strongly encourages students to attend all levels of final reviews to maximize exposure to work and inquiry.

**Student Professionalism**
The nature of studio work requires students to demonstrate a high level of academic dedication and a critical attention to class and studio work. Similarly, meaningful dialogue and productive work sessions in studio demand an environment in which all members of the academic community have mutual respect for one another. Students should work to maintain a workplace that promotes an open, productive learning environment free of harassment and excessive distraction. As an active and shared work environment, studio should be kept clean and orderly.

**Faculty Development**
In the studio environment, the most effective development of students is a result of faculty expertise and enthusiasm. Faculty serves as an example to students and pursues opportunities in continuing education within the profession and fully engages in the University community. An admiration of architecture and great expertise in design and the profession of faculty inspire students. In studio, the faculty encourages healthy debate and discussion.

Faculty and student interaction in studio drives students’ design and mode of representation. Faculty has a vital role in navigating a student’s path in a design problem, a project, personal development, and professional direction. Faculty helps students in need in order to maintain his or her personal and academic welfare. Faculty also help a student to develop his or her own personal viewpoint, aesthetic, and approach to design and recognizes intellectual and creative diversity as assets and encourage the exploration of each student’s strengths that fall within learning expectations.

**The Building**
The School holds architecture studios in Atkinson Hall, which is open every day, 24 hours per day, to students enrolled in LSU architecture courses. Open building access is a privilege, which may be revoked at any time for any reason within the confines of the Student Handbook. For individuals who are not enrolled in the School, the building is open from 7:30am – 4:30pm Monday-Friday; closed Saturday and Sunday. Students may use their ID for swipe card access after-hours at the ground floor east and west side entries as well as the 2nd floor south side entries. All students must adhere to the existing Building Use Policy, SCP, and LSU Student Handbook.

**Policy Circulation | Awareness**
The School recognizes the importance of the SCP as an introduction to or reminder of studio life. Faculty will include a portion of the explanation of the SCP that includes a link to the School website to direct students to the full policy as a clause in the class syllabus. The policy will also be available in the Student Handbook, the School website, and in the School office. It will be given as part of orientation or at the first meeting of the school year in a printed and digital form.

**Policy Arbitration Process**
The School believes in the importance of mutual respect between all members of the community. Students may approach another student, faculty, or staff member if they feel that they are not acting in accordance with the overview, core values, and policy goals of the SCP. The result will not be a punishment but rather a conversation between two people with different experiences, points of views, and expectations of one another. These parties will often discuss their own opinions, listen to the other’s understanding of the situation, and then come to a compromise.

The first step in clarifying academic or studio policy issues is party-to-party discussion (faculty to student, student to faculty, students to administration, etc.). The second step, if necessary, is for both parties to meet with the student ombudsperson to resolve the issue through candid discussion. The ombudspersons will be two nominated members of the SCP Review Committee and act as representatives for their degree program respectively. A graduate representative will resolve the issues of undergraduate parties. An undergraduate representative will mediate the issues of graduate parties. The third step, if necessary, is for the parties to discuss the issue in consultation with the Director. If the issue is not resolved through the first three steps, the fourth and final step is to seek resolution of the issue through the Policy Arbitration System. Any issues related to SCP Arbitration System will be heard by an ad-hoc committee convened to act as a SCP Review Committee.

If any party in the academic and studio culture relationship structure (individual student, group of students, faculty, or administration) feels that another party is not acting in the spirit of the SCP, they are entitled to file an Arbitration Request with the Director. The intent of this process is to provide a mechanism for the timely resolution of a SCP related issue within the course of a semester or outside the semester boundaries. The School intends for the policy arbitration process to be a measure taken only if the first three steps of the process do not properly resolves an issue.

After a request for arbitration has been made, the SCP Review Committee must be gathered and assembled to hear the issue from both parties. They then have two days to complete a Committee Report and assemble another Arbitration Session of involved parties. The SCP Review Committee will hear both parties explain their point of view of the issue(s) raised in the Arbitration Request individually and bring the parties together once the SCP Review Committee has completed their committee recommendation. The committee recommendation is presented verbally at the Arbitration Session and serves as a guide for both parties to resolve the issues at hand.

Policy Implementation Outline
1. Step 1: Party to Party Conversation
2. Step 2: Both Parties meet with Student Ombudsperson
3. Step 3: Both Parties meet with the Director
4. File Policy Arbitration Request: Complete Arbitration Request Form and file with the Director
5. Assemble Committee: The Director receives request and schedules an Arbitration Session within five days of Request (or at the discretion of the Director)
6. Convene First Arbitration Session: SCP Review Committee convene a SCP Review Arbitration Session to hear verbal positions presented from both parties
7. Meet to compile Report/Recommendations: SCP Review Committee meets to complete report and define recommendations
8. Convene Second Arbitration Session: SCP Review Committee reconvenes Arbitration Session within two days (or at the discretion of the Director) of first Arbitration Session to make verbal presentation of recommendation
Process complete
Review of SCP

The SCP is an evolving document. Students, faculty, and administration will revisit it annually and discuss new developments, which might foster a more responsible learning environment. Changes in School and the architectural discipline will remain equal with the values of professionalism and credibility inherent in the School.

The SCP Committee will be comprised of graduate, upper-division undergraduate students, faculty, AIAS student board member(s), and the Director of the School. An open application process will form a committee that will submit recommendations of appropriate changes to the policy. SCP Committee members must be cognizant of the ongoing trends in studio and the profession and be passionate about upholding the standards of the School community.

The SCP Committee will establish and uphold an effective schedule to review and update the current SCP. The SCP Committee will engage in an open dialogue about the policy with and present the document to the School and the community. The SCP Committee will then submit the recommended changes to the faculty. Revisions will go into effect pending approval by the faculty and the Director.

2010-2011 Committee members:
Sean Chaney (B. Arch ’11), Jonathan LeJune (B. Arch ’11), Megan Harris (B. Arch ’12), Stacy Palczynski (B. Arch ’12), Elliot Manuel (B. Arch ’14), Meghan Bilski (B. Arch ’15), Kyle Hymel (B. Arch ’15)

2011-2012 Committee members:
Steven Bergeron (B. Arch ’12), Emma Greenberg (B. Arch ’13), Kirk Oldenburg (B. Arch ’13), Nancy Pounds (B. Arch ’13), Elizabeth Galan (B. Arch ’14), Elliot Manuel (B. Arch ’14), Andrew Pharis (B. Arch ’14), Meghan Bilski (B. Arch ’15), Tyler Detiveaux (B. Arch ’15), Kyle Hymel (B. Arch ’15), Kristen Kelsch (faculty)

2012-2013 Committee members:
Emma Greenberg (B. Arch ’13), Kirk Oldenburg (B. Arch ’13), Elliot Manuel (B. Arch ’14), Andrew Pharis (B. Arch ’14), Meghan Bilski (B. Arch ’15), Tyler Detiveaux (B. Arch ’15), Kyle Hymel (B. Arch ’15), Kristen Kelsch (faculty)

On-Campus and Online Resources

The AIAS report, The Redesign of Studio Culture:
http://www.aiasnatl.org/resources/r_resources_studioculturepaper.pdf

The National Architectural Accrediting Board (NAAB):
www.naab.org

The LSU Policies and Procedures:
http://appl003.ocs.lsu.edu/ups.nsf/ByNumber?OpenView

LSU Living on Campus Handbook:
http://appl003.lsu.edu/lsu/sslais/resliweb.nsf/$Content/Living+on+Campus+Handbook?

The LSU SoA Mission Statement:
http://design.lsu.edu/Architecture/Student_Guide/Mission_Statement.html

The LSU University Student Handbook:
Center for Academic Success (CAS):
B-31 Coates Hall, LSU, Baton Rouge, LA 70803, http://cas.lsu.edu/, (225) 578 2872, cas@lsu.edu

Communication Across the Curriculum Art + Design Studio (CxC):
104-A Design Building, LSU, Baton Rouge, LA 70803, http://www.cxc.lsu.edu/Home.html, (225) 578 1197, vcellu1@lsu.edu

The Studio Culture Policy is made available to all students and faculty on the School’s website at (http://design.lsu.edu/architecture/?page_id=87) and is widely announced to all students at the beginning of semester, all-school meetings. Students have been encouraged to participate in the development of the document and a graduate student has lead the current revision process. Throughout the process students have worked with the administration and the faculty to insure full input in the policy.

Academic Integrity

Students are expected to adhere to a general code of conduct found at (http://saa.lsu.edu/sites/saa.lsu.edu/files/attachments/Code%20of%20Student%20Conduct%20August%2009_0.pdf). The policy is administered from the Dean of Students office.

Policies and Procedures related to Harassment and Discrimination

Discrimination and/or harassment are handled in LSU Policy Statement 1, or PS 1 Equal Opportunity (http://appl003.lsu.edu/ups.nsf/$Reference/E93A2F2B166AF22786256C250062AE9B/$File/PS01+R05.pdf). Informal and formal processes are available for the resolution of conflicts and complaints for students, staff and faculty. In addition, the faculty and staff have access to a university ombudsperson.

Diversity

The university’s flagship 2020 strategic plan makes diversity one of four key areas of focus for the university in the coming years. In addition, the College of Art and Design continues the emphasis on diversity as does the School. In the last two faculty searches the faculty made a point to recruit women and minorities with targeted advertising and personal contact. Recruiting was fairly successful in getting more women candidates and hires, but not as much with minorities. This is an issue that will continue to be addressed with anticipated hiring in the next two years. The School’s recruitment of minority students continues to be an emphasis but there is not as much of a problem getting students as there is with retaining students. This will need to be addressed in the coming years with more faculty training and working with the LSU Office of Equity, Diversity and Community Outreach.

I.1.3. Responses to the Five Perspectives

The APR must include the following:

- A narrative description of the program’s response to each of the five perspectives.
- A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.
- A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).

A. Architectural Education and the Academic Community
Louisiana State University is the state’s only comprehensive university, as designated by the Louisiana Board of Regents. LSU is the flagship institution of the state of Louisiana, and is one of 30 universities nationwide holding land grant, space grant and sea-grant status.

Faculty in academic departments, institutes, offices, centers for advanced studies, or other special units conduct research at LSU. In addition, faculty members pursue numerous research projects that are not sponsored by outside agencies, as do many graduate students. Other research and instructional programs are undertaken through the LSU Agricultural Center's Louisiana Agricultural Experiment Station. Collaborative research at the LSU Coastal Sustainability Studio is opening new avenues for the School of Architecture to interact with engineers and coastal scientists.

LSU's instructional programs include 197 undergraduate and graduate/professional degrees. Since its first commencement in 1869, LSU has awarded more 200,000 degrees. The University produces about 20 percent of Louisiana's baccalaureate graduates, approximately 27 percent of the master's degrees, and about 62 percent of the doctoral degrees. The campus is a community of more than 34,000 faculty, staff, and students from every state and more than 120 countries.

The University's Flagship 2020 strategic plan focuses on the goals of learning, discovery, diversity, and engagement. In implementing this plan, LSU is committed to: offering a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly qualified undergraduate and graduate students; employing faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural, and economic enterprises; and using its extensive resources to solve economic, environmental, and social challenges.

The School of Architecture is a respected unit within the University community. The professional programs are considered to be among the most demanding programs at the University. The faculty members of the School are highly regarded by their peers in the University and are frequently called upon by the Office of the Chancellor and the Department of Facilities Development to participate in University planning and development initiatives.

The faculty of the School of Architecture is active in research and creative activities and thereby contributes to the University’s mission in this area. Examples include the faculty’s involvement in activities of the Office of Community Design and Development, as well as the LSU Coastal Sustainability Studio. Recent faculty efforts have resulted in two Board of Regents grants, grants to work with communities of design and planning efforts, participation in the 2010 Venice Biennale, and a HABS grant to study a Louisiana civil war era fort. Several faculty members have books in various states of preparation from proposals to final editing.

The School has ongoing relationships with units within the College of Art & Design, such as mutual participation in design reviews and collaboration on research proposals. The School has also been doing interdisciplinary studios with Landscape Architecture faculty members: one studio in the first semester of the graduate program has been offered for the last three years. The School offers a summer semester in Rome that brings our students together with students from the School of Landscape Architecture. The School offers joint research studios for our upper level graduate and undergraduate students. Collaborations also take place with several units outside the College. Recent examples include the College of Engineering and the Mathematics Department.
Our students are equally recognized for their achievements. Many hold tuition waivers, scholarships and other forms of merit-based financial aid. Most of the Louisiana residents admitted to the School as freshmen since the Fall Semester of 2000 have been awarded "TOPS" scholarships (a statewide program that awards full tuition to Louisiana high school graduates with approximately a 3.0 high school GPA and an ACT score of at least 23). Architecture students have among the highest standardized test scores on campus (average ACT scores for the 2011 first year class was 25).

Students and faculty in the School are actively involved in the governance of the institution. Faculty members are routinely involved with University governance at the highest levels. This includes the Faculty Senate, the Honors College, and the Advisory Council for Communication Across the Curriculum. Faculty also hold administrative positions outside of the School such as Dean of the College of Art & Design and Associate Dean of the College of Art & Design. Since the last visit, faculty have served on the following University-wide leadership committees:
- Faculty Awards Committee (Emery McClure)
- Program Self-Assessment Committee (Kennedy)
- SACS COC Accreditation Committee (Desmond)
- University Assessment Committee (Sofranko)
- University Personnel Policies Committee (Sofranko)
- Communication Across the Curriculum (CxC) (Erdman)
- Honors College Curriculum Committee (Bertolini)
- Graduate Council (Bosworth, Bertolini)

Our contributions to scholarship in the discipline can be seen in our recent record of publications and awards. In the 2011-12 academic year we published 27 Tier One publications and presentations, 13 Tier Two and 14 Tier Three. We have four books in various stages of preparation for publication. The Director completed a five-year term as Design Editor for the Journal of Architectural Education in 2012. Professor Emeritus Chris Theis was awarded the ACSA Distinguished Professor medal in 2010. Our faculty have received awards and grants including: a fellowship at Bio-Sphere; a Louisiana Board of Regents research grant; a Rome prize fellowship; a Peterson Prize; and state and local AIA Awards.

B. Architectural Education and Students

The students within the Undergraduate Program are, on the whole, mature for their average age and very dedicated to their education. Since the year 2000 the School of Architecture has had a selective admissions policy that admits students to the undergraduate program as entering freshmen. The ACT scores of these incoming students range from 23 to 32 and the high school GPA’s range from 3.0 to 4.0. The School is above the LSU average for entering freshmen ACT. In the first year of the program, studio section enrollment is approximately 20. Students completing their second year of the program are admitted to the third year of the program through a second selective admissions process. These students are ranked based on architecture GPA, overall GPA, and portfolio score. No more than 36 students are approved for advancement to third year. In 2011, the average accepted architecture GPA was 3.74 and the average overall GPA was 3.49. Despite being high performing students, many entering students lack broad life-experience and college academic success skills. The School compensates for both through a series of initiatives described below.

These admissions policies are intended to help students early on to engage in a self-assessment process to determine if architecture is the right course of study, and to assist those students who advance to the upper division to complete their course of study in the prescribed five years. Our records indicate that most of our students do complete the program in five years; however, several students did not start in architecture as freshmen so the University statistical data on time-to-graduation rates can be misleading. Our retention rate has been almost 100% after students enter the upper division (third year), and our admissions and advancement
policies should maintain this rate while creating a much more controlled and informed rate of attrition in the first two years of the program.

Student Demographics

*Undergraduate Student Demographics:*

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>84 (44%)</td>
<td>81 (44%)</td>
<td>69 (42%)</td>
</tr>
<tr>
<td>Male</td>
<td>106 (56%)</td>
<td>102 (56%)</td>
<td>94 (58%)</td>
</tr>
<tr>
<td>Minority</td>
<td>42 (22%)</td>
<td>39 (21%)</td>
<td>35 (22%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>190</td>
<td>183</td>
<td>163</td>
</tr>
</tbody>
</table>

*Graduate Student Demographics:*

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>10 (35%)</td>
<td>17 (46%)</td>
<td>19 (51%)</td>
</tr>
<tr>
<td>Male</td>
<td>19 (65%)</td>
<td>20 (54%)</td>
<td>18 (49%)</td>
</tr>
<tr>
<td>Minority</td>
<td>9 (31%)</td>
<td>8 (22%)</td>
<td>7 (19%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>37</td>
<td>37</td>
</tr>
</tbody>
</table>

Like many professional degree Masters programs, the graduate students have diverse educational backgrounds, from post-graduate work in music to undergraduate studies in biology; from degrees in interior design to degrees in math education.

Students are admitted following the admission requirements of the Graduate School. These include a baccalaureate degree with a minimum GPA of 3.0, a satisfactory score on the Graduate Record Exam, and three letters of recommendation. The School also strongly encourages either a portfolio or samples of work done at the undergraduate level.

The students within the Graduate Program bring to bear on their studies and course work a maturity and perspective indicative of their age and previous academic experience. In doing so, the students are less encumbered by issues that pervade undergraduate architecture culture. For example, the graduate students are more effective managers of their time, largely because many of them have important obligations outside of school. They also readily participate within the world at large, again due to many other obligations. Finally, their previous undergraduate studies – and in some cases graduate studies – provide a broad intellectual context into which architecture is situated.
The Program and The Students -- M.Arch and B.Arch:

The Graduate and Undergraduate Programs address the students in three primary regards: participatory governance, clear curricular and course objectives and their assessment; and general collegiality, camaraderie, and community. Additionally, the Undergraduate Program addresses its students with efforts to broaden horizons and develop academic success skill.

Participatory governance: Students are asked to participate in the governance of the program and School in several ways:

- **Design Council**: The Design Council is comprised of the student organization officers and year-level representatives. The Council meets with the Director several times during the semester. The Council is the vehicle for students to discuss issues, bring them to the attention of the Director, solve student related problems, participate in the strategic planning process for the School, and engage in assessment.
- **School Committees**: An undergraduate and graduate student serves as representatives on the Undergraduate and Graduate Curriculum Committees as well as Search Committees.
- **AIAS and NOMAS**: The Director, AIAS’s representatives and NOMAS’s representatives work together to respond to issues which arise both locally within the school as well as the nationally. AIAS and NOMAS also play important roles in creating a positive sense of community through their various events.
- **Outcome assessment**: With a variety of assessment tools, including individual course evaluations and curriculum assessment evaluations, the Program attempts to measure the extent that the student is receiving appropriate instruction and addressing student issues. With these tools, students may affect course and instructional structure, voice concerns or make proposals for future actions.
- **“Open-door” Policy**: Both the School’s Director and the Program’s Coordinators have “open-door” policies. They are readily available to all students who wish to discuss issues regarding, among other things, their education.

Curricular structure, course objectives and assessment: The program has developed a curricular structure that includes interrelationships of course content, cumulative skills and knowledge, and explicit course objectives and assessment.

- **Curricular structure**: The programs curricula are organized such that skills and knowledge build upon one another through successive semesters and that courses within a particular semester are mutually supporting in their content.
- **Objectives and assessment**: Specific learning objectives have been written for each studio to more clearly articulate their purpose and desired student learning. The faculty, through end of semester studio reviews, assesses these objectives.

School Culture: The graduate and undergraduate students develop a sense of community within the School through various activities.

- **All School Meetings**: The Director holds formal All School Meetings at the beginning of each semester. In addition, there are informal weekly meetings in the School lobby to make announcements about events and activities in the School.
- **AIAS and NOMAS** hold annual events such as the Beaux Arts Ball, design competitions, and outreach activities.
- **A number of studios** hold end-of-semester parties, often at a faculty’s house.
- **Students also** participate in the School’s lecture series, special workshops, committees, and presentations by invited experts for the purposes of sharing information.
• Competitions: We have 2 major competitions that our students participate in during their third year: the OJ Baker competition and the Acme Brick Competition.
• Annual Awards Ceremony: The School holds an annual awards ceremony to celebrate the accomplishments of the School that year. All students and their families are invited to attend.
• All of these activities help solidify the student body into a community that mitigates the potential negative consequences of attending a large university like LSU.

Broader Horizons: The School has many efforts to broaden the educational experience of our students.
• Our lecture series brings in outside voices to the school.
• A sequence of required field trips augments the oncampus studio experience. Students in the 2nd year go to a regional city; students in the 3rd year go to a tectonically challenging environment; and students in the 4th year go to a primary city on the east or west coast.
• Off-campus study options – including the Washington Alexandria Architecture Consortium (Virginia Tech), the Remote Studio (Montana State) and our own Rome program as well as international student exchange through the International Student Exchange Program.
• Service-learning studios extend the architecture curriculum beyond the boundary of the LSU campus and thereby introduce students to new communities, places and ideas.
• The Communication across the Curriculum initiative and our involvement with the Honors College are intended to connect undergraduate students to the broader intellectual community within the University.

C. Architectural Education and the Regulatory Environment

The professional programs in the School of Architecture are designed to insure that every graduate is fully prepared for entry into the profession. The required courses in history; practice and management; structural, mechanical, and architectural systems; and urban design all support the design studio sequence, laying a solid foundation. Regular contact with practice-oriented faculty and with several full-time practitioners, who teach as adjunct faculty or serve as critics, lecturers, jurors, and mentors, provide students with a strong practice perspective. 75% of the full-time faculty members are licensed architects. Faculty members are well represented in professional organizations serving in the AIA Baton Rouge, East Baton Rouge Architect Selection Board, Louisiana Architecture Foundation Board Member, and member of the National Intern Development Program Coordinating Committee Advisory Board.

The School actively supports efforts to integrate academics with professional practice and increase student awareness of and exposure to internship requirements.

• One faculty member serves as the Louisiana State Intern Development Program Coordinator, and provides a liaison between the Louisiana State Board of Architectural Examiners and the School (Professor Marsha Cuddeback – 2006-2012; Alice Guess – 2012-).
• The State IDP Coordinator and a representative from the Board meet annually with students to discuss the Intern Development Program and other issues related to transitioning from academia to practice.
• IDP workshops are offered throughout each year introducing students to state and national requirements, and assisting fourth-, fifth- year, and graduate students with completing their NCARB applications, and understanding the Training Unit Report.
• Our IDP Coordinator is actively engaged in speaking with each year level about how they can participate in the IDP program through internships and other immersive professional activities.
• The Emerging Professionals Companion is introduced to students in the fourth year.
• The Director provides opportunities for the Louisiana Chapter of the AIA to participate in School events and exhibits.
• AIAS and NOMAS assist in promoting and supporting IDP events and workshops, and the faculty advisors for each of the student organizations are practice-oriented faculty.

The pass rates for each division of the ARE over the past three years (2009-11) are shown below. This chart indicates that overall, our graduates are performing at, or above, the national average for the profession.

**ARE Pass Rates**

<table>
<thead>
<tr>
<th>Division</th>
<th>2009 National</th>
<th>LSU</th>
<th>2010 National</th>
<th>LSU</th>
<th>2011 National</th>
<th>LSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming, Planning and Practice</td>
<td>56</td>
<td>59</td>
<td>62</td>
<td>51</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>Site Planning and Design</td>
<td>69</td>
<td>77</td>
<td>76</td>
<td>87</td>
<td>73</td>
<td>81</td>
</tr>
<tr>
<td>Building Design and Construction</td>
<td>47</td>
<td>54</td>
<td>63</td>
<td>57</td>
<td>62</td>
<td>78</td>
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<tr>
<td>Systems</td>
<td>65</td>
<td>65</td>
<td>74</td>
<td>71</td>
<td>77</td>
<td>77</td>
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<tr>
<td>Schematic Design</td>
<td>57</td>
<td>66</td>
<td>66</td>
<td>62</td>
<td>71</td>
<td>63</td>
</tr>
<tr>
<td>Structural Systems</td>
<td>59</td>
<td>74</td>
<td>65</td>
<td>58</td>
<td>68</td>
<td>79</td>
</tr>
<tr>
<td>Building Systems</td>
<td>56</td>
<td>65</td>
<td>63</td>
<td>72</td>
<td>64</td>
<td>55</td>
</tr>
<tr>
<td>Construction</td>
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<tr>
<td>Construction Documents and Services</td>
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</tbody>
</table>

**D. Architectural Education and the Profession**

The ethical responsibilities of architects and the diverse and collaborative roles assumed by architects in practice are discussed throughout the curriculum; but, as in the perspective on education and the student, it is the role models presented by the faculty, visiting critics, lecturers (and student leaders) that inculcate these values in the students. This is true not only for professional responsibilities, but also for the desire and ability to advance the body of knowledge associated with the art and science of architecture.

The School enjoys a close working relationship with both AIA Louisiana and AIA Baton Rouge. AIA Baton Rouge works with our AIAS chapter to host a mentoring program in the school. Each student in the 4th year undergraduate and the 2nd year graduate program is partnered with an AIA member and meets with them at least 4 times throughout the year. The state component is very involved with all of the schools in the state, having sponsored a number of events in the past aimed at introducing students to professional concerns.

The AIAS chapter in the School is very active as the primary student organization in the School. They routinely promote social, academic, and cultural events, and their elected
officers are respected role models. The School sends the AIAS president to Washington, DC, every year to participate in Grassroots, and s/he is invited to attend the monthly board meetings of the local AIA chapter (2012-13 President – Andrew Pharis). One of our past presidents just finished her term as AIAS National Vice President (Laura Meador).

The School of Architecture has had an active NOMAS chapter since 2005. NOMAS works to actively mentor students currently in the program, as well as working to introduce architecture to minority high school students through their high school outreach program, “light a fire.” The School sends a cohort of NOMAS students to the NOMA annual conference every year and also participates in the design competition at the conference. In 2010 the LSU NOMAS chapter was National Chapter of the Year (2012-13 President – Elizabeth Galan).

The curriculum provides multiple opportunities for students to develop respect for diverse points of view, achieve consensus, and explore strategies for reconciliation; skills that support positive professional development. Students participate in collaborative team projects, debate, peer evaluation, and formal presentations and discussions with external guest critics. These activities encourage students to reflect on their choices, develop ability to self-critique, and embrace diversity.

- ARCH 4001 is a service-learning studio requires students to immerse themselves in community design initiatives and deal with community members and stakeholders.
- ARCH 5006 / Professional Practice is regularly taught by a local professional (Ken Tipton, AIA).
- The Emerging Professionals Companion is introduced to students in the fourth year.
- The Director provides opportunities for the Louisiana Chapter of the AIA to participate in School events and exhibits.
- The Office of Community Design and Development (OCDD) and the LSU Coastal Sustainability Studio have offered opportunities for students interested in community-based projects to work in a collaborative setting that simulates a professional office. The Office won a 2010 NCARB Prize for their work in a small town in Mississippi.
- Service learning is a strong component of the curriculum and provides students with a venue to learn about leadership, professional responsibilities, and a process for ethical decision-making. All students graduating with an undergraduate degree are required to engage in at least one service-learning project. In addition, many faculty members elect to engage community partners in their design studio projects.
- Faculty conduct out-of-state design studio field trips that include visiting and touring architectural offices and frequently invite practicing architectural design critics to participate in student reviews and presentations.
- For the last two years a practicing professional, Rick Lipscomb, has been working with small groups of students to introduce them to the specialization of healthcare architecture. This has been an amazing experience for the students, allowing them to visit his office each week and go to professional conferences on the topic with him.

Additionally, the relatively newly formed LSU Coastal Sustainability Studio has and will continue to provide our students with opportunities to engage in real-world projects. The OCDD and CSS include projects that are generally led by or include team members who are licensed architects. Both initiatives provide interdisciplinary leadership of projects that
impact the local community and the region. Opportunities include paid internships, graduate assistantships and coursework such as studio projects.

E. Architectural Education and the Public Good.

Our students develop an understanding of the social and environmental problems to which an architect must respond through the integration of professional practice activities and projects with the academic curriculum. This blend provides students with a venue to explore leadership, learn collaborative design and management skills, engage in ethical decision-making, develop a commitment to professional and public service, and learn to value diversity. Examples include:

- ARCH 4001 Architecture Design VII students annually participate in service-learning projects that engage community partners and stakeholders. Projects have ranged from neighborhood analysis and design projects to zine writing and installations.
- ARCH 5002 / Architecture Design Concentration: has often worked on design build or community design projects. Faculty frequently seek alternative classroom environments, such as construction sites, urban neighborhoods, and discipline related offices that support active learning and ensure successful learning outcomes.
- Professor Jim Sullivan recently worked with a group of students to design and build a shade pavilion for the local YMCA. The project involved entities from around the city for funding and execution. The project was recognized at the 2012 AIA BR Rose Awards with an Honorable Mention.
- Office of Community Design and Development (OCDD): the School has been involved with assisting numerous local and state government agencies, small towns and community groups. In all cases students have been actively involved. OCDD also employs student research associates to conduct sponsored research and provides technical assistance to communities in need. The office emulates a professional practice environment and provides the School with a visible model for civic engagement.
- The Coastal Sustainability Studio is an initiative bringing together the College of Art and Design, The College of Engineering and the School of the Coast and the Environment. The CSS is dedicated to researching, studying and providing solutions for Louisiana’s coastal degradation issues.
- AIAS students have started a chapter of Freedom by Design that completed its first project in spring of 2011.
- NOMAS students organize a Habitat for Humanity build day every year. In 2012 they began a program called “Light a Fire” that brought architecture to local high schools with charrettes and interactive events.

In addition to the design studio sequence where the social engagement is hands on, other required courses in the curriculum provide our students with an understanding of the complexity of social and environmental problems and the role architects should play in fostering innovative solutions. This is exemplified by the History of Architecture sequence (ARCH 3005, 3006), the Environmental Controls course (ARCH 3008), the Urban Design and Planning course (ARCH 4062), and various professional elective courses made available to students. Particular attention has been given to the coordination of courses in the area of technology to provide our students with the capabilities to critically evaluate alternative choices and understand their responsibilities to the public and the environment.

Other opportunities are available to graduate students because of the program’s affiliation with the graduate school. These include graduate assistantships in the Coastal Sustainability Studio.
working on projects such as the Louisiana Resiliency Assistance Program and the building code analysis for coastal communities.

I.1.4. Long Range Planning

The APR must include the following:

- A description of the process by which the program identifies its objectives for continuous improvement.
- A description of the data and information sources used to inform the development of these objectives.
- A description of the role of long-range planning in other programmatic and institutional planning initiatives.
- A description of the role the five perspectives play in long-range planning.

The LSU School of Architecture and indeed, the entire institution have been in a long period of transition towards a more engaged role in strategic planning and setting goals. To that end, the faculty of the School of Architecture meet for all day retreats at the beginning and end of each semester in order to review courses, discuss goals and planning, to share successes and concerns and to review the work of each of the School committees. In addition, we have regular monthly (at least) to share information, make decisions and discuss issues coming forward from committees. Regular School committees including the curriculum committee, the faculty development committee and additional ad hoc committees, such as faculty search committees, meet in between full faculty meetings to complete the work necessary for the School to move forward.

The administrative structure of the Director, Undergraduate Coordinator, Graduate Coordinator, Recruiting staff and administrative staff meet regularly to discuss short-term and long range planning efforts including, recruiting, admissions, staffing, facilities and budget decisions. Monitoring of recent statistics for admissions, student grades and appeals, and strategic goals of the School inform decisions.

Our Strategic Plan parallels the LSU Flagship 2020 plan and the College of Art and Design with foci on: Discovery, Learning, Diversity and Engagement. As stated in our 2012 Strategic Plan, we are specifically committed to:

- Professional education
- Diversity of population
- Outreach and engagement
- Research and inquiry

Our GOALS, from the Plan are as follows:

Goal 1 Discovery: Pushing our limits to generate and instill professional knowledge in the field of Architecture through transformative research and creative activities that address contemporary and enduring issues.

- Broaden our national recognition as leaders in architecture
  - Support faculty presentations at academic and professional conferences
  - Support faculty in winning blind-peer reviewed design competitions or publishing articles or books
  - Promote invitations our faculty receive to review, submit or present work at other schools or institutions
  - Encourage faculty to seek funded research projects
  - Encourage faculty and students to submit and nominate for awards
- Create new knowledge, insights, and interests in architecture
  - Develop undergraduate creative inquiry projects
Goal 2 Learning: Finding a context for the future to enhance a faculty-led and student-centered learning environment that develops engaged citizens and enlightened leaders.

- Encourage interdisciplinary activity
  - Continue to support CXC Distinguished Communicators Program
  - Continue to support Honors programs for architecture majors
  - Institutionalize beginning design overlap with Landscape Architecture at the graduate and undergraduate level
- Develop an International Perspective
  - Establishment of ongoing international programs of study, preferably with a service-learning component to enhance engagement
  - Work with Academic Programs Abroad to develop a list of suitable exchange programs
- Improve Physical Facilities
  - Improve facilities so they meet the teaching needs of the faculty and students

Goal 3 Diversity: Strengthening the intellectual environment by broadening the cultural diversity of the School of Architecture to promote understanding others.

- Increase minority representation within the School of Architecture
  - Identify and recruit students from specific schools that have produced students with demonstrated success in our program
  - Work with the Priestley School for Design in New Orleans to develop programs
  - Focus on Summer Camp programs geared to minority students
- Increase understanding and appreciation of diversity issues as they affect the School of Architecture
  - Actively recruit women and minority faculty members including adjuncts

Goal 4 Engagement: Promoting engagement of faculty, staff, and students in reaching out to transform communities.

- Increase civic/community contributions by individuals
  - Develop incentives for faculty to work on engagement projects
- Increase class involvement in civic/community activity
  - Establishment of ongoing international programs of study, preferably with a service-learning component to enhance engagement
  - Hire national expert in outreach and engagement to help develop more courses and strengthen teaching objectives.

Goal 5 Productivity: Doing more with what we have.

- Improve our resource management
  - Increase enrollment in graduate program to maximum capacity (15 students/year level).
  - Work to create a non-professional design degree that would allow non-admitted students to pursue architecture coursework.
  - Establish interdisciplinary studios and courses within the College of Art and Design
- Broaden our markets
  - Develop entry plan for Interior Design and Landscape Architecture majors to our Graduate Program
  - Work with College on new "Design" minor
The university has recently instituted a system of annual reports from departments regarding their strategic plans. Although we are still in the beginning phases of this system, it will prove to be helpful in establishing effective goals and measures in the School that extend beyond curriculum. In times of diminishing resources in higher education, we must be more focused on what is important for the progress of the School and we must be able to demonstrate our effectiveness in meeting those goals.

The five perspectives of the NAAB are an ever-present part of our ongoing discussions around our strategic plan as well as our annual assessment processes. The constituencies represented by the five perspectives are considered in all of our discussions and long-term thinking about program development. The relationship is not explicitly stated nor a one-to-one correlation but can be summarized as follows.

- The perspective of Architectural Education and the Academic Community aligns with our first goal of discovery. In a long view, we are constantly seeking to build connections within our own university context as well as the discipline of architecture through research and service activities.
- The perspective of Architectural Education and Students is considered when we talk about improving diversity in recruiting, retention, advising and extra-curricular organizations such as AIAS and NOMAS. We are always mindful of how everything we do can or could manifest itself through our student population.
- Architectural Education and the Regulatory Environment is linked to our overall mission statement as we emphasize the nature of professional education throughout our activities. We are continually seeking new ways to provide opportunities for our students to transition between academia and the profession more easily.
- The perspective of Architectural Education and the Profession play a significant role in our second goal of Learning. Our Professional Advisory Board plays a role in helping us seek opportunities to improve our connections to the profession and faculty development. Those conversations between the profession and our faculty and administration help us think further ahead in our long-term planning efforts.
- The perspective of Architectural Education and the Public Good directly relates to our fourth goal of Engagement. For a long-time we have had a studio course dedicated to service-learning and public outreach but in recent years we have begun to think differently about how we might address this. That rethinking of the curriculum has actually led to a more focused view of our outreach activities. We will be seeking opportunities for greater impact through research and interdisciplinary activities as a result of our long-term view of this goal and perspective.

I.1.5. Program Self Assessment

The APR must include the following:

- A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement, its multi-year objectives and how it relates to the five perspectives.
- A description of the results of faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the five perspectives.
- A description, if applicable, of institutional requirements for self-assessment.
- A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).
- Any other pertinent information.
The School engages in several different levels and methods for self-assessment: the Faculty collectively engages in discussions at the end of each semester; students evaluate each course; aspects of the program are annually measured for success and reported to the Provost of the university; and the Director and Dean separately meet with a group of graduating students for exit interviews.

As stated in the previous section on Long Term Planning, the faculty of the School meet for an all day retreat at the beginning and end of each semester. A typical agenda includes a review of courses; discussion of goals and planning; sharing successes and concerns; and reviewing the work of each of the School committees. In addition, the faculty have regular monthly (at least) to share information, make decisions and discuss issues coming forward from committees. Regular School committees including the curriculum committee, the faculty development committee and additional ad hoc committees, such as faculty search committees, meet in between full faculty meetings to complete the work necessary for the School to move forward.

The focus of the end of semester meetings is on assessment of the studio courses. Each studio instructor presents examples of the high and low pass work. Frank discussions regarding the contributing factors of successes and causes for concern follow. These discussions result in changes ranging from revised teaching assignments to course changes in the curriculum committee. Changes have come from the faculty themselves as they revise courses the following year based on faculty input.

All courses are required to be assessed by the students through “student evaluations.” Students are given a multiple-choice survey to be completed in class. They are also allowed space on the survey to write in comments. The LSU Office of Assessment and Evaluation tabulates the results in graph form and we transcribe the comments in our office. Each faculty member is given a hard copy of the results of their evaluations. These evaluations are used to help faculty members plan and revise courses for the coming year and also become part of each faculty member’s annual evaluation.

Each year the Office of Assessment and Evaluation requires each department to assess their programs and individual courses within their programs that satisfy the university General Education requirements. The School is using the NAAB Realms of Student Performance to assess our performance each year. Because accreditation is looking for cumulative success, students are primarily assessed in their graduating year. Realm A is assessed in the fall and Realms B and C are assessed in the spring. Results for the last few years will be available during the Team Visit. Results of the assessment of the assessment are tabulated over the summer and in the fall the curriculum committee determines what curricular actions need to be taken moving forward. In this process we are able to use the NAAB criteria as a measure of our progress and can review our results on an annual basis.

In addition, the University performs an overall Program Assessment every five years for each program on campus. Our last Assessment came the year after our NAAB visit. The Assessment resulted in an MOU with the university that we must show progress on by the coming assessment, which will coincide with or immediately follow the NAAB Team visit.

In June 2012 the School submitted the first issue of the Strategic Planning Annual Reports, which demonstrated the progress made towards the goals stated in our strategic plan in the past year. We have not yet determined the impact that these results will have on the program but we will be working on that in fall of 2012. The results of the 2011-12 review are listing below:

| Table 1: Performance Indicators for Goal 1 -- Discovery |
Table 2: Performance Indicators for Goal 2 -- Learning

<table>
<thead>
<tr>
<th>2011-12</th>
<th></th>
</tr>
</thead>
</table>
| **Encourage interdisciplinary activity** | - Joint studio offered in Fall 2011 for Architecture and Landscape Architecture graduate and undergraduate students.  
- Honors program graduated a record number of four students.  
- CXC graduated four students with Distinguished Communicator Honors.  
- At least 6 courses offered in 2011-12 for CXC credit.  
- Joint studio offered for beginning graduate students in Fall 2011 for the second year in a row. |
| **Develop an international perspective** | - Seven architecture students enrolled in the nascent Rome Program for Summer 2012.  
- Record number of 8 architecture students enrolled in APA programs for 2012-12. |
| **Improve physical facilities** | - The School purchased four large screen displays to be used in studio/labs.  
- Large screen monitor installed in main hallway for announcements and information.  
- One office renovated to provide space for four faculty members. |
Table 3: Performance Indicators for Goal 3 -- Diversity

<table>
<thead>
<tr>
<th>2011-12</th>
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</thead>
<tbody>
<tr>
<td>Increase minority representation within the School of Architecture</td>
</tr>
<tr>
<td>- Data has been collected to identify specific schools that we will recruit from in the coming year.</td>
</tr>
<tr>
<td>- Three minority alumni have been contacted in the Southeast to assist with recruiting.</td>
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<tr>
<td>- An advising plan for improving retention of minority students is being created.</td>
</tr>
<tr>
<td>- Summer Camp has changed administration and is working on additional foci points.</td>
</tr>
<tr>
<td>Increase understanding and appreciation of diversity issues as they affect the School of Architecture</td>
</tr>
<tr>
<td>- In our latest hiring cycle (3 new positions), we actively recruited women and minority faculty. During that search we interviewed a total of four candidates with 2 women and 2 men. We hired one woman and 2 men.</td>
</tr>
<tr>
<td>- The School hired one minority woman to teach as an adjunct for Spring 2012.</td>
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Table 4: Performance Indicators for Goal 4 -- Engagement

<table>
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<th>2011-12</th>
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<tr>
<td>Increase civic/community contributions by individuals</td>
</tr>
<tr>
<td>- Faculty agreed that our outreach activities should be focused on coastal sustainability and communities affected by the coastal condition.</td>
</tr>
<tr>
<td>- We have hired a new coordinator of outreach activities who is intensively involved in the LSU Coastal Sustainability Studio. He will be assisting faculty with developing engagement projects and research.</td>
</tr>
<tr>
<td>- Six faculty are involved in civic outreach through projects, committee service, service through Board membership and participation in civic organizations.</td>
</tr>
<tr>
<td>Increase class involvement in civic/community activity</td>
</tr>
<tr>
<td>- ARCH 4001 continues to serve as a service-learning studio. In fall of 2012 the studio playing an integral role in a community design activity focused on an underserved area of New Iberia.</td>
</tr>
<tr>
<td>- The School supported faculty involvement in the design and construction of an innovative solar pavilion at the Baranco Clark YMCA in Old South Baton Rouge.</td>
</tr>
<tr>
<td>- The new coordinator of outreach for the School will be able to assist faculty in finding and developing appropriate projects for classroom engagement.</td>
</tr>
</tbody>
</table>
Table 5: Performance Indicators for Goal 5 – Productivity

<table>
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<tr>
<th>Increase our resource management</th>
<th>2011-12</th>
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<tbody>
<tr>
<td>- Graduate coordinator participated in Graduate School fair coordinated by Association of Collegiate Schools of Architecture. He spoke with approximately 50 students about the LSU program.</td>
<td></td>
</tr>
<tr>
<td>- Despite efforts, graduate program enrollment remains below capacity.</td>
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<tr>
<td>- Initial offerings of joint Architecture and Landscape Architecture studios have been very popular at the graduate level.</td>
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<tr>
<td>- School curriculum committee is working on curriculum revisions to allow more fluidity across enrollment in the College.</td>
<td></td>
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<tr>
<td>Broaden our markets</td>
<td></td>
</tr>
<tr>
<td>- Graduate coordinator is working with LA and ID to develop an entry plan for their majors into our program. Initial attempts indicate that student quality varies significantly and will impact our ability to create a singular point of entry for those majors.</td>
<td></td>
</tr>
<tr>
<td>- New design minor has not come before our curriculum committee to date.</td>
<td></td>
</tr>
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</table>

When evaluating our programs, both formally and informally, we are always mindful of the mandates implied by the Five Perspectives. We take into account the constituencies connected to each of the perspectives and when we our assessment indicates that improvement is needed in one area or another, we seeking to address it immediately if necessary, or through our long-term planning if that is appropriate. For instance, we know that our recruiting for diversity has been fairly successful, however, our assessments have shown that we need to work on our retention. So we are now considering the options for improving our retention including: advising training for faculty, a more robust mentoring program, and/or a part-time academic advisor. Each of these options requires long-term planning, as they will have impact on our budget, staffing and possibly our curriculum. In this example, the perspectives of Students and the Profession are considered as we look backwards through assessment and forwards as we make long-term plans.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

The APR must include the following:

Faculty/Staff

- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified.
- A resume for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.
- A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.
- A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2).
- The school’s policy regarding human resource development opportunities, such as:
A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.

A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.

Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

A list of visiting lecturers and critics brought to the school since the previous site visit.

A list of public exhibitions brought to the school since the previous site visit.

Students

A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).

A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.

Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

Evidence of support to attend meetings of student organizations and honorary societies.

2010-11 Faculty Matrix

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Summary of expertise, recent research, or experience (limit 25 words)</th>
<th>FALL 2010 Course number</th>
<th>FALL 2010 Course number</th>
<th>SPRING 2011 Course number</th>
<th>SPRING 2011 Course number</th>
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<tbody>
<tr>
<td>Bertolini, David Associate Professor</td>
<td>Theory and criticism, design</td>
<td>7003</td>
<td>3002</td>
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<td></td>
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<tr>
<td>Bosworth, Frank Professor</td>
<td>Urban planning and analysis, design, site planning</td>
<td>2001</td>
<td>4062</td>
<td>2002</td>
<td>2006</td>
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<tr>
<td>Carney, Jeff Adjunct (now Assistant Prof)</td>
<td>Urban and regional planning and design, sustainability, architectural design</td>
<td>5002</td>
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</tr>
<tr>
<td>Carpenter, Ken Professor, Interim Dean</td>
<td>Architectural design, photography</td>
<td>4221</td>
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<tr>
<td>Castore, John Instructor</td>
<td>History and theory, design, computer graphics and media</td>
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<td>Chang, Aron Instructor</td>
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<td>Faculty member</td>
<td>Summary of expertise, recent research, or experience (limit 25 words)</td>
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<tr>
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<tr>
<td>Doran, Will</td>
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<tr>
<td>Emery McClure, Ursula</td>
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</table>

**2011-12 Faculty Matrix**

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<td>4221</td>
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</table>
• A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.

LSU EEO/SS Policy
LSU has a longstanding commitment to providing equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the University operates without regard to race, creed, color, marital status, sexual orientation, religion, sex, national origin, age, mental or physical disability, or veteran’s status, as well as to implement a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy. The university policy on Equal Opportunity is PS-1 and is available at http://appl003.ocs.lsu.edu/ups.nsf/ByNumber?OpenView.

• A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.

Other Diversity Initiatives
As stated elsewhere in this document, the University, the College and the School of Architecture are united in including diversity as a major focal point in each of our respective strategic plans, beginning at the university level in the Flagship 2020 plan.

LSU boasts representation from every state in the nation and over 110 countries around the world. Indeed, our geographic diversity is broadening, with overall 2011-12 out-of-state-enrollment figures representing 15 percent of the student body and international enrollment, 5 percent. The Office of Equity, Diversity and Community Outreach serves as the hub for diversity initiatives across campus and operates under these guiding principles quoted from their website:

“Diversity is fundamental to LSU’s mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. Flagship: 2020 will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation’s pre-eminent scholars, brightest students, and leading higher education professionals.

Through it's Commitment to Community; LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence— the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.”

Ethnic minority (American Indian, Asian/Pacific Islander, Black non-Hispanic, Hispanic, Nonresident Alien, and Unknown) enrollment stands at 23 percent of the total student population, with 52 percent representing women. The University is committed to promoting gender equity, to enhancing racial diversity, and to increasing these numbers as the National Flagship Agenda unfolds.

The African-American Cultural Center provides a welcoming, supportive environment for all LSU faculty, staff, and students, offering educational, cultural, and social programs and activities that encourage respect and appreciation for diversity and membership in the African-American
community. The center works with the Black Faculty and Staff Caucus and the Black Faculty Association.

The Black Male Leadership Initiative is currently undevelopment at the university level. The BMLI seeks to focus on the academic and lifetime success of black men. Their efforts fall into three categories: recruiting, retention, and graduation. The development team is building partnerships across the region to support the efforts. The BLMI has a growing list of fellows and although the School of Architecture doesn't currently have any students on the fellows list, we are seeking to promote the organization to our young black male students as a source of support for their academic and lifetime goals.

LSU’s International Cultural Center is a social and educational resource for international students, a place where all nationalities come together and learn from each other. ICC offers a variety of services for international students and sponsors such activities as international food festivals, concerts, forums, film nights, and workshops.

The Women’s Center provides support, referral, and information to students, faculty, and staff on issues and concerns related to women. The Center also promotes the advancement of women's issues and gender equity through its services, advocacy efforts, educational programs, and partnerships with Women's and Gender Studies, QBiEquity, Office of Multicultural Affairs’ Safe Space Program, and the University Council on Women.

LSU offers many opportunities to enhance and promote equity, diversity, and community engagement within the academic ranks through several initiatives that provide best practices for making diversity a part of the faculty search process and that facilitate discussions on pedagogical and student engagement techniques that foster cultural-inclusive teaching and classrooms. Furthermore, the University offers a diverse and social conscious curriculum through its interdisciplinary programs, like Women’s and Gender Studies, African and African American Studies, and Jewish Studies and its service-learning curriculum.

LSU recognizes that everyone brings something UNIQUE to our campus for we are a campus of diverse people with diverse talents.

- The school’s policy regarding human resource development opportunities, such as:
  - A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
  - A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  - Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

Faculty Support

A majority of our current 14 permanent faculty members have been licensed to practice architecture although not all maintain a current license. The AIA Louisiana and AIA Baton Rouge chapters have regular opportunities for their members to receive continuing education and all faculty members are notified of these opportunities. Three faculty members requested and received funding to have a special instructor come to the School to teach them Revit in 2010.

LSU offers access to many online courses in software programs that faculty and students can take. Our IDP Coordinator offers several workshops throughout the year on the current status of IDP and faculty are encouraged to stay up to date on changing licensing practices.
The School of Architecture maintains faculty travel as an ongoing expense for the School in our permanent budget. The travel budget supports faculty travel to conferences, research trips and field trips with students. Each new faculty member over the last three years has received a stipend of up to $2500 in their first year to attend a conference or conferences of their choosing to help them develop a research agenda. In addition, each faculty member is asked to request travel funds at the beginning of each academic year. Generally speaking, there has been funding available to every faculty member to attend between one and three conferences each year. The criteria for funding include: presenting a paper; moderating a session or workshop; invited speaker, and / or leadership participation. We have also funded faculty travel for course related field trips, which benefits both faculty and students.

The School also supports faculty needs for professional development as it relates to course content delivery. For example, when we shifted faculty assignments for our comprehensive design studios, three faculty members requested training in Revit. We supported this cost and brought in a special instructor for those three faculty members as well as any other interested faculty.

In addition, there are financial support mechanisms at the university level including summer research stipends and assistance from the Office of Research and Economic Development. The Campus Federal Credit Union offers small grants to support faculty travel to conferences where they are presenting papers. We had two faculty members, Meredith Sattler and Frank Melendez, receive these grants in 2011-12 and were then able to match the funds and send the faculty on the trips.

We have supported faculty with leaves of absence, unpaid leaves and course buyouts. In 2010-11 we had one faculty out in the fall on medical leave, one out on unpaid leave, one who bought out course time to pursue a research project and one faculty who was out for six weeks on FMLA leave. Faculty with funded research work with the Director prior to the start of each semester to determine the mutual benefits of buying out teaching time prior to making a decision.

Since the last accreditation visit we have supported for five faculty with sabbaticals: Professor K. Carpenter (Spring 2007); Professor B. Kennedy (2007-08); Associate Professor J. Sullivan (Spring 2008); Professor R. Zwirn (Fall 2007); Associate Professor U. Emery McClure (Spring 2009). During these sabbaticals faculty have completely various research projects including a Rome Prize Fellowship; photographic catalog of Scottish architecture; and designing and building a website archive for the National Conference on the Beginning Design Student. Currently faculty who are eligible for sabbatical release are: Associate Professor D. Bertolini; Professor M. Desmond; Associate Professor M. Pitts; and Professor J. Shih.

- A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

The policies and procedures on hiring, promotion and tenure are contained within LSU PS-36. http://appl003.ocs.lsu.edu/ups.nsf/ByNumber?OpenView. In addition, the School of Architecture has developed a set of promotion and tenure guidelines. See Policy Statement notebook in the Team Room.

- A list of visiting lecturers and critics brought to the school since the previous site visit.
- A list of public exhibitions brought to the school since the previous site visit.

2007-08
Casey Reas, Digital Media, Manship Lecture Series
J. Marshall Strabala, Director of Design, Gensler Houston
Bill Braham, Associate Professor of Architecture, University of Pennsylvania
EB Min & Jeff Day
Exhibition of Min/Day work
Charles Berman, Associate OMA*AMO
William R. Moorish 01/30/08@5p.m. Professor of Landscape Architecture, University of Virginia
Shashi Caan, Interior Designer, Manship Lecture Series
Robert Young, Associate Partner, Polshek Partnership Architects
Donald Kunze, Professor of Architecture and Integrative Arts, Pennsylvania State University
Selma Catovic and Micheal Hughes, Catovic Hughes Design

2008-09
Kyoko Ibe, Installation Artist, Paper Art
Winka Dubbeldam, Principal, Archi-Tectonics, New York, NY
Bastienne Schmidt, Photographer
Antonino Saggio, Architect/Theoretician, Digital Design
Dorothy Glass, Art Historian, Medieval Academy of America
Nadim Khattar, Director, Austin Smith Lord, London, England
Miguel Rivera and Juan Miro, Miro Rivera Architects, Austin, TX
Ken Smith, Landscape Architect, Ken Smith Landscape Architecture, New York, NY
Maria Luisa Palumbo, Director of Master in Digital Architecture, National Institution of Architecture, Rome, Italy
Larry Scarpa, Principal, Pugh + Scarpa Architecture, Santa Monica, CA
Carol Patterson, Architect, OMA, London, England
Larry Sass, Architect, Director of Design Fabrication Group, MIT
James Surls, Sculptor, Carbondale, CO
Peter Frank, Contemporary Art Critic, Los Angeles CA
Laurie Olinder, Painter, Set Designer, New York, NY

2009-10
Alec Soth, Photographer, Alec Soth Photography
John Cary, Executive Director/Architect, Public Architecture
Lori Brown, Associate Professor, Syracuse University School of Architecture
Phoebe Crisman, Professor/Architect, University of Virginia
Tim Johnson, Partner, NBBJ, New York, NY
Coleman Coker, Professor/Architect, Tulane University
Alec Soth, Photographer, Alec Soth Photography
Lori Ryker, Director, Artemis Institute
Seth McDowell, Professional in Residence Nadine Carter Russell Chair School of Architecture
Roy Decker and Anne Marie Duvall, Architects, Duvall Decker Architects PA, Jackson, MS
Gao Minglu, Art Historian, University of Pittsburg
Angela Danadjieva, Enviromental Designer, Danadjieva & Koenig Associates, San Francisco, CA
Ursula Emery McClure + Michael McClure, Professors/Architects/Fellows of the American, Academy in Rome

2010-11
Kongjian Yu, Dean/Professor, Peking University President, Turenscape
Atsuhiko Musashi, Visual Artist/Vice President, Kyoto Seika University
Tricia Stuth & Ted Shelton, Professors/Architects, UT Knoxville, Cofounders/Partners, curb
Lisa Findley, Professor/Chair, California College of the Arts
Students

A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).

Undergraduate Admissions: The architecture program has two points of selective admission:

- Upon application for admission to LSU and to the lower division of the program
- Upon completion of the second year and application to the upper division
The Admissions department at LSU oversees the application process for the undergraduate program. Students apply for admission using GPA and standardized test scores (ACT or SAT). http://www.lsu.edu/departments/admissions/ However, we only have space in our program for 80 undergraduate freshmen so we undertake a further selective admissions process. The School of Architecture receives a list of applicants and makes admission decisions based on the combination of GPA and test scores. Students with at least a 27ACT or equivalent and at least a 3.0GPA are automatically admitted to the program. Other students are placed on a waiting list and generally will be admitted with an ACT between 27-24 and a 3.25 GPA.

Students who do not meet this requirement may contact the School of Architecture to present additional information and request an exception to the requirement. Students not admitted to the beginning design course can register for architecture courses listed as general education courses. The Director and the Undergraduate Coordinator make admission decisions at the undergraduate level.

Transfer students are considered for admission to the architecture program and beginning design courses on a space-available basis. Admission is competitive so students should have earned a minimum GPA of 3.0 (on a 4-point scale) based on 30 hours or more or college courses. Transfer credits for architecture courses may fulfill program requirements if taken as part of an architectural program accredited by the NAAB. Applicants requesting credit for design studio courses must submit a portfolio for faculty evaluation.

Third Year Admission Review -- At the end of year two, the school conducts an academic and portfolio review. Admission into the upper division is competitive, limited to a maximum of 36 students each year. Applicants present a portfolio of work completed in their first two years of study. A panel of reviewers evaluates the work, assessing technical skill and execution, design capabilities, creativity, personal expression, organization of the work, and other key factors.

In evaluating the portfolio, faculty take into account the following areas of achievement:

• Knowledge, Skill and Abilities -- A good portfolio contains multiple examples of graphic and modeling skills that exhibit development of the fundamental knowledge necessary to become an architect.
• Organization -- Creation of a theme that systematically arranges and unites the independent projects into a coordinated whole shows reviewers an understanding of cohesive presentation.
• Craft -- Choose pieces that depict skill, ingenuity and dexterity in applying the presentation techniques learned in the first two years of study.
• Voice -- Strong portfolios contain personal expression in the presentation and convey design intent.
• Aesthetic Values -- Consider the role of aesthetics in design, including pieces that are compelling and demonstrate the development of a design aesthetic.

Graduate Admissions: For the Master of Architecture program in the School of Architecture, all applicants are evaluated based on evidence of academic achievement and promise, as indicated by

• GPA & GRE scores
• Portfolio (if available)
• 3 letters of recommendation (download the Letter of Recommendation Form)
• Statement of purpose
• TOEFL scores (where applicable)

Students applying to the graduate program apply through the Graduate School at LSU. We receive qualified applicants from the Graduate School and make our decisions for admissions
based on a combination of undergraduate GPA, GRE scores, written statements from the applicants, and recommendations. [http://gradlsu.gs.lsu.edu/](http://gradlsu.gs.lsu.edu/) We also review any submitted creative work but it is not required for admission. The Graduate School requires at least a 3.0 GPA but will admit students on a provisional basis pending their performance in the first semester of graduate work. A committee comprised of the Director, the Graduate Coordinator and a Graduate Faculty member make the admissions decisions at the undergraduate level.

If an entering graduate student is seeking advanced standing, the Graduate Coordinator prepares a thorough review of their previous degree and coursework in order to determine their standing in the program. The Coordinator will request written documentation of any required courses the applicant is requesting credit for and will consult with faculty teaching in the content area before granting credit.

- A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

Undergraduate Financial Assistance
For undergraduates, the University's Office of Student Aid & Scholarships provides financial aid services. Additionally, the School annually awards $15,000 in the form of approximately fourteen to nineteen scholarships given primarily to rising fourth and fifth-year students. Scholarship availability depends on the success of interest bearing accounts. Scholarships are awarded based on academic success or proven need. We try to direct scholarship money to students who have run out of TOPS funding in their fifth-year. Typically 85% of our students are from Louisiana and receive TOPS (Under Louisiana's [TOPS Program](http://gradlsu.gs.lsu.edu/), students attending a Louisiana public college or university will receive an amount equal to tuition at the school attended.)

Graduate Financial Assistance
The Graduate School offers financial support to a number of exceptional students in the form of assistantships, various enhancements and supplements. All of these forms of assistance are awarded on the basis of the individual's academic achievements.

The School currently awards thirteen assistantships per semester on a regular basis. These assistantships pay $6300 per year with a full tuition exemption for approx. 20 hours of work per week. Additional assistantships are often provided by faculty research grants from external sources. Currently four such positions are funded through grants from the Louisiana Board of Regents and the LSU Coastal Sustainability Studio.

Assistantships are assigned to specific service areas (i.e. CADGIS, visual resource library, etc.), to faculty with high enrollment teaching sections, and to faculty with specific research projects.

In addition to assistantships, the School has benefited from other financial support programs offered by the graduate school. The School currently is the recipient of a financial-aid enhancement that provides an additional $4000 per year for a student receiving an assistantship.

Academic Advising
Academic advising is facilitated at a number of levels including University, College, and School counselors. The Student Advising Guide is published annually by the School and distributed to beginning students. An LSU Faculty Advising Handbook that is annually updated facilitates faculty advising. The Handbook provides background information, forms, policies and procedures relevant for advisors.

Undergraduate Academic Advising
In addition to their studio instructors, the Undergraduate Coordinator, the Graduate Coordinator, and the Director, all students are assigned a faculty advisor. Every full-time faculty member in the School is assigned approximately 18 students to advise throughout their academic careers. Two full-time professional counselors in the College of Art & Design are also available to advise students regarding academic or personal matters. The University College Center for Freshman Year (UCFY) is the academic unit for most new freshmen and some transfer and re-entry
students. It exists primarily to prepare incoming students for success at LSU and to help define their academic and career goals.

The Office of the Dean of Students, the Division of Student Life & Enrollment, the Student Health Center, the Center for Freshman Year, the Center for Academic Success, and the International Programs office all provide a variety of services to students, including advice and counseling. The LSU Communication Across the Curriculum studio in the College of Art and Design provides free, individual peer communications tutoring for all our students.

Graduate Academic Advising
All graduate students receive both academic and career advising from the Graduate Coordinator. In addition, they receive frequent informal advice from their studio instructors and the School Director. Complementing this effort is a full-time professional counselor in the College of Art and Design who is available to advise students regarding academic or personal matters. The Office of the Dean of the Graduate School, the Office of the Dean of Students, the Division of Student Life and Enrollment, and the Student Health Center all provide a variety of services to students, including advice and counseling.

Career Advising
Career advising is conducted through the faculty, the Undergraduate and Graduate Program Coordinators and the faculty IDP/Internship Officer. Faculty members are actively involved in student job placement and assist students by reviewing resumes, critiquing portfolios, and providing contacts for students to make in specific communities. The School also broadcasts through e-mail job announcements from local firms and alumni.

In 2011-12 the School undertook a variety of career development opportunities including workshops on the following topics: resume and cover letter writing; interviewing skills; portfolio design and review. The College of Art and Design supported a college-wide portfolio workshop by the renowned author, Harold Linton. An active AIAS chapter promotes social, academic, and cultural events for the students.

The University Career Planning, Placement and Co-Op Center provides a number of free services, including career guidance. This office coordinates the annual Design Recruitment Day with the College of Art and Design. The Design Recruitment Day program invites design firms to conduct on-campus student job interviews. In recent years this program has brought between 35 and 55 firms to campus for interviews.

AIAS and NOMAS host a number of activities each year that are intended to break the ice and facilitate communication between upper and lower level students. The AIAS works with the local AIA chapter to have mentoring program each year where local architects are matched with 4th year undergraduate and 3rd year graduate students for mentoring. The AIA and AIAS host several events throughout the year to foster the mentoring relationship. These mentoring relationships often result in formal job offers for the summer and after graduation.

- Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.

The School of Architecture acknowledges that travel, for architects and students, is an important educational component. We have consistently encouraged and supported students in a variety of field trips and other off-campus activities. We have instituted a series of recurring undergraduate field-trips: second-year goes to a regional location (most recently New Orleans and Dallas, TX); third-year goes west to Marfa, TX and Big Bend State Park; and fourth-year goes to the east or west coast (Las Vegas: Washington, DC; Boston; NYC; and Baltimore have
been recent trips). Field-trip costs are attached as fees to specific studios. When a student pays semester tuition, they also pay for the field trip.

Graduate student and fifth year undergraduate travel is not institutionalized but does occur on a regular basis. In recent years the School has attempted to support these efforts through faculty travel support. Recent trips include travel to San Francisco, Berlin, St. Louis, New York, Dallas, and Arizona.

Domestically, the School has an established relationship with the Virginia Tech Consortium in Alexandria, VA. This program permits students in the fourth-year and selected graduate students to attend the campus in Alexandria for a semester or a full year. Ten institutions of higher education attend this program; five of them are international universities. Also, we are building a relationship with the Remote Studio run by Lori Ryker at the Artemis Institute and Montana State University in Montana and Wyoming. Through this off-campus experience students get to participate in service learning and a deep dive ecological experience.

Internationally, we have also sent many students to study internationally by working with the Office of International Programs. Through exchange programs, our students have studied in Scotland, Korea, UAE, and Spain. Professor Michael Desmond regularly takes interested students to London and Berlin during spring intercession. In the summer of 2012 we entered into a partnership with the LSU School of Landscape Architecture to send our students to Rome in the summer. This is a voluntary trip that can earn enough credits to replace a semester on-campus. The effort this summer has proven to be very successful with five students and one faculty participating and we anticipate much higher numbers in the coming years.

- Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

Our students are extremely active in all manner of organizations on campus and have even taken the initiative to found some organizations. We have active chapters of AIAS and NOMAS. Our students initiated the interdisciplinary group, Students for Historic Preservation (SHiP) and Women in Architecture (WIA).

Every year, a delegation of our students attends the National AIAS Grassroots Conference and the NOMA/NOMAS annual conference. The School has supported the NOMAS group to compete in the annual student competition that is part of the annual conference with faculty member travel funds and advisor travel funds.

The AIAS group has also been very active in attending their SouthQuad Regional conferences in spring and fall as well as the National Meeting in winter. The School supports these experiences by providing excused absences from class as well as occasionally funding. The School also supported the AIAS efforts in co-hosting a Regional conference in the spring of 2011 with the AIAS chapter at the University of Louisiana-Lafayette.

Our students regularly participate in LSU Student Government as senators and representatives. They are also leaders in sororities and fraternities on campus.

- Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.
The School has undertaken two major efforts in regard to student research, scholarship and creative activity since the last accreditation visit at both the undergraduate and graduate levels. At the undergraduate level we have been offering one, fifth year studio (ARCH 5002) each fall that allows students to develop an independent research project in the form of a thesis. Since initially offered in 2009, the studio has grown from one student to ten students for the coming year. In addition, the other sections of ARCH 5002 are all research-oriented studios that focus on a specialization of the faculty teaching. The Honors sequence requires that any students receiving undergraduate Honors in architecture must complete a sequence of thesis work and a research project.

In spring of 2010 a small group of students approached the administration of the School with an idea that they wanted to learn more about healthcare design and architecture. Since the School has alumni in many well-known healthcare focused offices, we contacted one of our local practitioners with the request. Beginning that semester, Rick Lipscomb of WHLC Architecture, has been working with our students to offer small seminars and learning opportunities in this field of study. In 2011-12 the School supported three students who had been studying Healthcare Architecture by partially funding their attendance at AIA conferences focused on the topic. Two of the three students have since taken jobs in healthcare focused firms.

Our graduate students are required to take ARCH 4700 Research Methods. We have continued to offer the thesis option to our advanced Master’s students but not as many of them have opted to take on this additional challenge. However, faculty assignment shifts have brought a stronger interest in research-based design to the studios for the graduate students, particularly in ARCH 7004 and 7006.

The School offers thirteen graduate assistantships each year. Of those, approximately five are dedicated research assistantship positions where the students work directly with faculty on publications or design research projects. In addition, the LSU Coastal Sustainability has been making approximately four additional positions in research available to our students each year. Over the last 10 years, numerous undergraduate students have also had the opportunity to work on funded research projects through the Office of Community Design and Development.

- Evidence of support to attend meetings of student organizations and honorary societies

The College of Art and Design recently reactivated the Tau Sigma Delta chapter at LSU. Several of our students are actively involved in this honor society. More of our students are taking advantage of the LSU Honors College. This unit provides intellectual opportunity and challenge for academically able and intellectually motivated undergraduate students. Professor David Bertolini has facilitated participation in the honors program. He serves as the honors liaison for the College of Art & Design.

As previously mentioned, the School annually supports travel for AIAS and NOMAS leadership to conferences and meetings. All in school meetings are posted and announced regularly to encourage student participation.

Every year, the School and AIA gather for an awards lunch. Several competition winners are announced, year-level design awards are distributed, scholarships are announced, and history and technology awards are distributed. At commencement, the Dean’s Medal is awarded to the top student in both the graduate and undergraduate programs as determined by the faculty.

The Office for Student Organizations provides educational and support services to more than 250 organizations at LSU. Students in the School of Architecture are encouraged to become involved with an organization that suits their individual needs and interests to enrich their college experience. Many of our students take advantage of these opportunities.
I.2.2. Administrative Structure & Governance

The APR must include the following:

- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
- A description of the program’s administrative structure.
- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

The relationship between the School of Architecture and the University is maintained through the traditional academic structure – Provost, Dean, Director/Chair. The School is one of three schools and one department constituting the College of Art & Design. Most actions relating to academic or personnel operations of the School are first directed to the College.

Prior to 1979, the educational programs that currently comprise the College of Art and Design were designated as departments in the School of Environmental Design. As a result of growth and the professional nature of the related programs, the unit was elevated to full collegiate status in 1979. The administrative subdivisions of the College are:

- the School of Architecture,
- the School of Art,
- the School of Landscape Architecture, and
- the Department of Interior Design.

Each unit has an administrative head that is appointed by the LSU Board of Supervisors, based upon the recommendations of the Dean of the College.

The highest administrative officer of the College of Art and Design is the Dean, who reports directly to the Executive Vice Chancellor for Academic Affairs and Provost of the University. An Associate Dean for Academic Affairs and Research assists the Dean.
The Director is the administrative officer of the School, and reports directly to the Dean of the College of Art and Design. The LSU Board of Supervisors, based upon the recommendation of the Dean and Provost, appoints the Director. The Director’s appointment is approximately 80% administrative and 10% instructional. The Director is responsible for:

1. Assume responsibility for the quality, effectiveness, and progress of the School. Maintain School correspondence, manage school office, and determine faculty member and support personnel needs.
2. Formulate and execute School policies and execute University and College policies as they affect the School, with due regard for the prerogatives and responsibilities of the faculty. Supervise faculty performance, protect faculty rights, and defend academic freedom.
3. Recommend all appointments, promotions (other than promotions to Boyd professor), dismissals, leaves, salaries, and salary adjustments, and all other personnel actions relating to the School academic and non-academic staff.
4. Call and preside over all meetings of the School faculty. Implement faculty actions as appropriate.
5. Coordinate the recruitment of new faculty members and advertise vacancies appropriately, consistent with the University’s policies on equal employment opportunity and affirmative action.
6. Prepare and execute the School budget. Prepare budget requests and requisitions, maintain budget records, improve cost effectiveness, allocate travel and supplies money.
7. Have general charge of all University property charged to the School. Supervise use of supplies and equipment, protect against loss and unauthorized use, and be responsible for maintenance.
8. Be responsible for the academic counseling of majors in the School, curricular advising, career counseling, building and maintaining good faculty-student relations.
9. Prepare class schedules and assign faculty members’ teaching schedules. Maintain proper faculty/student ratios and offer courses in a desirable sequence.
10. Annually conduct a review of the service of each member of the School faculty as provided in PS-36. Evaluate teaching, research and other faculty service.
11. Recommend changes in courses and curricula, as those changes originate within the School. Evaluate academic programs, suggest and encourage appropriate faculty action.
12. Consider academic appeals by students as provided in the University’s academic appeal procedure.
14. Implement policies for the safety and protection of employees and students in the School. The School Director has the authority to take emergency action that he/she deems appropriate to avoid accidents or damage to personnel or property, pending investigation by the Dean and appropriate safety committees and other officers.
15. Assume primary responsibility for recruiting of graduate students and undergraduate majors.
16. Serve as communications officer for all official business within the School and with the Dean of the College of Art and Design. Encourage and facilitate communication, understanding, and collegiality.
17. Promote the public image of the School and University. Provide professional leadership, increase School visibility, encourage good public relations, explain and defend policies and procedures.

18. Promote excellence in teaching and scholarship. Encourage and facilitate good teaching and research, enforce academic standards, orient new faculty members, facilitate faculty growth and development; encourage preparation and submission of grant proposals.

19. Assign specific duties to school faculty members and define the faculty member’s responsibilities to the University. Appoint committees and delegate responsibility.

20. Maintain an active role in scholarship and teaching.

The Director appoints two faculty members to serve as Graduate and Undergraduate program coordinators. The Graduate Coordinator is an ex officio member of the School-wide Curriculum Committee.

The Graduate Coordinator is responsible for:

1. Directing and coordinating recruitment and admissions for the Graduate Program with the School Director and staff.
2. Oversee coordination between the School of Architecture and the LSU Graduate School concerning admissions, students and graduate faculty status.
3. Advise Director on faculty teaching assignments in graduate courses.
4. Advise Director on assignment of graduate research and teaching assistantships.
5. Advise graduate students on progress through the curriculum toward completion of graduation requirements, including thesis organization, selection of student’s thesis committee, etc.
6. Ex-Officio member of Curriculum Committee in the School of Architecture.
7. Consult with School of Architecture on the completion of student course requirements.

The Undergraduate Coordinator serves as an ex-officio member of the School-wide Curriculum Committee. The Coordinator is also responsible for:

1. Review and monitor student progress through the curriculum in conjunction with the College of Design and LSU advisors. Coordinate review of degree audits and degree audit substitutions.
2. Coordinate transfer student admission with Admissions Office and College of Design.
3. Consult with director on first-year selective admissions.
4. Advise director on teaching assignments and course offerings.
5. Coordinate with director and office staff on room assignments/reservations and semester schedule book preparations.
6. Serve on undergraduate curriculum committee.

Two full-time staff people also assist the Director. The Office Coordinator 2 is responsible for: administrative functions, office management, supervision of classified and student employees, accounting, personnel, purchasing, travel and payroll. All duties require a high degree of confidentiality. Knowledge and understanding of university policies and procedures, as well as the LSU mainframe system, are essential to carry out required duties.

The Office Coordinator 1 is responsible for: general office management, electronic communication, word processing, data base management, scheduling of appointments and support of academic functions (such as maintaining student records, faculty support, and student recruitment). All duties require a high degree of confidentiality. Both positions have detailed job descriptions on file in the office and at the Office of Human Resource Management.
The College of Art and Design is a major academic component of Louisiana State University and, consequently, the School of Architecture enjoys a degree of autonomy that is comparable to that of other professional programs in the institution.

Organizational Chart for the School of Architecture

- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.

The School of Architecture Bylaws explain the opportunities that faculty, staff and students have to participate in the governance of the program. In particularly, the Curriculum Committee is charged with reviewing and updating the curriculum every year. The committee is comprised of faculty members elected from the body of the whole and includes student representation. The Faculty Development committee is comprised of all Associate and Full Professors as well as a representative of the Assistant Professors. This committee plays a significant role in promotion and tenure as well as the mentoring of faculty members.

In addition, for each faculty search that is conducted by the School, a committee of faculty members is chosen or elected. A Search Committee plays a critical role in defining the positions advertised, recruiting applicants, narrowing the candidate lists, coordinating on-campus interviews and notifying candidates.

LSU has both a staff and a faculty senate. Faculty and staff members are eligible to participate on the respective governance organizations.

- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

None.

I.2.3. Physical Resources
The APR must include the following:

- A general description, together with labeled 8-1/2" x 11" plans of the physical plant,
including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.

- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

The School of Architecture is primarily located in Atkinson Hall.

Basement Plan of Atkinson Hall – One university utilized classroom, one large studio space, offices and storage are located in the basement. Offices include space for the AIAS and NOMAS chapters.
First Floor Plan of Atkinson Hall – The main administrative offices of the school, four studio spaces, two classrooms, one conference room and faculty offices are located on the main floor.
Second Floor Plan of Atkinson Hall – Seven studios, faculty offices and storage are located on the second floor of Atkinson Hall.
The Dean’s Office is located on First Floor of Design Building. The large auditorium is used for lectures and lecture classes. The Commons is used for reviews and presentations. The Communication Across the Curriculum (CXC) Studio is off the Commons.
The CADGIS LAB (Rooms 215-217) is located on the 2nd Floor of the Design Building along with the College Student Advising Offices (Room 213) and the LSU Coastal Sustainability Studio (Room 212). We occasionally use classrooms located on this floor.
Room 313 of the Design Building is regularly used for lecture courses.
The Design Shop is housed on the first floor of the Art Building.
• A description of any changes to the physical facilities either under construction or proposed.

In spring of 2012 all of the windows and doors in Atkinson Hall were replaced. The new windows and doors are double paned, fixed light windows. This renovation has greatly improved the thermal performance of the building.

We are on schedule for a new elevator and restroom renovation in summer 2013. The previous contract, which had scheduled work to proceed in summer 2012, had to be retracted and re-bid to a new architecture firm, greatly delaying the work. We look forward to these much needed and long-awaited additions and renovations to our facility.

• A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.

A large part of the students technology needs are provided at the University level. The University maintains all wired and wireless network resources, email systems, online file storage and web hosting services, as well as virtual computer labs. The university also maintains several public access computer labs, all maintained with a wide array of software titles. Students have access to gigabit Ethernet connections in studio, as well as Wi-Fi coverage across the majority of campus.

LSU Students have access to special university pricing for purchasing their own personal hardware and specialty commercial software. In addition, students have access to a plethora of software titles through the Tiger Ware website, free of charge, through university software site licenses. From the Tiger ware online portal, students can download and install operating systems, office suites, and software packages for a variety of degree programs. Also available to students is free access to Lynda.com software training tutorials.

The College of Art + Design provides all of its faculty and staff members technical support for all of their computing needs. This service covers hardware and software support, web services, online file storage, etc. The College also maintains 2 high-end computer labs (1 Mac and 1 PC) for digital software instruction equipped with Epson projection systems. These high-end labs cater to the students doing advanced work, needing more processing resources than what a laptop can provide.

The Computer-Aided Design and Geographic Information Systems (CADGIS) research laboratory at LSU is dedicated to teaching and research in the areas of computer-aided design, image processing, and other computer applications in art, architecture, design, geography, anthropology, interior design, and landscape architecture.

The CADGIS lab is located in 216 Design Building, and offers printing, scanning, and other computer services geared toward design. The lab has Auto-Cad, Adobe Photoshop, Microstation, 3D Studio Viz, and other programs to assist students. The “Pixel” lab, located in CADGIS, is a 26 seat PC based workstation featuring software packages (Adobe Creative Suite, Autodesk Entertainment Pack, AutoCAD, Autodesk Revit, Rhino, Microsoft Office, as well as several GIS applications). The Pixel lab also has direct access to all plotting resources within CADGIS.

The Mac Pro lab is a 24 workstation classroom featuring software geared towards Video Editing, Digital Modeling and Animation, Digital Photography, Graphic Design, as well as CAD applications.
These classrooms are available to students for extended access outside of scheduled class hours. Plotting and large format scanning resources are available 24 hours to students upon completion of training course. Students also have access to the following digital production resources:

- CADGIS: 7 - 36" HP Color Plotters, 2 HP Large Format Feed Scanners, 2 11x17 Scanners, 2 Color Laser Printers (Letter and Legal).
- Design Shop: 2 Laser Cutters, 1 ZCorp 3D Printer, 1 CNC Mill (upcoming).
- CxC Studio: Digital Documentation Studio w/ studio lighting and DSLR, 3D handheld scanner (upcoming), Video and Photo Equipment Checkout.

Facilities Improvements:
With the increase in mobile devices, tablets, and notebooks on campus, the LSUCampus Wifi network has been known to struggle accommodating quantity of users with relation to wireless access points available. During the summer of 2012 the university’s Information Technology Services completed upgrades to the wireless infrastructure, installing new Cisco Wireless Access Points across the campus. See coverage map below.

Since the implementation of a computer requirement for its students and increased digital software instruction, the College of Art + Design has been at a shortfall with regards to teaching spaces that can comfortably accommodate students and their laptops, while at the same time allowing easy access to power and reliable network connectivity. In June 2012, the College completed the renovation of a lab space that allows for the instruction of 35 students, with ample desk space for both laptops and project work. Each student workspace provides access to the campus wired network as well as power outlets for student devices. The classroom also provides
digital projection and an instructor workstation with an array of digital design software (AutoDesk, Adobe Creative Suite, Rhino, GIS, etc.).

Workshops are held regularly to inform students how to use equipment and software. Students must register in advance for all workshops. All students wishing to use the CADGIS lab will need to have a student account with the lab.

- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

It is a significant problem that Atkinson Hall does not yet have an elevator. The program has been repeatedly told that an elevator is coming soon. It is also a problem that Atkinson Hall does not have a dedicated review space. As rooms have been opening in the basement for program use, it is possible that they could be rehabilitated, as classrooms and studios, but funding must be allocated for that to happen. Finally, although CADGIS is a significant facility, our students do not take advantage of it and it does not really meet the needs of our students for updated and superior software and hardware that exceeds what they have on their own computers.

I.2.4. Financial Resources
The APR must include the following:
Program budgets:
- Current fiscal year report(s) showing revenue and expenses from all sources.
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.

Institutional Financial Issues:
- A brief narrative describing:
  - Pending reductions or increases in enrollment and plans for addressing these changes.
  - Pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Any other financial issues the program and/or the institution may be facing.
Current fiscal year report(s) showing revenue and expenses from Louisiana state funding sources compared to last accreditation cycle.

<table>
<thead>
<tr>
<th></th>
<th>FY06-07</th>
<th>FY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Budgets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>14,000</td>
<td>21,250</td>
</tr>
<tr>
<td>Operating Services</td>
<td>20,585</td>
<td>22,585</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Professional Services</td>
<td>15,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>2,000</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>2,000</td>
<td>7,500</td>
</tr>
<tr>
<td><strong>Salaries and benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>1,176,291</td>
<td>1,262,815</td>
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<tr>
<td>Staff</td>
<td>63,037</td>
<td>81,766</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>37,800</td>
<td>50,400</td>
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<tr>
<td>Student Worker Pay</td>
<td>1,992</td>
<td>1,992</td>
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<tr>
<td><strong>Total State Funding</strong></td>
<td>1,348,705</td>
<td>1,474,308</td>
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<tr>
<td><strong>Total Students</strong></td>
<td>209</td>
<td>200</td>
</tr>
<tr>
<td><strong>Instructional Expenses/student</strong></td>
<td>6,453.13</td>
<td>7,371.54</td>
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</tbody>
</table>
See table below for information on our endowment and foundation accounts for fiscal year 2011-12.

<table>
<thead>
<tr>
<th>Total Endowment Funds</th>
<th>FY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Funds</td>
<td>677,078</td>
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<tr>
<td>Quasi Endowed</td>
<td>147,339</td>
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<tr>
<td>TOTAL</td>
<td>824,417</td>
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</table>

<table>
<thead>
<tr>
<th>Accounts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorships</td>
<td>2</td>
</tr>
<tr>
<td>Scholarships</td>
<td>18</td>
</tr>
<tr>
<td>School</td>
<td>3</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>1</td>
</tr>
<tr>
<td>Community Design</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
</tr>
</tbody>
</table>

The School distributes approximately $12,000 in scholarships and student awards from these funds, primarily to undergraduates. In addition, the School uses the funds to support the following:

- The School of Architecture lectures series account receives and distributes an average of $12,500 annually (5 lectures) to bring outside lecturers to the School.
- The School Leadership Fund supports student travel to annual leadership conferences for the AIAS and NOMAS chapters.
- The School Development fund sponsors a reception each year for alumni at the AIA Convention. The fund also supports the travel of the Director for specific development activities and firm visits.
See below for a comparative report showing all College of Art and Design departments and schools (related professional degree programs) from current fiscal year.

<table>
<thead>
<tr>
<th>FY2011-12</th>
<th>Architecture</th>
<th>Art</th>
<th>Landscape Architecture</th>
<th>Interior Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Budgets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>21,250</td>
<td>13,900</td>
<td>16,340</td>
<td>8,000</td>
</tr>
<tr>
<td>Operating Services</td>
<td>22,585</td>
<td>25,666</td>
<td>10,400</td>
<td>22,585</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>10,000</td>
<td>13,150</td>
<td>6,100</td>
<td>4,700</td>
</tr>
<tr>
<td>Supplies</td>
<td>6,000</td>
<td>40,100</td>
<td>5,000</td>
<td>5,500</td>
</tr>
<tr>
<td>Professional Services</td>
<td>10,000</td>
<td>13,689</td>
<td>2,500</td>
<td>416</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>7,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salaries and benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>1,262,815</td>
<td>1,987,546</td>
<td>1,062,724</td>
<td>375,565</td>
</tr>
<tr>
<td>Staff</td>
<td>81,766</td>
<td>74,646</td>
<td>30,005</td>
<td>31,195</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>50,400</td>
<td>278,965</td>
<td>102,148</td>
<td>-</td>
</tr>
<tr>
<td>Student Worker Pay</td>
<td>1,992</td>
<td>2,000</td>
<td>2,045</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total State Funding</strong></td>
<td>1,474,308</td>
<td>2,454,662</td>
<td>1,237,262</td>
<td>447,961</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td>200</td>
<td>420</td>
<td>147</td>
<td>154</td>
</tr>
<tr>
<td><strong>Instructional Expenses/student</strong></td>
<td>7,371.54</td>
<td>5,844.43</td>
<td>8,416.75</td>
<td>2,908.84</td>
</tr>
</tbody>
</table>

Institutionally, LSU has suffered a series of ongoing budget reductions from the state since 2009. According to the LSU Office of Budget and Planning, since January 2009, LSU's state appropriations have been cut by more than $92 million, resulting in the elimination of programs and services and the loss of 10 percent of LSU's faculty. Some of these cuts have been offset by allowances for tuition increases and other institutional financial negotiations, greatly mitigating the impact of the significant cuts on our College and the School of Architecture.

There are several ways in which the School has been impacted. The first impact is the loss of at least one permanent faculty line and the downgrading of four additional positions that opened over the 3 year period since 2009. In addition, there have been no merit based raises for staff or faculty since 2008. While we have been able to petition for several equity adjustments for faculty, the overall impact is a diminished morale and lack of incentive for achievement. Again, overall the School of Architecture faculty and students have been largely protected from the impact of budget reductions but anticipated further reductions may have more impact.

On a positive note, the new reality of reduced state funding is opening possibilities within the university for innovation and entrepreneurial efforts to augment funding while supporting the mission of the institution. The School of Architecture is beginning to look at new initiatives that could augment the budget of the School as well as support the educational mission including:

- Growing our existing summer camp to include camps for older, returning students as well as our current audience of high school students.
• Develop a studio in New Orleans that could be used to draw in visiting scholars, students and others for a fee, as well as providing an urban studio presence for our students.

• The Coastal Sustainability Studio as a research funding opportunity. The CSS has the capacity to match funding, hire students and provide overall support for faculty research and teaching efforts that focus on interdisciplinary research in the Louisiana delta.

Our enrollment remains steady although slightly reduced in the undergraduate program and growing in the graduate program. The university mission and goals indicate an increased emphasis on graduate programs that the School is responding to with increased recruiting for the graduate program. The funding for graduate assistantships has increased from $37,800 in 2006-07 to $81,000 for the 2012-13 school year. This includes a $20,000+ increase in the last year. This funding should provide the School with increased quality as well as quantity of graduate assistants; additionally improving research and teaching productivity for our faculty members.

There are no anticipated budget changes in either revenue or expenditures for the coming years. Given the uncertain condition of state budget allocations, it is almost impossible to guess what may happen regarding our state funded budget and teaching allocation. We do not currently have any major initiatives planned that would change our current funding model.

I.2.5. Information Resources
The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

• A description of the institutional context and administrative structure of the library and visual resources.

• An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  o Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  o Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  o Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  o Demonstrates sufficient funding to enable continuous collection growth.
  o Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

Library Profile:
LSU Libraries offers students and faculty strong support for instruction and research through collections containing almost 3 million volumes, microform holdings of more than 4 million, and a manuscript collection of more than 12 million items. It is also a U.S. Regional Depository Library and an official depository for U. S. patents. The holdings of the United Nations publications date from the establishment of the United Nations in 1947.

LSU is part of the Louisiana Online University Information System (LOUIS). The library catalogs of 33 institutions in the state are accessible online through LOUIS. Periodical databases and full-text journals can also be retrieved through the network. The LSU Libraries' subject strengths include Louisiana materials, sugar culture and technology, Southern history, agriculture, petroleum engineering, plant pathology, natural history, and various aspects of aquaculture including crawfish, wetlands research, and marine biology.

LSU Libraries is one of 123 institutions belonging to the prestigious Association of Research Libraries (ARL), which includes some of the top academic libraries in the United States and Canada. LSU Libraries is also a member of the Association of Southeastern Research Libraries
(ASERL), LYRASIS (the merger of PALINET and SOLINET), and the Louisiana Academic Library Information Network Consortium (LALINC).

Middleton Library is the main library, with special collections housed in the adjacent Hill Memorial Library. There is also a Cartographic Information Center Library on campus and a Veterinary Medicine Library. The online library catalog includes all the aforementioned collections. Additionally, the Law School supports a Law Library located on the Baton Rouge campus. Other libraries in the city are the State Library of Louisiana and the East Baton Rouge Parish Library, which are easily accessible to the LSU students and faculty.

Access and Support:
Middleton Library is open 101 hours a week during a regular semester. The electronic portion of LSU Libraries, however, is open 24 hours a day, and this portion is growing. The Online Catalog is web-based and provides remote search capability of the entire collection from any computer with an Internet connection. In addition, all electronic journals in the collection are accessible on-campus via the Online Catalog, and most are accessible to authorized patrons off-campus via the Libraries’ Ezproxy server. Many indexes and databases in the collection are also available to authorized users in this manner, whether they are on- or off-campus, thus helping transform LSU Libraries into a 24-hour institution, bringing information to the desktops of those who need it, when they need it.

• **Reference Staff.** On-site assistance is offered through Reference Services, other service points, and liaisons. Off-site assistance is available by telephone, e-mail, and a live chat service. LSU Libraries also fully supports the Distance Education programs at LSU.
  o The School of Architecture shares a liaison with the College of Art & Design. The librarian is a tenure-track librarian with four years of professional experience. She reports to the Head of Reference and Collection Services. She has a B.A. in the History of Art and is a member of ARLIS. One-on-one, email, phone, and in class instruction sessions are available to all members of the School of Architecture.
  o Contact: Hillary Veeder, MLS (hveede1@lsu.edu)

• **Consultations.** The Liaison, or subject specialist for a given discipline, is usually available on-call and always by appointment. This individual provides reference services for students who request assistance with difficult research projects and is also available to assist faculty with their research. The liaison maintains communication throughout the year with faculty, staff, and students regarding library services and updates.

• **Instruction.** There are electronic classrooms in Middleton Library that may be scheduled for sessions requiring hands-on computer instruction. Instruction can be provided by library liaisons or the instructor of record. Computer labs are also available on the first and second floors of Middleton for patron use.

• **Circulation Department Services.** The book loan period for faculty and staff is generally one semester. Graduate students may borrow books up to 90 days. Current journals (unbound) may be borrowed for 4 hours by faculty and graduate students. Bound journals may be borrowed by faculty, staff, and all students for 7 days. Most library materials may be renewed online.

• **Course reserves available through Circulation.** Faculty and instructors are encouraged to place course materials on reserve for their classes – always, of course, in compliance with copyright policies.

Faculty and graduate study carrels are also available through Circulation. Group study rooms for students are available on a first-come-first-served basis.

Details on circulation policies can be found at: [http://www.lib.lsu.edu/circ](http://www.lib.lsu.edu/circ).
• **Distance Education.** The LSU Libraries is committed to providing Distance Education (DE) students with library services comparable to those at the main campus. This is accomplished largely through

- access to electronic books and journals,
- a delivery service for books and journals owned by the Libraries (LSU materials),
- a delivery service for full-text articles from publications not owned by the Libraries (Ingenta),
- reciprocal borrowing agreements with many other academic libraries in the state,
- a web site ([http://www.lib.lsu.edu/instruction/distance/index.html](http://www.lib.lsu.edu/instruction/distance/index.html)),
- a 1-800 number for reference services, and
- a distance education librarian ([pchalar@lsu.edu](mailto:pchalar@lsu.edu)) for individual assistance and problem-solving.

• **Facilities, Equipment, and Technology Services.** Middleton Library is conveniently located in the heart of the Quadrangle, in close proximity to most academic disciplines. Almost all printed materials are cataloged using the Library of Congress classification system and housed either in Reference, the stacks, Current Periodicals Room, or Compact Shelving, depending on frequency of use. Government documents are classed according to the Superintendent of Documents (SuDoc) system, while the United Nations documents are classed in their own format. The last two categories are housed in Documents/Microforms in the basement of Middleton.

In cooperation with Information Technology Services (ITS), the library maintains an Information Commons in Room 141. This room houses the Library's Reference Desk and Reference stacks, three ITS Help Desks for specific technological problems, a wide-screen, segmentally programmable television, a large-scale print facility, and 100 work stations. Many of these stations are equipped with scanners. The workstation computers are divided mainly among Macintosh and Windows operating systems, with a few running Lennox. In addition, ITS maintains a computer lab of over 150 computers in Room 241.

The library contains several electronic classrooms. Three rooms are outfitted as laboratories with more than 20 computers each for hands-on training. Two rooms have demonstration computers for the speaker or instructor. One of the computer classrooms is scheduled by ITS for its own instruction courses; one is primarily used for credit-bearing information literacy instruction provided by librarians; and the third is available for ad hoc scheduling through the Library Reference Department, with or without librarian instruction provided.

As most indoor and some outdoor campus areas are provided with wireless network connections, many students use their own laptops or laptops borrowed from the library, both inside the library and in the outdoor areas adjacent to it. From these they can access the university's online resources including those of the library. Because LSU Libraries proxies virtually all of its electronic resources, all university staff, faculty, and students can also access these resources from off-campus through ID and Password authentication.

ITS provides two additional services within Middleton Library. One is a technology support center dedicated to the needs of faculty and staff. The other is the Visualization Services Center, which provides training and support for 3-D visualization and projection software using high performance graphics workstations.

During Summer 2010, library renovations will take place with $430,000 of Student Tech Fee funds. In Reference, the window area facing Peabody will be transformed into three separate
workspaces – two will be collaborative work study spaces and one will be for individual study. The help desk near that area will be upgraded to match the other desks and will be shared by CAS, START, and the help & print desk students. Along the western wall, on the other side of the reference stacks, 7 two-person study stations with power will be installed. In room 126, “diner style” group collaborative booth seating will be installed along the wall space bordering CC’s. On the third and fourth floors, the copier areas will be transformed into presentation practice rooms. The rooms will contain whiteboards and computers. Also, two new rooms on each of the 3rd & 4th floors will be created for collaborative group work.

• Collection Development. Most requests from faculty and graduate students for monograph purchases are filled, provided they comply with LSU Libraries policies (e.g. generally no textbooks). Recommendations for serials titles must be considered within the broader scope of serial cancellations and recommendations across a wide array of disciplines.

Collections:
The Middleton Library and the Hill Memorial Library collections both contain resources relevant to the School of Architecture. The Middleton collection focuses on works pertaining to the built environment in the geographic regions of North American, Europe, Asia (especially Japan), Australia, Latin America and Africa.

The University Archives include architectural plans for university buildings and grounds, which are made available for study with the permission of the LSU Facility Services department. Holdings include drawings by Theodore Link and reproductions of Frederick Law Olmsted’s original plan for the campus. The Louisiana and Lower Mississippi Valley Collection (LLMVC) includes more than 400 published titles focused on the architecture of the region. Additional items include historic photographs of the region, concentrated in Natchez, Baton Rouge, Mississippi, and New Orleans.

Books: Approval Plans
Many of the books added to the LSU Libraries collection are received automatically as the result of a carefully established approval profile. The Library of Congress Classification Schedule was analyzed to establish a profile that would assure that books in appropriate subject areas are automatically shipped to the library immediately upon publication. The profile is reviewed on an ongoing basis and changes made as needed. A lump allocation is made each year to cover the approval plans. At present, the approval plan has been suspended due to budget restrictions.

See Table 2 for overall materials expenditures for the LSU Libraries.

Books: Selector Orders
In addition to books ordered automatically via the Approval Plan, library liaisons for the various departments and subject areas will further select from book slips sent by the Libraries’ book vendor of new books meeting the appropriate Approval Plan requirements, as well as from book reviews, publisher catalogs, and faculty requests. See Table 3 and commentary.

Serials:
Serials expenses, including database costs, represent by far the bulk of the Libraries’ expenditures. Because of the nature of these costs, i.e., recurring costs subject to inflation and for which a reliable, ongoing source of funds must be available, serials expenses are accounted for first in each new budget year. Approximately every five years, LSU Libraries undertakes a survey of the faculty to update its information regarding essential and non-essential journal needs. The faculty input so gathered is taken into account as budgets expand or decrease. In Spring 2009, new data was obtained from the faculty in this manner.

See Table 4 and commentary for the cost of current subscriptions.
Of the 54 journals listed on the AASL Core list (2009), the LSU Libraries has current print or electronic access to 35 (65%) of these titles. These titles are listed below in Table 1. Titles with one asterisk (*) are accessible in electronic format only and titles with two asterisks (**) are available in both print and electronic formats. Overall, the LSU Libraries has a total of 24 current periodical subscriptions related to architecture.

Table 1: AASL Core Titles available at LSU Libraries – Current Subscriptions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A + U (Architecture and Urbanism)</td>
<td>Japan Architect</td>
</tr>
<tr>
<td>AA Files</td>
<td>Journal of Architectural and Planning Research</td>
</tr>
<tr>
<td>Abitare</td>
<td>Journal of Architectural Education*</td>
</tr>
<tr>
<td>Architect</td>
<td>Journal of Architecture*</td>
</tr>
<tr>
<td>Architects’ Journal*</td>
<td>Journal of the American Planning Association*</td>
</tr>
<tr>
<td>Architectural Design (AD)*</td>
<td>Journal of the Society of Architectural Historians**</td>
</tr>
<tr>
<td>Architectural History*</td>
<td>Journal of Urban Design*</td>
</tr>
<tr>
<td>Architectural Record**</td>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>Architectural Review**</td>
<td>Landscape Journal*</td>
</tr>
<tr>
<td>ARQ*</td>
<td>Louts International</td>
</tr>
<tr>
<td>Baumeister*</td>
<td>Metropolis**</td>
</tr>
<tr>
<td>Canadian Architect*</td>
<td>Perspecta*</td>
</tr>
<tr>
<td>Casabella</td>
<td>Places*</td>
</tr>
<tr>
<td>Crit</td>
<td>Planning*</td>
</tr>
<tr>
<td>El Croquis</td>
<td>RIBA Journal**</td>
</tr>
<tr>
<td>Domus</td>
<td>Werk Bauen und Wohnen</td>
</tr>
<tr>
<td>Environment and Behavior*</td>
<td></td>
</tr>
<tr>
<td>Grey Room*</td>
<td></td>
</tr>
</tbody>
</table>

Online Resources:
Online resources include indexes and databases, Internet subject guides developed by liaisons, e-journals, and e-books. See Table 5 for specific database expenditures pertaining to the School of Architecture. Additional aggregate databases germane to the School of Architecture are available through the LOUIS consortium. Many outstanding Internet sites are now included in the Online Catalog. Subject searches of the catalog are especially likely to include these resources along with the more traditional materials. See LSU Libraries’ the School of Architecture Resources web site for a selected list of online resources.

Electronic databases and journal collections that directly support the School of Architecture include, but are not limited to ARTstor, Avery Index to Architectural Periodicals, Art Full-Text, Art Index Retrospective, MADCAD Building Codes eLibrary, IBA, and Oxford Art Online. Additional databases such as Web of Knowledge, Academic Search Complete, LexisNexis Academic, JSTOR, SpringerLink, and Business Source Complete offer cross-disciplinary coverage including architecture.


Document Delivery: Books and Serials
If books and journals are not available in the print collection or electronically, they are provided via document delivery through Ingenta which allows for unmediated, subsidized ordering of articles from periodicals not owned by LSU by faculty, research staff, and graduate students for research or instructional use. Materials not available through Ingenta can be requested through Interlibrary Borrowing via an online ordering and tracking system called Illiad, accessible 24 hours a day at https://louis.hosts.atlas-sys.com/illiad/LUU/logon.html.

The Ingenta Library Gateway is a searchable database of more than 19 million citations from
over 29,000 journals. The Gateway is a powerful, easy to use service offered by LSU Libraries as a means of expanding access to current, scholarly research. Electronic and fax document delivery is available for millions of articles, and most are delivered within 24 to 48 hours during the normal business week. Some electronic articles and chapters of books are available in the original publisher pdf version for downloading and/or viewing immediately. Excellent help screens provide detailed information on how to use the Ingenta service effectively.

The interlibrary borrowing and lending of materials is a courtesy service between libraries. LSU Libraries' Interlibrary Borrowing Department (ILB) extends access to information through this resource sharing. The Libraries assists University faculty, staff, and students in meeting their research needs by obtaining from other libraries and commercial document suppliers items not owned locally.

Fees are often charged for ILB transactions by lending libraries and commercial document suppliers. ILB fees will be assumed by the Library excepting that portion of a borrowing/copyright fee for a single request that exceeds $50, rush order fees, or fees resulting from the late return, loss, or mutilation of borrowed materials by the patron.

Further information about Interlibrary Borrowing and its policies can be found at http://www.lib.lsu.edu/lib/ilb/.

Budget:
LSU Libraries’ materials budget for the past three fiscal years is shown in Table 2. As serials costs rise, the amount of money allocated for books decreases, unless extra money is obtained for books. In Fiscal Year 2009, a mid-year budget cut of 5% was sustained by the Libraries, further decreasing the allotment of book money and subsequent cuts over past three fiscal years have occurred as well.

<table>
<thead>
<tr>
<th></th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$ 334,002.87</td>
<td>$ 1,201,301.41</td>
<td>$ 429,045.08</td>
</tr>
<tr>
<td>Serials</td>
<td>$ 4,045,043.41</td>
<td>$ 4,796,488.85</td>
<td>$ 4,541,658.00</td>
</tr>
<tr>
<td>Document Delivery</td>
<td>$ 52,690.92</td>
<td>$ 41,521.37</td>
<td>$ 43,756.50</td>
</tr>
<tr>
<td>Total</td>
<td>$ 4,431,737.20</td>
<td>$ 7,245,409.04</td>
<td>$ 5,014,459.58</td>
</tr>
</tbody>
</table>

The expenditures for books appropriate for the School of Architecture for the past three fiscal years are shown in Table 3. The amounts expended include books received through standing orders and those purchased with discretionary funds, regardless of the source of purchase. Funds for the School of Architecture are shared with all of the programs in the College of Art & Design. The LC classes reviewed to extract these statistics are as follows: NA1 – NA9428. There will likely be titles falling outside of these classes which are also of importance to the School of Architecture, but these titles will be excluded from this count.

Reference materials in support of the School of Architecture, in print and electronic formats, are ordered using funds specifically dedicated to purchasing reference materials such as handbooks, dictionaries, directories, and encyclopedias.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Title Count</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expenditures for serials in support of the School of Architecture are shown in Table 4. This will necessarily be incomplete, however, as there will be some titles to which we subscribe in e-only format for which we have distinct records with no call number associated. As the call number class is one of the main criteria used in generating reports isolating the School of Architecture titles, those e-only titles will be excluded. However, probably the bulk of our the School of Architecture online-only titles come in the form of memberships or packages, easily identifiable as the School of Architecture. These costs are included in the figures below. There are other packages, however, which may be used by various facets of the School of Architecture, but fall in different main subject categories such as the social sciences. These are excluded from the costs below.

Unless the Libraries owns either the print or online version of a serial, those titles accessible through full-text aggregator indexes and databases are not included since those costs are generally part of a package. They will, however, be covered in the databases table. The traditional LC classes for the School of Architecture, as listed in the book expenditures above, were reviewed to extract these statistics. There will likely be titles falling outside of this class which are also of importance to the School of Architecture, but these titles will be excluded from this count.

Table 4: Current (Print) Serial Expenditures for the School of Architecture 2012

<table>
<thead>
<tr>
<th>Number of Current (Print) Subscriptions</th>
<th>Annual Subscription Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 titles</td>
<td>$5,841.88</td>
</tr>
</tbody>
</table>

Table 5: LSU Libraries Database Expenditures for the School of Architecture 2012

<table>
<thead>
<tr>
<th>Current Databases</th>
<th>Annual Subscription Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Index to Architectural Periodicals</td>
<td>$2,594.00</td>
</tr>
<tr>
<td>ARTstor</td>
<td>$40,130.00</td>
</tr>
<tr>
<td>Oxford Art Online</td>
<td>$2,869.00</td>
</tr>
<tr>
<td>IBA (International Bibliography of Art)</td>
<td>$1,885.00</td>
</tr>
<tr>
<td>MADCAD*</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Sanborn Maps of Louisiana**</td>
<td>$301.00</td>
</tr>
<tr>
<td>**Mini-consortium</td>
<td></td>
</tr>
</tbody>
</table>

| Total:                                  | $51,379.00                |

As previously discussed, the LSU Libraries is a member of the LOUIS consortium. Costs for select databases are handled via the consortium while other databases are purchased directly by the LSU Libraries. Core electronic resources in support of the School of Architecture that fall within the LOUIS consortium include Art Full-Text, Art Index Retrospective, JSTOR (Arts & Sciences), and EBSCO multidisciplinary collections such as Academic Search Complete and
Business Source Complete. For a complete list of electronic resources included in the LOUIS consortium see the link listed below.


The LOUIS membership cost for the LSU Libraries fiscal year 2012 is $545,608.

**Holdings – North American Title Count (NATC):**
The North American Title Count is a project of the Association for Library Collections and Technical Services (ALCTS) Division of the American Library Association that has been conducted regularly since 1973. The NATC provides a unique and objective source of information that can either stand alone or be combined with other collection analyses to provide a clear pattern of analytical collection information. Its methodology allows for counting all classified titles (*not volumes*) in a library, regardless of format, and includes serials and monographs. LSU Libraries is one of about 55 libraries that participates in the NATC project.

Table 6 below depicts holdings for the LC classes which support the School of Architecture. These numbers have been extracted from our latest local count which includes acquisitions through October 14, 2009. There will, however, be other books and serials of importance to the School of Architecture found in classes outside of the listed call number ranges and which will be excluded here.

<table>
<thead>
<tr>
<th>LC Class/Call Number Range</th>
<th>Number of Titles in the Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA1-NA9428</td>
<td>11,434</td>
</tr>
</tbody>
</table>

### I.3. Institutional Characteristics

#### I.3.1. Statistical Reports

*This section should include the statistical reports described in the 2009 Conditions.*

**B. ARCH Admissions Data**

**Student Admissions Demographics**

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Offers</th>
<th>Accepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>182 10/57%</td>
<td>26</td>
<td>25.6</td>
</tr>
<tr>
<td></td>
<td>AVG ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg GPA</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>138</td>
<td>108/78%</td>
</tr>
<tr>
<td>2011</td>
<td>AVG ACT</td>
<td>26.9</td>
<td>26.5</td>
</tr>
<tr>
<td></td>
<td>Avg GPA</td>
<td>3.58</td>
<td>3.68</td>
</tr>
</tbody>
</table>

**B. ARCH Tuition and Costs Data**

<table>
<thead>
<tr>
<th>Year</th>
<th>Residents</th>
<th>Non-residents</th>
<th>Tuition</th>
<th>Fees</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>$1,496.00</td>
<td>$1,496.00</td>
<td>$814.50</td>
<td>$2,310.50</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>$2,285.30</td>
<td>$2,285.30</td>
<td>$4,964.50</td>
<td>$6,460.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$894.70</td>
<td>$7,408.70</td>
<td>$3,180.00</td>
<td>$9,684.00</td>
<td></td>
</tr>
</tbody>
</table>
**B. ARCH Enrolled Student Data:**

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>53</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
<td>36</td>
</tr>
</tbody>
</table>

64% 36% 51% 49%

**B. ARCH Graduation Data**

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>

62% 38% 54% 46%

The number of entering first years and the typical attrition of architecture students complicates the “time to graduation” statistic. In our program the average graduation rate is 43%, from 1st to 5th year. However, for the students in the upper division (3rd, 4th, 5th year) the average on-time (5 year) graduation rate is 97%.

**M. ARCH Admissions Data**

<table>
<thead>
<tr>
<th>Applications</th>
<th>Offers</th>
<th>Accepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>33</td>
<td>12/36%</td>
</tr>
<tr>
<td>Avg GRE</td>
<td>1107</td>
<td>12</td>
</tr>
<tr>
<td>Avg GPA</td>
<td>3.25</td>
<td>12</td>
</tr>
<tr>
<td>Number</td>
<td>53</td>
<td>20/38%</td>
</tr>
<tr>
<td>Avg GRE</td>
<td>1096</td>
<td>12</td>
</tr>
<tr>
<td>Avg GPA</td>
<td>3.2</td>
<td>12</td>
</tr>
</tbody>
</table>

**M. ARCH Tuitions and Costs Data**

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
<th>Fees</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Residents</td>
<td>$1,496.00</td>
<td>$799.50</td>
<td>$2,295.50</td>
</tr>
<tr>
<td>Non-residents</td>
<td>$1,496.00</td>
<td>$4,949.50</td>
<td>$6,445.50</td>
</tr>
<tr>
<td>2011 Residents</td>
<td>$2,831.30</td>
<td>$3,752.70</td>
<td>$6,584.00</td>
</tr>
<tr>
<td>Non-residents</td>
<td>$2,831.30</td>
<td>$7,484.70</td>
<td>$10,316.00</td>
</tr>
</tbody>
</table>

**M. ARCH Enrolled Student Data**
The average time to graduation statistic for graduate students is 2.5 years. The majority of students complete a three-year program, however, because of advanced standing, some students complete in two years. The rate for on-time graduation of graduate students is 92%.

Faculty Demographics

Full Professor Data

<table>
<thead>
<tr>
<th>2006-07</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
<th>2011-12</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>86%</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>100%</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Associate Professor Data

<table>
<thead>
<tr>
<th>2006-07</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
<th>2011-12</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>100%</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>80%</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Assistant Professor Data

<table>
<thead>
<tr>
<th>2006-07</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
<th>2011-12</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Nonresident Alien | 1 | 0 | 1 | 33% | 0 | 0 | 0 | 0% 
White | 1 | 1 | 2 | 67% | 0 | 1 | 1 | 50% 
TOTAL | 2 | 1 | 3 | 67% | 1 | 1 | 2 | 33% 

Professional-in-Residence Data

<table>
<thead>
<tr>
<th>2011-12</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

Adjunct/Part-time Instructors

<table>
<thead>
<tr>
<th>2011-12</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>83%</td>
</tr>
</tbody>
</table>

Faculty Credentials:

<table>
<thead>
<tr>
<th>Highest Degree Achieved</th>
<th>Professor MALE</th>
<th>Professor FEMALE</th>
<th>Associate Professor MALE</th>
<th>Associate Professor FEMALE</th>
<th>Assistant Professor MALE</th>
<th>Assistant Professor FEMALE</th>
<th>TOTAL MALE</th>
<th>TOTAL FEMALE</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Arch. (accredited)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M. Arch. (accredited)</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>B. Arch. (accredited)</td>
<td>0</td>
<td>0</td>
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Faculty Salary Comparisons:

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Note that salary for Assistant Professors has increased dramatically since our last visit. Until this last year we were matching the Peer Institution average in this category but it jumped $4000 between 2010-11 and 2011-12.

Retirements since last visit:
Louisiana State University
Architecture Program Report
September 2012

Chris Theis, Professor
Barrett Kennedy, Professor

Faculty attrition since last visit:
Rupinder Singh, Assistant Professor
Marcella, Assistant Professor
David Baird, Professor
Frank Bosworth, Professor
Marsha Cuddeback, Professional in Residence

New Hires since last visit:
Jori Erdman, Director and Professor
Meredith Sattler, Assistant Professor
Frank Melendez, Assistant Professor
Greg Watson, Associate Professor
Jeff Carney, Associate Professor
Alice Guess, Assistant Professor

Faculty Promotions since last visit:
David Bertolini – granted tenure and promoted to Associate Professor
Michael Desmond – promoted to Full Professor

I.3.2. Annual Reports
The APR must include, in addition to the materials described in the 2009 Conditions, a statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics. The official statement of verification will be provided during the team visit.

I.3.3. Faculty Credentials
The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]

- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

The faculty teaching at Louisiana State University comes from many different perspectives and backgrounds. Typically they hold Master’s degrees in architecture but exceptions are made for those with particular abilities and expertise, such as our Professional Practice instructor. For studio faculty a full teaching load is one studio and one lecture or seminar course per semester. For non-studio faculty a full load is two lecture or seminar courses per semester. See faculty resumes in Appendix 2.

I.4. Policy Review
The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the 2009 Conditions. A list of the documents to be placed in the team room should be included here in the APR.
The following documents will be placed in the on-site team room for the visiting team’s review:

1. School of Architecture Studio Culture Policy
2. School of Architecture Strategic Plan
3. LSU Faculty Handbook and Policy Statements
4. School of Architecture Handbook with policies
   a. Bylaws
   b. Guidelines for promotion and tenure
   c. Additional policies
5. Position descriptions for faculty and staff
6. Admission requirements
7. LSU Undergraduate General Catalog
8. LSU Graduate Announcements
Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

The APR must include:

• A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.

• A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
  o Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
  o The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

[NOTE: Elective courses are not to be included on the matrix.]

BACHELOR OF ARCHITECTURE DEGREE Overview

The B.Arch is divided into two distinct phases of study. The first phase includes the first and second years. During this phase the concentration is on introducing the new student to the variety of opportunities in the profession of architecture and developing their visual abilities. Visual abilities are developed through studio explorations where students are asked to make inquiries into visual phenomena and develop an appreciation for the difference between conceptual "seeing" and perception. Formal attributes are developed through studio experiences that focus on abstract spacemaking and then scaled building form related to site. In addition, the first two years are scheduled with LSU General Education requirements in the natural and social sciences, humanities, English, and analytical reasoning.

Between the second and third-year of study is a primary advising break and academic performance gate. Each year, no more than 36 students are accepted to the upper division and the third year of study. Students are evaluated based on their architecture GPA, their cumulative GPA, and a electronic portfolio design project which is blind-reviewed by members of the Undergraduate Curriculum Committee.

In the upper division students begin to intergrate building technology into their design process and development. During this time they take the bulk of their professional courses: history, structures, construction technology, and professional electives. As students matriculate through the upper division coursework they have opportunities to broaden their architectural perspective through off-campus studies, service-learning courses, and research studios.

The culmination of the program occurs in the spring of the fifth-year when the students complete a summative comprehensive design project that demonstrates their abilities in managing the myriad of technical issues architects must be conversant in and their abilities to expressive their intention through the manipulation of space, form and material.
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| B.2 Accessibility |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |
| S. 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 |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |
| B.11 Building Service Systems |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |
| B.12 Building Materials and Assemblies |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |

| C.1 Collaboration |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |
| C.2 Human Behavior |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |
| 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 |                      |                        |                             |                        |                     |                          |                   |                          |                                           |                   |                 |
MASTER OF ARCHITECTURE DEGREE Overview

The M.Arch degree in architecture is a professional degree program dedicated to the development of professional skills and design excellence as a means of engaging the natural and cultural forces that shape the built environment. The program emphasizes inquiry into the role of design, space and materials, and the relationship of these to the conceptual and physical assembly of buildings.

The program focuses on architectural design in relation to physical changes in community as a response to the apparent tension between the evolving forces of modernism and the tangible presence of cultural traditions. Understanding and preserving existing historic buildings, sites, and urban districts, and the integration of these into ambitious and richly contextual modern cultural landscapes are seen as central to the continuing vitality of community. Investigation of the remarkable diversity of urban and rural landscapes of Louisiana and the Lower Mississippi Delta Region provides a local context for informed studies that lead to engagement with broader regional and global concerns.

Degree Program
The school offers graduate studies to students with degrees in other fields or to students with pre-professional degrees in architecture seeking to pursue a professional career in architecture. The majority of our students have undergraduate degrees in fields outside of design, so they have already completed the prerequisite general studies to undertake professional studies. All options lead to the Master of Architecture (M.Arch.) degree.

The minimum requirements for the degree are 36 hours of graduate-level course work, 18 hours of which must be at the 7000 level. Course formats include design studios, lectures, seminars, and hands-on encounters with the built environment.
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** LSU_SoARC STUDENT PERFORMANCE CRITERIA: MASTERS DEGREE PROGRAM**

### A. Communication Skills
- A.1 **Communication Skills**
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.4 Technical Documentation
- A.5 Investigative Skills
- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems Skills
- A.9 Historical Traditions / Global Culture
- A.10 Cultural Diversity
- A.11 Applied Research

### B. Pre-Design
- B.1 Pre-Design
- 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
  - B.11 Building Service Systems
  - B.12 Building Materials and Assemblies

### C. Collaboration
- C.1 Collaboration
- C.2 Human Behavior
- 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

** Study away section available for this course
Overview to Student Performance Criteria and Program Curricula

BArch: While the Student Performance Criteria are distributed throughout the curriculum, the program locates the majority of the criteria in the Upper Division (the final three years of the undergraduate program). Within the Upper Division, the criteria are located in required lecture courses and predominately in four of the six required Upper Division studios, ARCH 3001, 3002, 4001 and 5001. ARCH 3001 and 3002 are traditional building studios. ARCH 4001 is a service-learning course in which students engage community constituent groups (usually communities that are underrepresented in the typical client population) as part of the studio design assignments. ARCH 5001 is a comprehensive design studio and is final studio in the curriculum (note: ARCH 5002 is offered prior to ARCH 5001). ARCH 5001 is a summative semester long project in which students demonstrate a host of skills taught throughout the curriculum. As such, this studio carries a large number of criteria and is the primary place where the program measures its performance. The remaining two Upper Division studios, ARCH 4002, and 5002 are largely relieved of criteria as these studios may be taken away from campus at one of the program’s study-away options.

MArch: The Student Performance Criteria are distributed throughout the curriculum. While the program's studio sequence is separate and distinct from the undergraduate program, the graduate program’s final studio, ARCH 7006, a comprehensive design studio, similar to undergraduate program. This studio is a summative semester long project in which students demonstrate a host of skills taught throughout the curriculum. As such, this studio carries a large number of criteria and is the primary place where the program measures its performance.

Realm A: Critical Thinking and Representation:

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

BArch: Architectural History 2 (Arch 3006): Students listen to lectures, read architectural texts and write a research paper.
Architectural Design VII (Arch 4001): Students speak with and present to community constituent groups about design assignments.

MArch: Architectural History 2 (Arch 3006): Students listen to lectures, read architectural texts and write research papers.
Research Methods (ARCH 4700): Students read, present and discuss architectural texts, write and present research papers.

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

BArch: Architectural Design VI and Comprehensive Architectural Design (3002 and 5001, respectively): Students formulate and investigate concepts, and use iterative, self-reflective critical process to develop design studio projects.

MArch: Graduate Arch Design 3 and 6 (7003 and 7006, respectively): Students formulate and investigate concepts, and use iterative, self-reflective critical process to develop design studio projects.

A.3 Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process
BArch: Architectural Design II (ARCH 1002): Students learn and use traditional media, including as hand drawing, drafting and model building, to develop and represent design projects.

Comprehensive Architectural Design (ARCH 5001): Students use digital media to develop and represent design projects.

MArch: Graduate Arch Design 1 (ARCH 7001): Students learn and use traditional media, including as hand drawing drafting, and model building, to develop and represent design projects.

Graduate Arch Design 6 (ARCH 7006): Students use digital media to develop and represent design projects.

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

BArch: Comprehensive Architectural Design and Advanced Architectural Techniques (ARCH 5001 and 5005, respectively) (Note: These courses are co-requisites): Students make technical drawings (plans, elevations, and building and wall sections) and an outline spec of studio design project.

MArch: Architectural Design 6 and Advanced Architectural Techniques (ARCH 7006 and 5005, respectively) (Note: These courses are co-requisites): Students make technical drawings such as plans, elevations, and building and wall sections, and an outline spec of studio design project.

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

BArch: Architectural Design V, Comprehensive Architectural Design (ARCH 4001 and 5001, respectively): Students collect, document, evaluate and use code, site and historical data in the development of design projects.

MArch: Graduate Arch Design 4, Graduate Arch Design 6 (ARCH 7004 and 7006, respectively): Students collect, document, evaluate and use code, site and historical data in the development of design projects.

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

BArch: Architectural Design V, Comprehensive Architectural Design (ARCH 3001 and 5001, respectively): Students use basic architectural and environmental principles in design projects.

MArch: Graduate Arch Design 5, Graduate Arch Design 6 (ARCH 7005 and 7006, respectively): Students use basic architectural and environmental principles in design projects.

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

BArch: Architectural Design II (ARCH 2001): Students utilize source material, architectural, artistic, or intellectual in the development of design projects.
Comprehensive Architectural Design (ARCH 5001): Students examine programmatic, contextual, or aesthetical relevant source material (typically building), and determine applicability to design project.

MArch: Graduate Arch Design 5, Graduate Arch Design 6 (ARCH 7005 and 7006, respectively): Students examine programmatic, contextual, or aesthetical relevant source material and determine applicability to design project.

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

BArch: Architectural Design II (ARCH 1002): Students learn of formal ordering systems through reading and lectures.

Architectural Topics (ARCH 2006): Students learn through reading and lectures of natural ordering systems.

MArch: Graduate Arch Design 1 and 2 (ARCH 7001 and 7002, respectively): Students learn of formal and natural ordering systems through design projects.

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

BArch: Architectural History 1, 2 and 3 (ARCH 3005, 3006, 4007, respectively): Students learn of architectural and urban traditions and their cultural dimensions in Western and Non-Western societies through readings and lectures.

MArch: Architectural History 1, 2 and 3 (ARCH 3005, 3006, 4007, respectively): Students learn of architectural and urban traditions and their cultural dimensions in Western and Non-Western societies through readings and lectures.

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

BArch: Architectural History 1, 2 and 3 (ARCH 3005, 3006 and 4007, respectively): Students learn of the diverse cultural obligations of architectural and urban form in Western and Non-Western societies through readings and lectures.

MArch: Architectural History 1, 2 and 3 (ARCH 3005, 3006, 4007, respectively): Students learn of architectural and urban traditions and their cultural dimensions in Western and Non-Western societies through readings and lectures.

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

BArch: Architectural Design Concentration (ARCH 5002): Students work on design projects with a research interest of the faculty or student.

MArch: Architectural Design 4 (ARCH 7004): Students research environmental control systems and incorporate this research into design projects.

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

BArch: Architectural Design VII (ARCH 4001): Students work with community constituent groups to assess needs and determine needs and develop design project
Comprehensive Architectural Design (ARCH 5001): Students collect, document, evaluate and use code, site and historical data in the development of design projects.

MArch: Graduate Arch Design 3 (ARCH 7003): Students assess user group needs and write a program
Graduate Arch Design 6 (ARCH 7006): Students collect, document, evaluate and use code, site and historical data in the development of design projects.

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

BArch: Architectural Design VI, Comprehensive Architectural Design (ARCH 3002 and 5001, respectively): Students design accessible projects.

MArch: Graduate Arch Design 5 and Graduate Arch Design 6 (ARCH 7005 and ARCH 7006, respectively): Students design accessible projects.

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

BArch: Architectural Design V, Comprehensive Architectural Design (ARCH 3001 and 5001, respectively): Students utilize sustainable strategies in design projects.

MArch: Graduate Arch Design 2 and Graduate Arch Design 6 (ARCH 7002 and ARCH 7006, respectively): Students utilize sustainable strategies in design projects.

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

BArch: Architectural Design V, Comprehensive Architectural Design (ARCH 3001 and 5001, respectively): Students utilize site characteristics in design projects.

MArch: Graduate Arch Design 2 and Graduate Arch Design 6 (ARCH 7002 and ARCH 7006, respectively): Students utilize site characteristics in design projects.

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

BArch: Architectural Design V, Comprehensive Architectural Design (ARCH 3001 and 5001, respectively): Students design project with code-complaint egress paths to public ways.

MArch: Graduate Arch Design 3 and Graduate Arch Design 6 (ARCH 7003 and ARCH 7006, respectively): Students design project with code-complaint egress paths to public ways.
B.6 Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following Student Performance Criteria: A.2 Design Thinking Skills, A.4 Technical Documentation, A.5 Investigative Skills, A.8 Ordering Systems, A.9 Historical Traditions and Global Culture, B.2 Accessibility, B.3 Sustainability, B.4 Site Design, B.5 Life Safety, B.8 Environmental Systems, B.9 Structural Systems

**BArch:** Comprehensive Architectural Design (ARCH 5001) (Note: this course is a co-requisite with ARCH 5005 Advanced Arch Techniques): *Students design a comprehensive building project.*

**MArch:** Graduate Arch Design 6 (ARCH 7006) (Note: this course is a co-requisite with ARCH 5005 Advanced Arch Techniques): *Students design a comprehensive building project.*

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

**BArch:** Professional Practice (ARCH 5006): *Students learn of basic financial issues related to architectural practice through lectures, readings and assignments.*

**MArch:** Professional Practice (ARCH 5006): *Students learn of basic financial issues related to architectural practice through lectures, readings and assignments.*

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

**BArch:** Environmental Systems (ARCH 3008): *Students learn the principles of environmental systems through lectures, readings and assignments.*

**MArch:** Environmental Systems (ARCH 3008): *Students learn the principles of environmental systems through lectures, readings and assignments.*

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

**BArch:** Architectural Structures 1, 2, and 3 (ARCH 3003, 3004 and 4031, respectively): *Students learn the principles of structural behavior through lectures, readings and assignments.*

**MArch:** Architectural Structures 1, 2, and 3 (ARCH 3003, 3004 and 4031, respectively): *Students learn the principles of structural behavior through lectures, readings and assignments.*

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

**BArch:** Architectural Systems (ARCH 3007): *Students learn the principles of building envelope systems through lectures, readings and assignments.*
MArch: Architectural Systems (ARCH 3007): Students learn the principles of building envelope systems through lectures, readings and assignments.

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

BArch: Environmental Systems (ARCH 3008): Students learn the principles of building service systems through lectures, readings and assignments.

MArch: Environmental Systems (ARCH 3008): Students learn the principles of building service systems through lectures, readings and assignments.

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

BArch: Architectural Systems (ARCH 3007): Students learn the principles of building materials and assemblies systems through lectures, readings and assignments.

MArch: Architectural Systems (ARCH 3007): Students learn the principles of building materials and assemblies systems through lectures, readings and assignments.

Realm C: Leadership and Practice:

C.1 Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects

BArch: Architectural Design VII (Arch 4001): Students work on design projects in teams and with community constituent groups such as area planners and redevelopment offices.

MArch: Graduate Arch Design 1 (Arch 7001): Students work in a team-taught studio with students in Landscape Architecture.
Graduate Arch Design 5 (Arch 7007): Students work on design projects in teams.

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

BArch: Environmental Systems (ARCH 3008): Students learn of the relationship between the environment conditions and the ability of built work to effect on human comfort and habitation.

MArch: Environmental Systems (ARCH 3008): Students learn of the relationship between the environment conditions and the ability of built work to effect on human comfort and habitation.

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

BArch: Professional Practice (ARCH 5006): Students learn of the role of the client in architecture through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn of the role of the client in architecture through lectures, readings and assignments.
C.4 Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

BArch: Professional Practice (ARCH 5006): Students learn the basics of project management through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn the basics of project management through lectures, readings and assignments.

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

BArch: Professional Practice (ARCH 5006): Students learn the basics of managing a practice through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn the basics of managing a practice through lectures, readings and assignments.

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

BArch: Professional Practice (ARCH 5006): Students learn of the architect’s leadership roles in practice through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn of the architect’s leadership roles in practice through lectures, readings and assignments.

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

BArch: Professional Practice (ARCH 5006): Students learn the basics of the architect’s legal responsibilities through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn the basics of the architect’s legal responsibilities through lectures, readings and assignments.

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

BArch: Professional Practice (ARCH 5006): Students learn of the architect’s ethics responsibilities through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn of the architect’s ethics responsibilities through lectures, readings and assignments.

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

BArch: Architectural Design VII (Arch 4001): Students work with community constituent groups on design assignments.
Professional Practice (ARCH 5006): Students learn of the architects responsibilities to community and society through lectures, readings and assignments.

MArch: Professional Practice (ARCH 5006): Students learn of the architects responsibilities to community and society through lectures, readings and assignments.

I.2. Curricular Framework

II.2.1. Regional Accreditation
The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

II.2.2. Professional Degrees and Curriculum
The APR must include the following:

- Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.

- An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

- Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.

- A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.

- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

- A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.
September 28, 2011

Dr. Michael V. Martin
Chancellor
Louisiana State University
and A&M College
156 Thomas Boyd Hall
Baton Rouge, LA 70803

Dear Dr. Martin:

This is to certify that Louisiana State University and A&M College in Baton Rouge, Louisiana, is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor's, Master's, Educational Specialists, and Doctoral degrees.

The institution was initially accredited in 1913 and was last reviewed and reaffirmed in 2004. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2014.

Sincerely,

Belle S. Wheelan
Ph.D.
President

BSW:tb
MASTER OF ARCHITECTURE DEGREE

The three-year Master of Architecture degree program is composed of a maximum of 78 credit hours of coursework. Students without a background in architecture are required to complete up to 42 semester hours of background courses, plus 36 hours of graduate-level course work.

Students with some background in architecture (a pre-professional degree or course work in architecture from NAAB accredited institutions) are evaluated to determine the extent of background courses they will be required to complete. See Section II.3 for more information.

Students with architecture degrees from international institutions are evaluated for advanced placement based on a review of their portfolios and their academic transcripts. It is important to note that even with advanced standing these students must meet the minimum requirements for the degree (36 credit hours), regardless of their previous experience. It is likely this minimum will take at least two years to complete.

The core of the professional course of study is a graduate design studio sequence consisting of six design studios, each of which employs an iterative pedagogical process of expanding complexity as a student advances through the sequence. This process begins with an exploration of form and spatial experience, then moves toward a holistic synthesis of architectural issues ranging from the pragmatic to the philosophical, preparing the student to undertake a comprehensive project in the final semester. A range of required professional courses supports this studio sequence. Students also have the option to pursue a thesis in the final semester of the program.

MASTER OF ARCHITECTURE
Three Year Program

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<td>History of Arch. I</td>
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<td>Arch 2003</td>
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<td>Arch. Structures I</td>
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<td>*Arch 4062</td>
<td>Urban Dsgn &amp; Plng</td>
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<td>*Arch 4031</td>
<td>Structures III</td>
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* These courses are for graduate credit.

** Either one semester of Washington Alexandria Architecture Consortium (VT) during the Fall or the LSU Summer Rome Program can be substituted for ARCH 7005 Studio. Must have Grad Coordinator Approval.

The curriculum outlined above represents the minimum requirements for the degree unless advanced placement has been granted. Students are encouraged to take elective courses as
their schedules will allow. Based on an assessment of their knowledge of basic math and physics necessary to take the Structures courses, some students may be expected to take a course (or courses) in the first year to assure that they are well prepared to take Arch 3003 the following fall.

Degree Requirements: 36 hours of graduate-level course work, 18 hours of which must be at the 7000 level. All of the undergraduate courses listed above are considered background courses and do not officially count toward the degree, but they are required unless advanced placement has been granted. The Graduate Curriculum Committee may approve substitutions, but all students must meet the minimum requirements described above.

THESIS OPTION: Graduate students in the Professional Course of study will have the option to pursue a Thesis in their final semester in lieu of ARCH 7006. Students pursue this option according to the following process:

1. A one page statement of intent describing the proposed thesis topic must be submitted to the Graduate Program Coordinator by the last day of classes in the Spring semester of the Second Year for review by the Graduate Faculty. For the Statement of Intent to be approved a Graduate Faculty member must be identified as Chair of the student's Thesis Committee.

2. A revised statement of intent, draft outline of content, a proposed schedule of work, and an annotated bibliography must be submitted to the student's Thesis Committee Chair by the first day of classes in the Fall Semester of the Third Year. Based upon the recommendation of the Thesis Committee Chair the Graduate Faculty will either approve the thesis project for continued development, or reject the proposal and direct the student to pursue the non-thesis option. The Graduate Faculty must provide its decision to the student in writing by the last day to add classes in the Fall Semester.

3. By the last day of classes of the Fall Semester of the Third Year the student must have received approval from the Thesis Committee Chair for both the Thesis Proposal and a Thesis Committee that meets Graduate School criteria. A Thesis student may choose to pursue the non-thesis option at any time in this process by submitting a letter to the Graduate Program Coordinator and completing all required coursework for the non-thesis option.

BACHELOR OF ARCHITECTURE DEGREE

The B.Arch is a five-year, 162 credit hour program. [The University is currently mandating that all 4-year programs be at 120 hours, and 5-year programs be at 150 hours. The Undergraduate and graduate curriculum committees are investigating this issue.] All students at LSU are required to take a series of General Education courses totaling 36 hours. Architecture has added 9 more hours of general education and free electives to conform to NAAB’s requirement of a minimum of 45 hours.

The core of the professional course of study is a design studio sequence consisting of 10 design studios (6 credit hours each). Students are also required to take a total of 18 hours of professional electives. The School prepares lists of acceptable electives, which includes many courses from the College. Students are also encouraged to bring to our attention any other electives they are interested in and which they believe would constitute a professional elective.
# BACHELOR OF ARCHITECTURE

## Five Year Program

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<tr>
<th>Fall I</th>
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<td>ENGL 1001 GE English</td>
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<td>ENGL 2000 English Comp</td>
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<td>xxxx GE Natural Sciences</td>
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<td>4002/4102/4202 Arch. Design VIII</td>
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<td>4031 Arch. Structures III</td>
<td>4007 Hist of Arch III</td>
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Spring IV or Fall V may be taken through off-campus programs at the Washington Alexandria Architecture Consortium (VT) or the Remote Studio (MSU) or the Summer Rome Program through LSU. However, all undergraduate students must complete ARCH 4001 before continuing to ARCH 5001. Must have Undergraduate Coordinator approval.

**MINORS**

- **Architectural History** – To graduate with a *minor in architectural history*, students must complete at least 18 hours of designated courses. To complete the minor, students are required to take ARCH 3005 and 3006. In addition, students must take at least two architecture courses from the following list: ARCH 2401, 4051, 4052, 4062, 4090, 4145. Finally, to complete the required number of credits, students may select additional courses from the following list: ANTH 4440; ARTH 4404, 4405, 4406, 4412, 4422; ID 3741, 3742; LA 2141, 2142, 2143, 2145.
• Community Design -- To graduate with a minor in Community Design, students must complete 18 hours of designated courses. Students are required to take ARCH 4062, 4072, 4700, 5008, and one elective selected from ARCH 4041, 4052, 2145, 4353, or 4440.

• Heritage Conservation -- To graduate with a minor in heritage conservation, students must complete 18 hours of credit chosen from the following courses: ARCH 2401, 3000, 3005, 3006, 4090, 4145, 4155, 4165, and 4440. Of these, nine hours of credit must be chosen from the following courses: ARCH 4090, 4145, 4155, and 4165.

OFF CAMPUS OPPORTUNITIES

• WAAC -- A semester or a year is offered at the Washington Alexandria Architecture Consortium (WAAC) through Virginia Tech. The program is located in Alexandria, Virginia in facilities owned and operated through Virginia Tech. Students in the upper division undergraduate or the graduate program are eligible to participate pending review of the program coordinators and the School Director. Students enroll in no more than 15 credit hours each semester, including a studio, and professional electives. For more information see [http://www.waac.vt.edu/](http://www.waac.vt.edu/).

• APA -- A semester or a year is offered through Academic Programs Abroad at LSU for undergraduate students. Students must present a listing of courses to the undergraduate coordinator prior to leaving campus. Course work is reviewed upon the students return to campus, prior to substituting course work in the curriculum. Recent locations that students have studied include, the University of Strathclyde in Scotland and the American University of Sharjah. For more information see [http://ocs-web2.ocs.lsu.edu/apa/](http://ocs-web2.ocs.lsu.edu/apa/).

• Remote Studio -- Students have begun participating in the summer or fall program offered by the Remote Studio in Montana and Wyoming through Montana State University. This program offers a service learning opportunity for students and may only be taken for one semester worth of credit. The Remote Studio is an immersive environmental program housed at the Artemis Institute. For more information see [http://www.artemisinstitute.org/remote-studio/](http://www.artemisinstitute.org/remote-studio/).

• LSU Rome Program -- LSU has begun offering a Rome Program during each summer. The first architecture students began participating in summer of 2012. The program was initiated through the Landscape Architecture program and the University of Arkansas. Graduate and undergraduate students are currently eligible to participate. Students take a full semester worth of courses including a studio.

II.2.3. Curriculum Review and Development

The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

The School Bylaws create a Curriculum Committee for the review and creation of the architectural curriculum as follows:

The Curriculum Committee is comprised of four tenured faculty members (with at least one full professor and one associate professor represented), one tenure-track faculty, and one student appointed by the committee chair. The undergraduate and graduate coordinators are ex-officio members of the committee. Faculty holding a continuing appointment may serve on this committee. At a minimum, two members of the committee must be full members of the Graduate Faculty in good standing. Committee members shall be elected by the Faculty at the last meeting
of the academic year to be installed at the first meeting of the following year. Members shall serve a two-year term, half elected on even numbered years and half in odd numbered years, and may be reelected. The Chair shall be elected annually from within the committee and may serve as chair for no more than two consecutive years. The Committee shall meet once a month during the academic year or as the business of the School requires.

The Committee shall establish a standing sub-committee for graduate curriculum issues requiring an official vote. The subcommittee shall consist of no fewer than three members and two must be full members of the graduate faculty in good standing. The sub-committee shall be chaired by the Graduate Program Coordinator and members shall be elected from members of the curriculum committee.

The Committee is responsible for all matters related to undergraduate and graduate student academic issues including:

1. Coordination of the lecture and studio course sequence.
2. Reviewing proposed curriculum changes, new courses, and course changes and making recommendations to the Faculty.
3. Reviewing academic policies and regulations of the School and making recommendations to the Faculty.
4. Reviewing the goals, objectives, and statements of purpose for the Graduate and Undergraduate programs and making recommendations to the Faculty.
5. Assisting faculty with the preparation of new course proposals and/or course changes.
6. Reviewing and making recommendations on issues requested by the Director.

As outlined in Section I.1.4, the faculty meets as a group at the beginning and end of each semester to review and discuss the curriculum and the program at large. Many results in recent years have led to reassignment of faculty and adjuncts.

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

The APR must include the following:

- A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student’s admissions and advising record (See also I.2.1).
- If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

Bachelor of Architecture Program

Any student wishing to transfer into the program is first evaluated by LSU for any General Education credits that may be received. After the university forwards a transfer applicant to the School, the application is evaluated for at least a 3.0GPA in all college work. Any transfer student requesting advanced standing in the undergraduate program must produce a portfolio of work for design studio credit and course work with syllabi and graded assignments for other courses. The undergraduate coordinator evaluates the design work, and faculty with expertise in that area evaluates the other course work. Advanced standing for transfer students

Master of Architecture Program

Graduate School Transfer Credit Policy / Process revised 5/6/12
All students are accepted into the same master degree program. Students with pre-professional degrees in architecture are allowed to submit courses to be considered for credit. The School of
Architecture process does not focus on a particular transfer credit course’s content rather we focus on the NAAB criteria that we assign to the course in our curriculum. We required that a student submit transcripts showing the completed course and grade, catalog statement, and syllabus with instructor’s contact information. Wherever possible we ask that the student provide a portfolio for studios and exams or assignments for other course. However, because it is not a tradition like a collecting portfolio work, most students do not keep assignments or test from courses other than studios. The package is reviewed first by the Graduate Coordinator for completion and to determine if the transfer course has been take at a university with and accredited architectural degree. The package is then sent to the professor in the School of Architecture who is currently the “expert” on the NAAB content for this course. The review focuses on evidence in the syllabus and or assignments/test/ portfolio that shows it meets the NAAB criteria assigned to the similar class in the School of Architecture. When needed we contact the professor who taught the course via email to answer questions. The School of Architecture expert faculty will make a determination regarding credit. If there is any ambiguity a committee of graduate faculty will be convened to review the package. The transfer credit approval/rejection form is completed and placed in the student's file. The student is notified via e-mail.

The following forms are used in our review process.
# Advance Placement Student Report: Students with a 4 year pre-professional Architecture Degree

<table>
<thead>
<tr>
<th>Course number</th>
<th>NAAB Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 7001</td>
<td>A.3; A.8</td>
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<tr>
<td>Arch 7002</td>
<td>A.3; A.8; B.4</td>
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<td>Arch 7004</td>
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</tr>
<tr>
<td>Arch 7005</td>
<td>A.1; A.2; A.5/A.7; B.2/C.1</td>
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<tr>
<td>Arch 7006</td>
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### Graduate Credit

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<tr>
<td>Arch 7002</td>
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<td>Arch 7003</td>
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<td>A.2; A.6; B.3; B.3; B.4</td>
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<td>Arch 7005</td>
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</tr>
<tr>
<td>Arch 7006</td>
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### Professional Requirements

#### History

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<tr>
<td>Arch 3006</td>
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<td>Arch 4007</td>
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#### Structures

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<tr>
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#### Systems

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#### Other

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<tr>
<td>Arch 4062</td>
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<td>Arch 5006</td>
<td>B.7; C.3; C.4; C.5; C.6; C.7; C.8</td>
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**Total Credit Hours:** 78

**Total Subtotal:** 42

---
GRADUATE COURSE CREDIT

Date: ____________  
Student Name: ____________________________________  
Faculty Reviewer: ________________________________

List the course(s) for which the above student is being given credit for having taken previously:

ARCH____________  
ARCH____________  
ARCH____________  
ARCH____________  
ACRH__________

This confirms that the above faculty has reviewed transcripts, course descriptions, and/or syllabi proving that the student has met the standards of our curriculum.

__________________________________________  
Faculty Signature___________________________ Date____________

__________________________________________  
GA’s Signature_____________________________ Date____________
II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

This statement is posted in the LSU General Catalog used for undergraduate and graduate students at http://www.lsu.edu/catalogs/2011/019cad.shtml#arch.

This information is also available on the LSU School of Architecture website at http://design.lsu.edu/architecture/?page_id=369.

II.4.2. Access to NAAB Conditions and Procedures

This information is available on the LSU School of Architecture website at http://design.lsu.edu/architecture/?page_id=369.

II.4.3. Access to Career Development Information

This information is available on the LSU School of Architecture website at http://design.lsu.edu/architecture/?page_id=369.

II.4.4. Public Access to APRs and VTRs

This information is available on the LSU School of Architecture website at http://design.lsu.edu/architecture/?page_id=369.

II.4.5. ARE Pass Rates

This information is available through a link on the LSU School of Architecture website at http://design.lsu.edu/architecture/?page_id=369.

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Part Three.  Progress Since Last Site Visit

1. Summary of Responses to the Team Findings 2007

   A. Responses to Conditions Not Met

   Condition 4. Social Equity

   The accredited degree program must provide faculty, students, and staff irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

   Comment from previous VTR 2007 Overall, the educational environment seems to be supportive of a diverse community of students. The number of women and minority students in the student body meets commendable levels of representation in the current years and has shown sustained progress. The focused efforts of the administrative staff to recruit minority students and to reach out to high school students with the one-week summer program deserve special recognition. The establishment of NOMAS to strengthen the support network for students of diverse background is likewise applauded.

   The tenured and tenure-track faculty is a complement of 15, with one woman, and two faculty members with international backgrounds, including a recently hired ethnic minority, R. Singh. There is one additional woman architect who is term-appointed as a professional-in-residence. Her primary responsibility is administering the programs and research of the Office of Community Design and Development, including some teaching assignments supportive of this role.

   The program has been cited in the last two consecutive VTRs for the lack of diverse faculty. The low percentage of tenured or tenure-track women faculty is particularly egregious, given the general availability of many fine women candidates and practitioners nationally. There are also no African-American faculty, even among the adjuncts, which is a concern given the racial makeup of the region and state that the school serves.

   The inability of the facilities to accommodate students and faculty with disabilities creates significant challenges as outlined in the team's response to condition 8. Some progress has been made, with the addition of the lift at the first floor east entry to Atkinson Hall and the exterior ramp to the basement, and flexibility in the arrangement of studios is marginally acceptable in the short term.

   Response from Program 2012: The NAAB Board has determined that this deficiency has been satisfactorily corrected and we are no longer required to report on this item. Since the last accreditation visit the School has hired three women, one Hispanic American male and two men into our full-time faculty ranks. Our new faculty members continue to develop and contribute to a more diverse cultural composition within the School. The School continues to seek diversity in our adjunct and non-permanent faculty appointments as well as in our student body.

   Condition 8. Physical Resources

   The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the
exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Comment from previous VTR 2007 Progress continues to be made in physical resources, although slowly and not maintaining the schedule presented to previous visiting NAAB teams or those included within more recent school facility documents. Atkinson Hall and other buildings used by the school were observed to be clean, and orderly, with student work displayed and well organized along the corridors. This building has yet to be made completely ADA compliant. Apparent code violations include missing stair handrails and a dead-end corridor system in the basement.

It should be noted that the school uses space within other college and university buildings, most of which are nearby, with the exception of the library located at the far end of the quadrangle. Since this report, the school has also gained rights of use to additional basement areas within Atkinson Hall. An exterior ramp forms the only accessible access to the basement level.

Design studio space appears adequate for the number of students with a desk available for each student. Securable storage for each student is lacking. Desk and table conditions vary from studio to studio, with the lesser quality furnishings being located among the earlier years. The school has received funding to improve the condition of furnishings for entering students with these improvements scheduled to occur with next year's entering class. It was reported by the faculty that studio space is tighter in the fall semester when a greater number of students are in the school. Studio space in the basement is not of the quality of the studios on the upper two floors regarding natural light and access to other students and faculty.

Lecture and seminar space is lacking, and what is available is of low quality. Within Atkinson Hall, acoustics (particularly poor) and lighting is lacking and not conducive to group student work reviews or juries. Corridors are often used for juries, leading to interruptions and a lack of focus for the participants. These spaces lack projection technologies creating frustration for faculty and students alike. Space in adjacent college buildings is available on a scheduled basis but this remoteness is viewed as problematic and disruptive.

Office space for faculty is adequate, although sharing of offices is common. This lack of privacy may lead to lower productivity for faculty and challenges to students during office hours. It should be noted, however, that some faculty have elected to remain in shared offices when offered a private office.

Instructional support spaces and materials, such as reference books, periodicals, model shops, printing and computers, and image archives are available but located in adjacent college buildings. Although not at great distance to Atkinson Hall, the lack of proximity is less than ideal.

A report, entitled "Facilities Assessment, College of Art and Design", produced by Eskew+Dumez+Ripple Architects, New Orleans, LA, was delivered to the college in October 2004. This report states the school occupies a total of 37,400 gross square feet (GSF) and 23,400 usable square feet (USF) located within Atkinson Hall, and that 88% of this space is either adequate or functional, with the remaining 12% falling into an inadequate category. This report includes an allowance figure of $5.6m for renovations and fees. ADA issues are described in the report and, presumably, costs to rectify these
issues are included in this figure. Other facility goals developed with the school and included in the report are: creating additional interaction space, improving security, upgrading the studio environment, and window replacement.

Because of the preponderance of deficiencies noted by the team, in particular those related to code and accessibility issues, this condition is not met.

**Response from Program 2012:** The NAAB Board has determined that this deficiency has been satisfactorily corrected and we are no longer required to report on this item. It should be noted that the planned elevator renovation is now behind schedule but anticipated for completion in the fall of 2013. The windows and doors of Atkinson Hall were all replaced in spring of 2012.

Please see the response here from the University Architect in 2009:

The State of Louisiana, Division of Administration, authorized by Act 27 of 2006 (Supplement from A7 2008) provided $975,000 for the facility enhancements which supports the School of Architecture premier program and will address facility conditions of a historical building constructed in 1924. These funds will provide for the installation of a new three story, ADA compliant elevator, renovations to and creation of ADA toilets within Atkinson and the replacement of the original windows. These strategic enhancements will address not only code issues, but will provide energy savings and interior environmental atmospheric control by addressing moisture entrance.

Also, through funding by student fees, University funds and matching funds by the Division of Administration access will be provided at the northwest Basement entrance on the historical University Quadrangle. This access will provide those with impairment to easily access the new three story elevator at the Basement level.

Over the past 5 years the University replaced the clay tile roof and expended $180,000.

Renovation funds are in place and the bid documents for the projects are actively being prepared. The renovations are anticipated to occur beginning May 2010 with a phased completion to accommodate the academic programs that will occur during the next 12 months. Atkinson is an extremely active building supporting the students with design labs and computer labs and the physical heavy construction will be scheduled around the students learning activities.

**Condition 13.13 Human Diversity**

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

**Comment from previous VTR 2007** This criterion is not met. The program’s focus almost exclusively on the surrounding region and its familiar constituencies has limited its ability to give students an adequate exposure to the full range of issues affecting human diversity and the architect’s response. There is no required coursework that is tied to diverse perspectives in social sciences, environmental behavior responses, or cultural or international exploration to allow student to develop this understanding. Highly commendable individual investigations in elective coursework and individual study examples were presented, but are neither widespread nor part of the core area of study.
Response from Program 2012: Since the last visit the School has revisited the content of the architectural history courses to include more content on diverse cultures and built environments are represented in the curriculum. In addition, more of our students are participating in off-campus programs. The school continues to support faculty and student efforts to explore the built environment beyond Louisiana. The NAAB Board has determined that this deficiency has been satisfactorily corrected and we are no longer required to report on this item. However, we believe that we are getting even better with a wide array of project types and conditions, environmental and societal, for our students to learn from.

B. Responses to Causes of Concern

Low salaries for tenure track assistant professors

Comment from previous VTR 2007 The relatively low salaries (significant when compared to national averages) for assistant professors impact the program in several ways. The program is adversely affected in the areas of recruitment, retention, and the ability to hire minorities and women. The program will be positioned better to achieve some important goals when this is addressed.

Response from Program 2012: In the last two faculty searches the School was able to offer our potential tenure track assistant professors salaries that were more competitive with national and university wide standards. None of the candidates expressed concern that our salary offers were low or inadequate. We have been successful in hiring three assistant professors and two associate professors at starting salaries that are at or above the national and regional averages.

In addition, we are sought and received equity adjustments to the salaries of several professors to improve our averages in their respective categories. While it does not adequately acknowledge deserved “merit,” it will keep our faculty salaries from continuing to diminish relative to the national and regional averages.

Masters Thesis Option

Comment from previous VTR 2007 The graduate program has outlined a thesis option for students in the third year. To date, no student has embarked on a thesis (although a number have submitted thesis topics), and this may be in part due to “growing pains” experienced by the recently developed program. Although the procedures for applying to do a thesis in lieu of the final studio are laid out, it may not be adequately clear to students that they must meet demanding skill requirements for graphic and design ability before they can be approved for a thesis. The team concluded that the lack of a viable thesis to date may not be solely the outcome of the individual students' inability to meet this threshold, but is also derived from an ambiguity of program commitment to the time and coordination required to see through the completion of a thesis. In conclusion, while the team recognizes that a successful thesis proposal is the responsibility of the student, it was not clear that there exists adequate institutional support for the generation, application, and revision of proposals.

Response from Program 2012: Immediately following the last visit the School decided to eliminate the Master’s thesis. However, upon further consideration and at the initiative of a new Graduate Coordinator, the faculty decided to allow the thesis option to continue in the year 2010. The School graduated one thesis student in 2011. We have another graduate student pursuing the thesis option for the year 2012-13.
Program breadth and rigor

Comment from previous VTR 2007 The students are ready for greater challenges. Unfilled faculty lines, insufficient funding for graduate assistant positions, other demands on faculty are some, but not all, of the impediments that appear to stand in the way of a program of more breadth and depth for student choice of electives, course variety, and more demanding curricular challenges. The team found a range of completeness in the course syllabi in the team room, ranging from extremely thorough, with detailed reading lists and course requirements to more sketchy submittals with incomplete course descriptions and significant omissions of elements, including the course studio culture policy. There was a correlation between the observed quality of the course notebook and the level attained by students in written work for these courses.

Response from Program 2012: Faculty teaching assignments continue to be revised in hopes of addressing this deficiency. Recently hired faculty members with expertise in sustainable design, digital design, representation, and professional practice have provided needed rigor and diversity of offerings, as have an influx of new adjuncts and visitors with expertise in different areas. In addition, the continued development of thesis type work at both the undergraduate and graduate levels allows students to pursue individualized research on a topic of their choosing and has empowered this group to demand more difficult coursework.

We are on track to continue improving student completion of the Communication Across the Curriculum track outlined above as well the Honors sequence with approximately 10 students completing each of those programs in the last three years.

Scale of Projects

Comment from previous VTR 2007 The team observed a preponderance of small-scale projects and project types in advanced studio work. This may be driven in part by a natural response to regional needs in the aftermath of hurricane Katrina, and in part to exploration of time-honored regional traditions. There are opportunities for students at all levels at this scale, but the corollary is that options are limited for students to explore a greater variety of scale, context, complexity, project type and variety.

Response from Program 2012: Following Hurricane Katrina, the School focused on residential projects in New Orleans. Now, as time has passed, we are returning to more traditional large-scale projects in a variety of settings. We continued offering advanced studios with larger scale buildings and projects outside of Louisiana. Projects this year included a monastery in St. Louis, and museums in Washington DC and Berlin.

Professional Practice

Comment from previous VTR 2007 Alternate study -4221 Architecture Internship Field Study: The program has experimented with this field study option as a potential alternate to the classroom setting for the professional practice class. The accreditation team wishes to stress a deep note of concern over the potential risks of assuming that this course of study would provide a comprehensive alternative to the subject matter included in the 5006 class. The school of architecture has invested a great deal of faith in the course 5006 to cover areas of the Student Performance Criteria that are not developed elsewhere in the curriculum. This will be satisfactory only if there are thorough means to measure and validate student performance in each of these areas.
2. **Summary of Responses to Changes in the NAAB Conditions**

The addition of the condition regarding long-range planning is in keeping with new university standards regarding measures and outcomes for its programs. The School of Architecture has been working through the strategic planning process for years, but with new faculty and transitioning expertise, the strategic plan really becomes a living document that is continually growing and changing as the school meets goals and sets new goals.

The grouping of the Student Performance Criteria (SPC) into three realms has made assessment more clear and straightforward. The School has also responded with ongoing curriculum discussions about when the criteria can be successfully evidenced.

The response to elevating B.3 Sustainability and B.5 Life Safety from understanding to ability has been to put more emphasis on those criteria in studio and lecture courses.

The most impactful change is in B.6 Comprehensive Design, in which eleven other criteria must be incorporated into a single project. The Comprehensive Design Studio (ARCH 5001) was moved from the first semester of fifth year to the final semester in the undergraduate program (matching the graduate program) in order to assure that our students were prepared for the rigor of a comprehensive project. The change has also meant that the content of the courses has significantly tightened up. Finally, all of Realm B is now assessed by faculty each year and changes to course content respond accordingly.

*Response from Program 2012:* This option has been further assessed by members of the faculty and Director and has been discontinued as an option to substitute for ARCH 5006.
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Part Four: Supplemental Information

1. Course Descriptions (see 2009 Conditions, Appendix 1 for format)
1001 Architectural Design I (6 credits):
Required Bachelors

Catalogue Description:
1001 Architectural Design I (6) Prereq.: permission of department. 12 hrs. studio. Emphasis on two-dimensional representation of three-dimensional forms; development of basic skills in architectural design drawing and modeling.

Course Goals & Objectives (bulleted list):
• Draw and model using the conventions of architectural representation
• Use the principles governing the phenomenon of perception
• Use representation as tool of inquiry and speculation
• Incorporate constructive criticism into your work
• Use an iterative and reflective process.
• Arrange and assemble material to make figurative space.
• Compose using a hierarchy of elements: primary, secondary, and tertiary.
• Describe and explain one’s work articulately.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites: Permission of department

Textbooks/Learning Resources:
College Rules by Nist-Olejnik and Holschuh, Ten Speed Press
Design Drawing by Francis Ching; Wiley; Pap/Cdr edition

Additional course resources are available on Moodle.

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Randolph Damico – P/T
Will Doran – P/T
Kristen Kelsch – P/T
James Legeai – P/T
Micheal Pitts – F/T
Tom Sofranko – F/T
Jim Sullivan – F/T
1002 Architectural Design II (6 credits):
1102 HONORS: Architectural Design II
Required Bachelors

Catalogue Description:
1002 Architectural Design II (6) Prereq.: ARCH 1001. 12 hrs. studio. An Honors course, ARCH 1102 is also available. Emphasis on the organization of spaces, form and process, and development of skills in architectural design drawing and modeling

1102 HONORS: Architectural Design II (6) Prereq.: ARCH 1001. 12 hrs. studio. Same as ARCH 1002, with special emphasis for qualified Honor students

Course Goals & Objectives:
• Arrange and assemble material to make space and form which tests intent.
• Describe and explain one’s intent and the way in which one’s composition tests that intent.
• Design a composition using a hierarchy of elements: primary, secondary, and tertiary.
• Design a composition using a complex form¹ and complex form².
• From last semester:
  • Draw and model using the conventions of architectural representation and expressive drawing.
  • Use model-making as tools of inquiry.
  • Incorporate constructive criticism into your work.
  • Use an iterative and reflective process.

Student Performance Criterion(a) addressed:
BArch only:
  A. 3 Visual Communication Skills
  A. 8 Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 1001

Textbooks/Learning Resources:
Design Drawing by Francis Ching; Wiley; Pap/Cdr edition

Readings are assigned throughout the semester. They and other course resources are available on Moodle.

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
  Tom Sofranko – F/T
  Micheal Pitts – F/T
  James Legeai – P/T
  Sara Young – P/T
  John Lackett – P/T
2001 Architectural Design III (6 credits)
2102 HONORS: Architectural Design III

Required Bachelors

Catalogue Description:

2001 Architectural Design III (6) Prereq.: ARCH 1002 or ARCH 1102; coreq.: ARCH 2003. 12 hrs. studio. An Honors course, ARCH 2101 is also available. Emphasis on abstract and theoretical organizational concepts; space, form, function, and resolution of materials and structural systems

2101 HONORS: Architectural Design III (6) Prereq.: ARCH 1002 or 1102; coreq.: ARCH 2003; 12 hrs. studio. Same as ARCH 2001, with special emphasis for qualified Honor students. Credit will not be given for this course and ARCH 2001.

Course Goals & Objectives:

The objectives of the studio is to build upon the skills developed in the first year and to instill an earned confidence in the ability to creatively and constructively deal with abstract ideas and the uncertainty and ambiguity they introduce into the creative process.

While the final products of the process are important, it is the work in between the beginning and end that we'll focus on. This means students will spend considerable time playing seriously with fundamental issues of order, form, space, color, material, two- and three-dimensional composition, and the arguments they develop to support their judgements. These experiments will require that they continue to practice observing things, drawing things, and building things. Developing confidence in abilities in manual drawing, digital imaging, physical modeling, photography, and the mixing of these media, is an important outcome for this term.

Student Performance Criterion(a) addressed:

BArch only:
A.7 Use of Precedents

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 1002 or 1102

Textbooks/Learning Resources:
Architectural Graphics, F.D.K. Ching
Thinking Architecture, Peter Zumthor
Atmospheres, Peter Zumthor
Form, Space and Order, F.D.K. Ching

Additional course resources are available on Moodle.

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Frank Bosworth – F/T
Marsha Cuddeback – F/T
Will Doran – P/T
Alice Guess – F/T
Kristen Kelsch – P/T
Greg Watson – F/T
2002 Architectural Design IV (6 credits)
2102 HONORS: Architectural Design IV
Required Bachelors

Catalogue Description:
2002 Architectural Design IV (6) Prereq.: ARCH 2001 or ARCH 2101; coreq.: ARCH 2006. 12 hrs. studio. An Honors course, ARCH 2102 is also available. Required field trip. Students are responsible for paying travel expenses associated with the course. Credit will not be given for this course and ARCH 2102. Emphasis on process, materials theory, site inventory, and analysis and impact of regionalism

2102 HONORS: Architectural Design IV (6) Prereq.: ARCH 2001 or 2101; coreq.: ARCH 2006. 12 hrs. studio. Credit will not be given for this course and ARCH 2001. Same as ARCH 2002, with special emphasis for qualified Honors students

Course Goals & Objectives:
• Articulate ones intentions relative to site and program.
• Present data in an informative and graphically compelling manner.
• Use 2-D and 3-D graphic conventions of architectural drafting as well as construct physical models.
• Use a method of inquiry that is reflective (thoughtful and deliberate) and iterative (involving repetition).
• Articulate criticism of one’s own and others work.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 2001 or 2101

Textbooks/Learning Resources:
Design Drawing by Francis Ching; Wiley; Pap/Cdr edition

Other course resources are available on Moodle.

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Frank Bosworth – F/T
Marsha Cuddeback – F/T
Will Doran – P/T
Kristen Kelsch – P/T
Phanat Xanamane – P/T
Robert Zwirn – F/T
2003 Architectural Techniques (3 credits)
Required Bachelors, Masters

Catalogue Description:

Course Goals & Objectives:
• Learn basic commands and applications for various software: AutoCAD, Photoshop, Sketch Up, Illustrator, Viz, Vector WORKS, form-Z

Student Performance Criterion addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 1002 or 1102 (co-requisite: ARCH 2001 or 2102)

Textbooks/Learning Resources:
Various Essays

Other course resources are available on Moodle and course blog

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Kristen Kelsch – P/T
Frank Melendez – F/T
2006 Architectural Topics (3 credits)  
Required Bachelors

Catalogue Description:  
2006 Architectural Topics (3) Prereq.: ARCH 2003; coreq.: ARCH 2002. Use of case studies to contrast the meanings of buildings designed in urban or rural environments.

Course Goals & Objectives:  
• List and describe the attributes of the “natural” elements of site and their rudimentary uses in the design of buildings and landscapes.
• List and describe the various ways property is regulated.
• Describe and discuss the development of urban form as it relates to western culture’s view of nature.
• Describe and discuss the interrelationship between building form, systems and site.

Student Performance Criterion/a addressed:  
BArch only:  
A.8 Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:  
ARCH 2003 (co-requisite: ARCH 2002 or 2102)

Textbooks/Learning Resources:  
Sun, Wind, and Light, G.Z. Brown

Readings are assigned throughout the semester. They and other course resources are available on Moodle.

Offered (semester and year):  
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):  
Frank Bosworth – F/T  
James Legeai – P/T
3001 Architectural Design V (6 credits)
3101 HONORS: Architectural Design V

Required Bachelors

Catalogue Description:
3001 Architectural Design V (6) Prereq.: approval for advancement to upper division in architecture. 12 hrs. studio. An Honors course, ARCH 3101 is also available. Required field trip. Students are responsible for paying travel expenses associated with the course. Credit will not be given for this course and ARCH 3101. Emphasis on programming, site analysis and planning, functional planning, and resolution of structural and architectural systems.

3101 HONORS: Architectural Design V (6) Prereq.: approval for advancement to upper division in architecture. 12 hrs. studio. Required field trip. Students are responsible for paying travel expenses associated with the course. Same as ARCH 3001, with special emphasis for qualified Honors students.

Course Goals & Objectives:
• Articulate a coherent and consistent intellectual position relative to site, materials, construction and structure.
• Design a building at the schematic design level that tests and develops the above-mentioned intellectual position.
• Identify and incorporate the natural and fabricated features of a location in the above-mentioned building design.

Student Performance Criterion/a addressed:
BArch only:
   A.6 Fundamental Design Skills
   B.3 Sustainability
   B.4 Site Design

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
Approval for advancement to Upper Division of program

Textbooks/Learning Resources:

Additional course materials is available Moodle

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Ursula Emery McClure – F/T
Meredith Sattler – F/T
Jim Sullivan – F/T
3002 Architectural Design VI (6 credits)
3102 HONORS: Architectural Design VI

Required Bachelors

Catalogue Description:
3002 Architectural Design VI (6) Prereq.: ARCH 3001 or ARCH 3101, 3007. 12 hrs. studio. An Honors course, ARCH 3102 is also available. Credit will not be given for this course and ARCH 3102. Emphasis on planning buildings while incorporating studies in the technologies of materials, structure, environmental controls, lighting, and acoustics.

3102 HONORS: Architectural Design VI (6) Prereq.: ARCH 3001 or 3101, 3007. 12 hrs. studio. Same as ARCH 3002, with special emphasis for qualified Honors students

Course Goals & Objectives:
(1) Identify, evaluate and develop clear intentions to be tested.
(2) Analyze and draw conclusions from a variety of contexts surrounding the project's content, users, program, and site
(3) Understand life safety, zoning, and accessibility restrictions for a specific project type.
(4) Understand and employ active and passive tactics in pursuit of sustainable building.
(5) Respond to the proclivities of an urban context and understand its distinction from suburban and rural.
(6) Understand relationships between design intent and built form through analysis and diagramming of material, structural, and mechanical systems of architectural precedents.
(7) Use an iterative and reflective process of drawing, modeling, and writing as tools of inquiry.
(8) Iteratively test and integrate materials, building assemblies, structural and environmental control systems to support a design intent.
(9) Incorporate constructive criticism into work and engage in a critical, self-guided thought process.

Student Performance Criterion addressed:
BArch only:
A.2 Design Thinking Skills
B.2 Accessibility
B.5 Life Safety

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3001 or 3101, ARCH 3007

Textbooks/Learning Resources:

Readings are assigned throughout the semester. They and other course resources are available on Moodle

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):

Tom Sofranko – F/T
Marsha Cuddeback – F/T
Will Doran – P/T
David Bertolini – F/T
3003 Architectural Structures I (3 credits)
Required Bachelors, Masters

Catalogue Description:
3003 Architectural Structures I (3) Prereq.: approval for advancement to upper division in architecture. Building structural mechanics, statics, strength of materials, and theories of structures

Course Goals & Objectives:
• Students satisfactorily completing the course should be able to understand the stress distribution in columns, beams, trusses and frames.
• Understand the stability and gravity forces of building structures.
• Understand lateral forces such as wind and earthquakes on buildings.
• Understand the relationship between these stress analyses and the structural concepts.

Student Performance Criterion(a) addressed
BArch and MArch:
B.9 Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
Approval for advancement to Upper Division in architecture or graduate status

Textbooks/Learning Resources:
Introduction to Structural Mechanics and Systems, by Jason Shih, LSU Bookstore
Elementary Structures for Architects, by Ronald E. Shaeffer, Prentice Hall

Offered (semester and year):
Fall of each year; usually offered in the summer

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Jason Shih – F/T
3004 Architectural Structures II (3 credits)
Required Bachelors, Masters

Catalogue Description:
3004 Architectural Structures II (3) Prereq.: ARCH 3003. Design and application of timber and steel structures in architecture.

Course Goals & Objectives:
Students satisfactorily completing the course should be able to:
• Understand the structural characteristics of timber and steel.
• Describe the advantages and disadvantages of wood and steel structures and the conditions under which each would represent the optimum choice of structural materials.
• Compare the merits and availability of types of structural timbers; design timber beams, columns, trusses and connections.
• Develop optimum framing systems for timber structures.
• Use the timber manual in the design of timber structures.
• Describe the typical types of steel structural components.
• Design steel beams, columns, trusses, joists and connections.
• Use the steel manual in the design of steel structures.
• Apply the concepts and capabilities of prerequisite structures courses to the design of wood and steel structural systems.
• Apply these capabilities to future design work.

Student Performance Criterion/a addressed:
BArch and MArch:
B.9 Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3003

Textbooks/Learning Resources:
• Simplified Design of Steel Structures, Parker, 6th Edition.

Offered (semester and year): Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Jason Shih – F/T
3005 History of Architecture I (3 credits)
Required Bachelors, Masters

Catalogue Description:
3005 History of Architecture I (3) The development of architectural and spatial forms as they relate to changing perceptions of self, society, and the natural world. From prehistory to the 13th century [GENERAL EDUCATION ARTS COURSE]

Course Goals & Objectives:
• To develop familiarity with the range of architectural styles throughout the world and the major monuments of Western culture.
• To develop awareness of the relationships between monuments and styles to relevant historical, social, political, technological, geographical and cultural contexts.
• To develop awareness of significant architectural precedents and typologies and their role in the development of historical cultures.
• To develop the ability to visually analyze and interpret architectural forms by reviewing aspects of the historical relationship of forms to meanings through lectures as well as writing and diagramming assignments.
• To introduce students to the interpretation of architectural forms
• To set a standard for students’ own later interpretation of architectural expression in terms of precedents
• To reinforce students’ abilities to read carefully, and to write clearly about what they have read

Student Performance Criterion/a addressed:
BArch and MArch:
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
N/A

Textbooks/Learning Resources:

Additional course resources are available on Moodle

Offered (semester and year): Fall of each year; usually offered in the summer

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Michael Desmond – F/T
3006 History of Architecture II (3 credits)
Required Bachelors, Masters

Catalogue Description:
3006 History of Architecture II (3) Prereq.: ARCH 3005. The development of architectural and spatial forms as they relate to changing perceptions of self, society, and the natural world from the Italian Renaissance through modern times. [GENERAL EDUCATION ARTS COURSE]

Course Goals & Objectives:
• To develop familiarity with the range of architectural styles and major monuments in the development of modernism over the last 500 years
• To develop awareness of the relationships between monuments and styles to relevant historical, social, political, technological, geographical and cultural contexts.
• To develop awareness of significant architectural precedents and typologies and their role in the development of historical cultures.
• To develop the ability to visually analyze and interpret architectural forms by reviewing aspects of the historical relationship of forms to meanings through lectures and diagram and model assignments.
• To introduce students to the interpretation of architectural forms
• To set a standard for students own later interpretations of architectural expressions in terms of and historical precedents.
• To reinforce students abilities to read carefully and to write clearly about what they have read.

Student Performance Criterion/a addressed:
BArch and MArch:
A.1 Communication Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3005

Textbooks/Learning Resources:

Additional course resources are available on Moodle

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Michael Desmond – F/T
3007 Architectural Systems (3 credits)

Required Bachelors, Masters

Catalogue Description:
3007 Architectural Systems (3) Prereq.: approval for advancement to upper division in architecture. Detailed treatment of construction materials and systems, with emphasis on large scale application of enclosure systems and steel and concrete structures

Course Goals & Objectives:
- Understand the origins, principles, standards, and assemblies pertaining to the manufacture and use of construction materials and components.
- Understands the basic principles that inform the design of building envelope systems.
- Understands the evolution, range, and appropriate applications of contemporary structural and building assemblies.
- Ability to participate in a group assignment.
- Understand the potential materials and methods have to communicate design intentions.
- Convert non-technical information into a technically precise description and document for purposes of review and construction

Student Performance Criterion/a addressed:
BArch and MArch:
- B.10 Building Envelope Systems
- B.12 Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
Admission to the Upper Division of the program or graduate status

Textbooks/Learning Resources:
Recommended: Architectural Detailing: Function, Constructability, Aesthetics – Edward Allen
Constructing Architecture Materials Processes Structures – Andrea Deplazes

Additional course resources are available on Moodle

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
- Marsha Cuddeback – F/T
- Will Doran – P/T
- Alice Guess – F/T
3008 Environmental Control Systems (3 credits)
Required Bachelors, Masters

Catalogue Description:
3008 Environmental Control Systems (3) Prereq.: approval for advancement to upper division in architecture. Principles and practices of selection and design of mechanical systems, including lighting, electrical distributions, acoustics, plumbing, vertical transportation, and fire suppression

Course Goals & Objectives:
• Understanding of the basic principles that inform design of environmental systems including acoustics, lighting, life safety systems, plumbing, electrical vertical transportation, communication security and fire protection systems.

Student Performance Criterion/a addressed:
BArch and MArch:
   B.8 Environmental Systems
   B.11 Building Service Systems
   C.2 Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
   Admission to the Upper Division of the program or graduate status

Textbooks/Learning Resources:
   Mechanical and Electrical Equipment for Buildings, Benjamin Stein, John Reynolds
   Additional course resources are available on Moodle

Offered (semester and year):
   Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
   Meredith Sattler – F/T
4001 Architectural Design VII (6 credits)
4101 HONORS: Architectural Design VII
Required Bachelors

Catalogue Description:
4001 Architectural Design VII (6) Prereq.: ARCH 3002 or ARCH 3102. 12 hrs. studio. Service-learning course. An Honors course, ARCH 4101 is also available. Credit will not be given for this course and ARCH 4101. Emphasis on the advancement of sustainable communities through analysis, building design, and the study of socially responsible approaches to development and building practice

4101 HONORS: Architectural Design VII (6) Prereq.: ARCH 3002 or 3102. 12 hrs. studio. Same as ARCH 4001, with special emphasis for qualified Honor students

Course Goals & Objectives:
• Prepare a site inventory.
• Prepare a research based site and context analysis.
• Prepare a neighborhood development proposal.
• Derive an architectural solution from the development proposal.

Student Performance Criterion/a addressed:
BArch only:
 A.1 Communication Skills
 A.5 Investigative Skills
 B.1 Pre-Design
 C.1 Collaboration
 C.9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3002 or 3102

Textbooks/Learning Resources:
Readings vary by semester

Additional course resources available on Moodle

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Aron Chang – P/T
Will Doran – P/T
Phanat Xanamane – P/T
Robert Zwirn – F/T
4002 Architectural Design VIII (6 credits)  
4102 HONORS: Architectural Design VIII  
4202 Architectural Design VIII Off-Campus  
Required Bachelors

Catalogue Description:  
4002 Architectural Design VIII (6) Prereq.: ARCH 4001 or ARCH 4101. 12 hrs. studio. An Honors course, ARCH 4102 is also available. Required field trip. Students are responsible for paying travel expenses associated with the course. Credit will not be given for this course and ARCH 4102. Emphasis on the design of single or multiple buildings in urban environments

4102 HONORS: Architectural Design VIII (6) Prereq.: ARCH 4001 or 4101. 12 hrs. studio. Required field trip. Students are responsible for paying travel expenses associated with the course. Same as ARCH 4002, with special emphasis for qualified Honors students

4202: Architectural Design VIII Off-Campus (6) 12 hrs. studio. For off-campus study only. Permission of department required. Credit will not be given for this course and ARCH 4002 or 4102. Emphasis on the design of single or multiple buildings in urban environments

Course Goals & Objectives:  
Introduce students to building in urban settings

Student Performance Criterion/a addressed:  
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:  
ARCH 4001 or ARCH 4101

Textbooks/Learning Resources:  
Vary by semester and studio section

Additional course resources are available on Moodle

Offered (semester and year):  
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):  
Michael Desmond – F/T  
Ash Lettow – P/T  
Phanat Xanamane – P/T
4007 History of Architecture III (3 credits)
Required Bachelors, Masters

Catalogue Description:
4007 History of Architecture III (3) Prereq.: ARCH 3006. Majors only, or by permission of department. Development of architectural and spatial forms as they relate to changing perceptions of self, society, and the natural world in the 20th century

Course Goals & Objectives:
• Understand the development of architecture and spatial forms as they relate to changing perceptions of self, society and the natural world in the Post-war period.

Student Performance Criterion/a addressed:
BArch and MArch:
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3006, Majors only or by permission of department

Textbooks/Learning Resources:
Alan Colquhoun, Modern Architecture, Oxford 2002
Adrian Forty, Words and Buildings, Thames&Hudson 2004
Robert Venturi, Complexities and Contradictions, MOMA 2002
Rem Koolhaas, Delirious New York: A Retroactive Manifesto for Manhattan
Peter Cook ed., Archigram, Princeton 1999
Daniel Cohen, Globalization and its Enemies, MIT Press

Additional resources are available on Moodle

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Michael Desmond – F/T
Randolph Damico – P/T
4031 Architectural Structures III (3 credits)
Required Bachelors, Masters

Catalogue Description:
4031 Architectural Structures III (3) Prereq.: ARCH 3003. Design and application of concrete structures in architecture

Course Goals & Objectives:
• Understand the structural characteristics of reinforced and of pre-coated concrete.
• Understand the advantages and disadvantages of concrete structures and conditions under which concrete would represent the optimum choice of structural materials.
• Understand the design of concrete beams, slabs, and columns.
• Understand the major types of footings applications.

Student Performance Criterion(a) addressed:
BArch and MArch:
   B.9 Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3003

Textbooks/Learning Resources:
• ACI 318 Standard Code
• CRSI Handbook
• Reinforced Concrete, Prentice-Hall, by Spiegel and Limbrunner
• Architectural Precast Concrete, by PCI

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Jason Shih – F/T
4032 Advanced Architectural Technology (3 credits)

Elective Bachelors, Masters

Catalogue Description:
4032 Advanced Architectural Technology (3) Prereq.: ARCH 3008. Seminar relating to topics of architectural technologies including, but not limited to building structures, environmental concerns, electronic transfer of information.

Course Goals & Objectives:
• Expose students to advanced topics in architectural technology.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 3008

Textbooks/Learning Resources:
Varies by semester topic

Additional course resources are available on Moodle

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Micheal Pitts – F/T
Dr. Jason Shih – F/T
4041 Issues in Sustainability (3 credits)
*Elective Bachelors, Masters*

**Catalog Description:**
4041 Issues in Sustainability (3) Examination of issues in sustainability as they relate to the practice of architecture.

**Course Goals & Objectives:**
- Expose students to current topics in sustainability.

**Student Performance Criterion(a) addressed:**
N/A

**Topical Outline (include percentage of time in course spent in each subject area):**

**Prerequisites:**
N/A

**Textbooks/Learning Resources:**
Varies by semester topic
- Additional course resources are available on Moodle

**Offered (semester and year):**
Fall or spring of each year

**Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):**
- Micheal Pitts – F/T
- Meredith Sattler – F/T
4062 Urban Design and Planning (3 credits)
Required Bachelors, Masters

Catalogue Description:
4062 Urban Design and Planning (3) Fundamentals of urban morphology in relation to historical, social, political, and economic systems.

Course Goals & Objectives:
• Speak effectively about urban design and planning
• Employ appropriate representational media to convey essential elements to describe the urban design and planning process.
• Employ basic methods of data collection and analysis to the study of urban design and planning.
• Make a comprehensive analysis and evaluation of an urban setting.
• Understand the diversity of needs, values, behavioral norms, and social and spatial patterns that impact urban design and planning.
• Understand the implications of social and cultural diversity on the societal roles and responsibilities of architects.
• Understand the shifts that occur -- and have occurred -- in the social, political, technological, ecological, and economic factors that shape urban design and planning.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
N/A

Textbooks/Learning Resources:

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Frank Bosworth – F/T
Robert Zwirn – F/T
4221 Selected Topics in Architecture (3 credits)
Elective Bachelors, Masters

Catalogue Description:
4221 Selected Topics in Architecture (3) May be taken for a max. of 12 hrs. of credit with school approval. Studies in various subjects related to architecture.

Course Goals & Objectives:
• Expose students to advanced issues in architecture.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
N/A

Textbooks/Learning Resources:
Varies by semester topic

Additional course resources are available on Moodle

Offered (semester and year):
Spring and fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Various faculty members
4700 Research Methods (3 credits)
Elective Bachelors (by dept. permission), Required Masters

Catalogue Description:
4700 Research Methods Major research methods in architecture; hypothesis formulation and testing, data gathering and analysis.

Course Goals & Objectives:
• To acquire tools for critical thinking, analyses and close textual and graphic reading
• To develop the ability to articulate and structure arguments clearly and concisely in written and verbal form.
• To develop the various skills necessary to conduct research independently: defining a narrow and well focused research topic, comprehensive bibliographic and other data collation, rigorous analysis, and synthesis of research work in defensible conclusions.
• The ability to engage in critical and meaningful dialogue with existing scholarship

Student Performance Criterion(a) addressed (list number and title):
MArch only:
A.10 Cultural Diversity
A.11 Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
Graduate status or permission of department

Textbooks/Learning Resources:
Varies by semester topic

Additional course resources are available on Moodle

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Dr. Barrett Kennedy – F/T
Kristen Kelsch – P/T
Camile Silva – P/T
5001 Comprehensive Architectural Design (6 credits)
5101 HONORS Comprehensive Architectural Design

Required Bachelors

Catalogue Description:
5001 Comprehensive Architectural Design (6) Prereq.: ARCH 4002 or ARCH 4102 or ARCH 4202. 12 hrs. studio. An Honors course, ARCH 5101 is also available. Credit will not be given for this course and ARCH 5101. Emphasis on the comprehensive design of a single building integrating material selection, mechanical, acoustical, structural, light-ing, and two- and three-dimensional studies.

5101 HONORS: Comprehensive Architectural Design (6) Prereq.: ARCH 4002 or 4102 or 4202; coreq.: ARCH 5005. 12 hrs. studio. Same as ARCH 5001, with special emphasis for qualified Honors students. Credit will not be given for this course and ARCH 5001.

Course Goals & Objectives:
- Analyze, interpret and document site, precedent and codes related to a program.
- Articulate a concept in writing and spoken form that fits within the context of architectural ideas or a broader intellectual framework.
- Utilize this concept to investigate the design project at multiple scales and in most aspects of the design.
- Compose form and space that creates interesting formal and spatial conditions.
- Design with a consistent and iterative process that investigates alternative solutions to problems and produces a significant amount of work product.
- Design a building to the schematic design level with a form that relates to the site; plan and sections that meet code and programmatic requirements; elevations that have strong compositional qualities.
- Identify and incorporate structural system, mechanical system and sustainable strategies in the design.
- Draw, diagram, model, render and present your project’s concept, development, and design

Student Performance Criterion(a) addressed:
BArch only:
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.6 Comprehensive Design

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 4002 or ARCH 4102 or ARCH 4202 (co-requisite: ARCH 5005)
Textbooks/Learning Resources:

   Additional course resources are available on Moodle

Offered (semester and year):
   Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
   Jim Sullivan – F/T
   Will Doran – P/T
   David Bertolini – F/T
5002 Architectural Design Concentration (6 credits)
5102 HONORS Architectural Design Concentration
5202 Architectural Design Concentration Off-Campus

Required Bachelors

Catalogue Description:
5002 Architectural Design Concentration (6) Prereq.: ARCH 4002 or 4102 or 4202. 12 hrs. studio. An Honors course, ARCH 5102, is also available. Credit will not be given for this course and ARCH 5102 or 5202. Emphasis on architectural problems developed around faculty expertise and emerging opportunities in the profession.

5102 HONORS: Architectural Design Concentration (6) Prereq.: ARCH 4002 or 4102 or 4202. 12 hrs. studio. Same as ARCH 5002, with special emphasis for qualified Honors students. Credit will not be given for this course and ARCH 5002 or 5202.

5202 Architectural Design Concentration Off-Campus (6) 12 hrs. studio. For off-campus study only. May be taken for a max. of 12 sem. hrs. of credit when topics vary. Credit will not be given for this course and ARCH 5002 or 5102. Permission of department required. Emphasis on architectural problems developed around faculty expertise and emerging opportunities in the profession.

Course Goals & Objectives:
• Ability to develop an individually composed and researched program into an architectural project.

Student Performance Criterion(a) addressed (list number and title):
BArch only:
A.11 Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 4002 or 4102 or 4202

Textbooks/Learning Resources:
Varies by semester topic and studio section

Additional course resources are available on Moodle

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Michael Desmond – F/T
Frank Melendez – F/T
Jori Erdman – F/T
Jeff Carney – F/T
5005 Advanced Architectural Techniques (3 credits)
Required Bachelors, Masters

Catalogue Description:
5005 Advanced Architectural Techniques (3) 1 hr. lecture; 4 hrs. studio. Preparation and correlation of working drawings, specifications, and project manuals, from design development drawing.

Course Goals & Objectives:
• Learn the protocols of construction documents.
• Ability to utilize oral, visual, and written skills in their work.
• Demonstrate the ability to make complete and coherent construction documents.
• Understand the methods that will allow each student to formulate an architectural approach to detailing.
• Learn to discriminate between architecture and building via the construction document process

Student Performance Criterion/a addressed:
BArch and MArch:
A.4 Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
N/A (co-requisite: ARCH 5001 or ARCH 7006)

Textbooks/Learning Resources:
The Professional Practice of Architectural Working Drawings, Osamu A. Wakita, Richard M. Linde

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Ursula Emery McClure – F/T
Will Doran – P/T
Monique Johnson – P/T
5006 Professional Practice (3 credits)  
Required Bachelors, Masters

Catalogue Description:  
5006 Professional Practice (3) Exploration and analysis of project acquisition, contract negotiations, governmental regulations, personnel, office management, and the architect's societal role.

Course Goals & Objectives:  
The goal of this course is to give students the confidence to be conversant with the breadth of issues and relationships involved with the current state of architectural practice and to develop skills to apply this information to real-world situations. The instructor brings a specific set of experiences and biases, which will be augmented with guests and readings from current literature germane to respective topics. The students should be prepared to participate in interactive class discussions and to synthesize information into a coherent picture of professional practice.

Student Performance Criterion/a addressed:  
BArch and MArch:  
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 (MArch only)

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:  
N/A

Textbooks/Learning Resources:  
Various Essays

Offered (semester and year):  
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):  
Ken Tipton – P/T
7001 Graduate Design Studio I (6 credits)
Required Masters

Catalogue Description:
7001 Graduate Design Studio I (6) Prereq.: ARCH 4003 or equivalent. 12 hrs. studio. The use of space and form in relation to concept in the exploration of basic architectural elements.

Course Goals & Objectives:
• Ability to generate multiple design concept partis.
• Ability to analyze and generate architectural space in relation to design partis.
• Ability to present architectural projects and ideas graphically and verbally.
• Ability to hypothesize and test behavior patterns.
• Ability to understand basic construction ideas.

Student Performance Criterion/a addressed:
MArch only:
   A.3 Visual Communication Skills
   A.8 Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites: ARCH 4003 or equivalent.

Textbooks/Learning Resources:
Design Drawing by Francis Ching; Wiley; Pap/Cdr edition

Additional course resources are available on Moodle

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Ursula Emery McClure – F/T
Andrea Galinski – P/T
7002 Graduate Design Studio II (6 credits)  
Required Masters

Catalogue Description:  
7002 Graduate Design Studio II (6) S Prereq.: ARCH 7001. 12 hrs. studio. Emphasis on the design of buildings in a variety of physical settings.

Course Goals & Objectives:  
- Understanding of the fundamentals of visual perception and three-dimensional design, architectural composition, and issues related to the design of buildings in a variety of physical settings including notions of place and regional identity.
- Demonstrate the ability to apply basic organizational, spatial, structural, and construction principles to the conception and development of interior and exterior spaces, building elements, and components.
- Understanding of site analysis and interpretation, the architectural response to natural and manmade site characteristics, and the architect’s responsibilities with respect to environmental and resource conservation.
- Understanding of the process of developing and interpreting an architectural program, and the analysis and interpretation of a specific site in relationship to that program.
- Development of communication and representational skills, and to give the students experience in working collaboratively.

Student Performance Criterion/a addressed:  
MArch only:  
A.8 Ordering Systems Skills  
B.4 Site Design

Topical Outline (include percentage of time in course spent in each subject area):  

Prerequisites:  
ARCH 7001

Textbooks/Learning Resources:  
Ching, Francis, Form Space Order.

Additional course resources are available on Moodle

Offered (semester and year):  
Spring of each year.

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):  
Frank Melendez – F/T
7003 Graduate Design Studio III (6 credits)  
Required Masters

Catalogue Description:
7003 Graduate Design Studio III (6) F Prereq.: ARCH 7002. 12 hrs. studio. Emphasis on architectural programming and the design of buildings incorporating technologies of materials and various architectural systems.

Course Goals & Objectives:
• Research user/client needs and prepare detailed architectural programs.
• Incorporate materials, structure, and environmental systems in building design.

Student Performance Criterion/a addressed:
MArch only:
   A.2 Design Thinking
   B.1 Pre-Design
   B.5 Life Safety

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 7002

Textbooks/Learning Resources:
Allen, Edward and Iano, Joseph. The Architect’s Studio Companion.

Additional course resources are available on Moodle

Offered (semester and year):
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
David Bertolini – F/T
7004 Graduate Design Studio IV (6 credits)  
*Required Masters*

**Catalogue Description:**  
7004 Graduate Design Studio IV (6) *Prereq.: ARCH 7003. 12 hrs. studio.* Emphasis on the design of buildings incorporating technologies of environmental systems.

**Course Goals & Objectives:**  
- Students successfully completing this course will be able to understand and incorporate abstract ideas of social and political structure in the tangible design of buildings.

**Student Performance Criterion/a addressed:**  
- MArch only:
  - A.5 Investigative Skills
  - A.11 Applied Research
  - B.3 Sustainability

**Topical Outline (include percentage of time in course spent in each subject area):**

**Prerequisites:**  
ARCH 7003

**Textbooks/Learning Resources:**  

Additional course resources are available on Moodle

**Offered (semester and year):**  
Spring of each year

**Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):**  
- Meredith Sattler – F/T
7005 Graduate Design Studio V (6 credits)
Required Masters

Catalogue Description:
7005 Graduate Design Studio V (6) Prereq.: ARCH 7004. 12 hrs. studio. Introduction to contextual building design in an urban setting with emphasis on site and context analysis and community planning in a collaborative working environment.

Course Goals & Objectives:
• Introduction to contextual building design in an urban setting with emphasis on site and context analysis and community planning in a collaborative working environment.

Student Performance Criterion/a addressed:
MArch only:
  A.6 Fundamental Design Skills
  A.7 Use of Precedents
  B.2 Accessibility
  C.1 Collaboration

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 7004

Textbooks/Learning Resources:
Allen, Edward and Iano, Joseph. The Architect’s Studio Companion.

Additional course resources are available on Moodle

Offered (semester and year): ARCH 7004
Fall of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Jeff Carney – F/T
Michael Desmond – F/T
Robert Zwirn – F/T
7006 Graduate Design Studio VI (6 credits)

Required Masters

Catalogue Description:
7006 Graduate Design Studio VI (6) Prereq.: ARCH 7005. 12 hrs. studio. Credit will not be given for both this course and ARCH 8000. Emphasis on the synthesis of all issues addressed in previous studios in the comprehensive design of buildings

Course Goals & Objectives:
• Reinforce and extend the knowledge and skills required to identify, evaluate, and develop appropriate design concepts.
• Integrate the technical considerations as design influences.
• Reinforce and develop the contextual issues, both manmade and natural, as design determinants.
• Reinforce and develop communication skills both visually and audibly.
• Interpret and develop an architectural program, and analyze and interpret a specific site in relationship to that program.
• Demonstration of an understanding of the basic principles of sustainable design.
• Take a schematic design for a building into the design development phase.
• Test one’s ability to maintain a precise and consistent rigor in the development of a project and their understanding of reiteration in the clarification of a design.

Student Performance Criterion/a addressed:
MArch only:
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.6 Comprehensive Design

Prerequisites:
ARCH 7005

Textbooks/Learning Resources:

Additional course resources are available on Moodle

Offered (semester and year):
Spring of each year

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct):
Ursula Emery McClure – F/T
2. Faculty Resumes (see 2009 Conditions, Appendix 2 for format)
David Bertolini, PhD  
Associate Professor

Courses Taught (Two academic years prior to current visit):  
ARCH 7003  
ARCH 5002  
ARCH 3002

Educational Credentials:  
Temple University, Doctor of Philosophy, English, 2008  
Virginia Polytechnic Institute, Master of Architecture, with Honors, 1993  
University of Florida, Bachelor of Design, with Honors, 1985

Teaching Experience:  
Louisiana State University 2003-present  
Villanova University 2000-2003

Professional Experience:  
Bower Lewis Thrower Architects 1997-2003  
E'Space, Paris France 1993-1994

Licenses/Registration:  
Louisiana, 2003-present  
Pennsylvania, 2002-present

Selected Publications and Recent Research:  

Professional Memberships:  
Society of Architectural Historians  
Society for Cinema and Media Studies  
Modern Language Association
Frank Mauling Bosworth, III, PH. D., R.A.
Professor of Architecture

Courses Taught (Two academic years prior to current visit):
ARCH 2001, Architectural Design III
ARCH 2002, Architectural Design IV
ARCH 2006
ARCH 4062

Educational Credentials:
Ph.D. in Environmental Design and Planning, Virginia Polytechnic Institute and State University, 1995
B. ARCH 1972 and BS Building Science 1971, Rensselaer Polytechnic Institute, New York

Teaching Experience:
Southern University School of Architecture, Baton Rouge, LA - Dean of the School of Architecture, Professor with tenure, 1997 - 1999
Virginia Polytechnic Institute and State University, Blacksburg, Virginia - Research Associate, 1986 – 1989
Bowling Green State University, College of Technology, Department of Visual Communication and Technology Education, Bowling Green, Ohio - Associate Professor with tenure, and Member of Graduate Faculty (1989-1997), Director, Architecture/ Environmental Design Program (1989-1997), Coordinator, Dual Major Program in Architecture/ Environmental Design and Construction Management (1991-1997) Pinellas Vocational-Technical Institute, Pinellas County, Florida - Adjunct Instructor, 1976 – 1979

Professional Experience:
CE Maguire Florida, Inc. (Branch Office of C.E. Maguire Inc. Providence, RI), Vice President and Operations Manager, 1983 - 1986
Frank M. Bosworth Architecture Inc., President and Owner, 1976 - 1983
King Melody Associates/ Southeastern Engineering Company, Project Manager and VP. 1973-76

Licenses/Registration:
Florida, inactive since 1989

Selected Publications and Recent Research:
Jeffrey A. Carney  
Associate Professor  
Director LSU Coastal Sustainability Studio

Courses Taught (Two academic years prior to current visit):  
ARCH 5001 Architectural Design  
ARCH 7006 Graduate Design Studio VI

Educational Credentials:  
Master of Architecture, University of California, Berkeley, 2007  
Master of City and Regional Planning, University of California, Berkeley, 2007  
BA Architecture and Fine Art Minor, Washington University in St. Louis, 1998

Teaching Experience:  
Louisiana State University, Robert Reich School of Landscape Architecture, 2008-2010  
Louisiana State University, School of Architecture, 2010-present

Professional Experience:  
Skidmore, Owings and Merrill, 2006-2008  
Philip Banta and Associates, 1999-2002

Licenses/Registration:

Selected Publications and Recent Research:  
Chevron Corporation, 2012-2014. Coastal Sustainability Studio. ($500,000 annual)  
Louisiana Sea Grant College Program “Vulnerability and Resilience in Threatened Coastal Louisiana Communities” ($190,087)  
US Dept of Housing and Urban Development 2012-2014. “Resiliency Assistance Program”. PI. ($600,000)  
Chevron Corporation, 2009-2011. Coastal Sustainability Studio. ($300,000 annual)  
Chevron Corporation 2011. Video Production of effects on communities from flood of 2011. PI ($60,000)  
American Institute of Architects Baton Rouge 2009. “Regenerating the Suburban Landscape: Florida Boulevard” Studio Support ($5,000)

Publications:  
“Hold on. Dig in. Get Out. Competing Futures for the Gulf Coast”, Invited Lecture at Skidmore, Owings, and Merrill, San Francisco 2012  
“Building the Delta: Adaptation and Resilience Along the Louisiana Coast” UIA Conference, Tokyo, Japan (Conference Proceedings) 2011  
"Measured Change: Tracking Transformations on Bayou Lafourche” EDRA Great Places Awards: Design Research (Award) 2010  
“Marrakech to Sahara: The Outlier’s body as Measure of Terrain” Dykema, Carney, O’Meara. Journal of Landscape Architecture. (Juried Journal Publication) 2010  
Kenneth E. Carpenter, AIA  
Professor of Architecture & Interim Dean

Courses Taught (Two academic years prior to current visit):
ARCH 2401 Appreciation of Architecture  
ARCH 4221 Selected Topics in Architecture

Educational Credentials:
M.Arch., University of Minnesota, 1967  
B.Arch., University of Oklahoma, 1962

Teaching Experience:
Louisiana State University: Professor of Architecture, 1986-present; Dean, College of Design, 1986-97; Interim Dean, College of Art & Design 2001-02 and 2010-present; Interim Director of International Programs, 1997-98 and 2008-09.  
Iowa State University: Professor & Chairman, Department of Architecture, 1981-86.  
Ball State University: Professor & Chairman, Department of Architecture, 1977-81.  
Clemson University: Associate Professor of Architecture, 1971-77; Assistant Professor of Architecture, 1967-71.

Professional Experience:

Licenses/Registration:
Louisiana, 1988 -- present; Iowa, 1981 -- inactive; Indiana, 1978 -- 97; South Carolina, 1968 -- inactive; New York – 1966 -- inactive

Selected Publications and Recent Research:
Postcards from Fife, LSU, 2008 (41 Color photographs).  
Architecture of Simple Elegance, LSU, 1996 and AIA Dallas, 1997 (120 B&W photographs).  
College of Design Faculty Show, ISU, 1983 (2 photo silkscreen prints).

Professional Memberships:
Phi Kappa Phi; American Institute of Architects (AIA); American Association of University Professors (AAUP).  
Louisiana State University: Faculty Athletic Representative, NCAA & SEC, 2002-2007; Chair, Athletic Council, 2002-2007; Member, LSU System Architectural Review Committee, 1995-1997; Chair, Committee to rewrite University Promotion and Tenure Document, 1995-1997;; Chair, University Planning Committee, 1990-1993 and Member, 1989-1997; Chair, Board of Supervisors Committee on LSU System Design Guidelines, 1993-1996; Chair, Arts & Sciences Dean Search Committee, 1991-1992 and 2010-11; Chair, LSU Museum of Art Executive Director Search Committee, 2011-12.  
Louisiana: Member, State Architectural Selection Board 1997-1998;  
Iowa: Member, State Board of Architectural Examiners, 1984-1986.  
AIA (National): Chair, Scholarship Committee, 1997 and Committee Member, 1995-1997; Chair, Architects in Education Committee, 1985.  
AIA (Iowa): President, Iowa Chapter AIA, 1984.  
NAAB: Architecture Accreditation Team Member; Cal Poly at San Luis Obispo, Wentworth Institute of Technology, Texas Tech University, Illinois Institute of Technology, University of Detroit, Oklahoma State University, University of Oklahoma.
Marsha Cuddeback, AIA
Professional-in-Residence,
Former Director, Office of Community Design and Development
Louisiana State University IDP Educator Coordinator (until 2012)
State IDP Coordinator, Louisiana

Courses Taught (Two academic years prior to current visit):
ARCH 2001
ARCH 2002
ARCH 3001

Educational Credentials:
Boston Architectural Center, Boston, MA, Bachelor of Architecture
Ryerson Polytechnic University, Toronto, Ontario Canada, Bachelor of Applied Arts, Interior Design
American Institute of Architects, Licensed Architect in LA (previously MA), NCARB Certificate

Teaching Experience:
Director, Office of Community Design and Development, Louisiana State University, 1999-present
Louisiana State University, School of Architecture, Professional In Residence, Fall 1999-present
Southern University, School of Architecture, Professional In Residence, Spring 1999
Louisiana State University, School of Architecture, Assistant Professor, Fall 1998

Professional Experience:
Principal, Desmond-Cuddeback, Architects, Baton Rouge, Louisiana 1999-present
Project Designer/Manager, Kallmann, McKinnell & Wood, Architects, Boston, Massachusetts, 1983-1989
Design Consultant, Tamarkin Techler Group, Boston, Massachusetts, 1989

Licenses/Registration:
Massachusetts, 1993 – 2004
Louisiana, 2002 -- present

Selected Publications and Recent Research:
Louisiana State University, Department of Interior Design, Wachob, George S. And Mathews, Carroll King, Wang Yue Li
(Nanjing Forestry University, Nanjing P.R. China) translator, 'Realities and Challenges: Interior Design at the end of the Twentieth Century', Interior Design + Construction, January 1998
3[30]1, Learn Build Project, Lower 9th Ward, New Orleans Enhance Community Futures Demonstration Initiative (HUD), Marsha R. Cuddeback and Frank M. Bosworth
US Department of Housing and Urban Development, COPC, (2003-6) $767,392 ($399,939 HUD Funds), Principal Investigators: Marsha R. Cuddeback, Frank M. Bosworth, C. Barrett Kennedy, David Baird
J. Michael Desmond, PhD
Professor

Courses Taught (Two academic years prior to current visit):
ARCH 2401 "Footsteps in Berlin", LSU Study Abroad
ARCH 3006;
ARCH 4002
ARCH 5002;
ARCH 3005
ARCH 4007;
ARCH 3000
ARCH 7005;
ARCH 5008;
ARCH 4221

Educational Credentials:
Ph.D. History, Theory & Criticism of Architecture - Massachusetts Institute of Technology, 1996
Master of Architecture in Urban Design (Honors) - Harvard University, Graduate School of Design, 1986
Bachelor of Architecture - Louisiana State University, 1979

Teaching Experience:
Tulane University School of Architecture (part-time), Adjunct Professor, 1994
Harvard University Department of Fine Arts & Extension School (part-time), Instructor, 1990 - 1991
Boston Architectural Center (part-time), Instructor, 1989 - 1991
University of Massachusetts, Art Department (part-time), Instructor, 1990 - 1991
Rhode Island School of Design, Department of Liberal Arts (part-time), Instructor, 1990

Professional Experience:
Architect & Principal, Desmond/Cuddeback, Architects, Baton Rouge, Louisiana, 2000-12

Licenses/Registration:
Louisiana, 1982 – present
Massachusetts, 1984 -- 2004

Selected Publications and Recent Research:
"At the Center of Student Life: The LSU Student Union", "The Original LSU Campus Master Plan." Invited essays in The Treasures of LSU published by the LSU Press in 2010.
Ursula Emery McClure, FAAR, AIA, LEED BD+C AP
Associate Professor

Courses Taught (Two academic years prior to current visit):
ARCH 7001 Graduate Design Studio 1
ARCH 7006 Graduate Design Studio 6
ARCH 4440 Vernacular Architecture and Material Culture
ARCH 4155 Recording Historic Structures
ARCH 5005 Advanced Architectural Techniques

Educational Credentials:
Master of Architecture, Advanced Standing, Columbia University, 1995
BA Architecture and History Minor, Magna cum Laude, Washington University in St. Louis, 1992

Teaching Experience:
Louisiana State University, 1999-present

Professional Experience:

Licenses/Registration:
New York, 1999 – inactive; Louisiana, 2000-present

Selected Publications and Recent Research:
*Competition Winner, 10/11, Sukkah City STL, “Tené”, 1 of 10 projects selected for installation and exhibit
Louisiana Southwest Merit Award, American Institute of Architects, 09/10, Nuova Ostia Antica, Rome Italy
Design Invitational “Palisade Bay / Mississippi Delta: Constructing with Water,” Fall 2010, Venice
Biennale 2010, Design Contributor and Member of the LSU Coastal Sustainability Studio submission,
Steven P. Gorham Rome Prize for Architecture, 2008-09, American Academy in Rome
Emogene Pliner Professorship. 2008-2011, 3 year appointment awarded for proven record of scholarship
Design Invitational, “CounterMEASURES”, 11/1-16/07 Symposium for Design Strategies examining New
Orleans’ extreme conditions 1 of 8 firms selected internationally to submit a design proposal
2007 Southern Home Award, Category – Outdoor Living Space, February 2007, Design Competition
sponsored by Southern Living Magazine, Awarded for 2355 Olive Street, Baton Rouge, LA
with McClure, Michael A. “Expanded Sustainability: Supporting a Design Strategy of Stewardship.”
McClain, Terri. “Rebuilding the Gulf Coast: Two Voices at the Table.” Washington Magazine (June 2011,
Vol. 81, No. 3. 28-33. Feature article on the award winning emerymcclure architecture.
Pending January 2011. Refereed Article featuring Rome Prize project by emerymcclure architecture
“Fort Proctor, Lake Borgne – HABS Level 1,” 2011-12, PI, HABS Documentation project funded by the
NPS, $52,340 monies granted.
“Strategies and Speculations – Historical Preservation Methods for at risk Coastal Sites, Case Study 1 –
Fort Proctor, 2011-12, PI, Project funded by LSU Coastal Sustainability Studio, $20,520 monies granted

Professional Memberships:
Member, American Academy of Rome, Society of Fellows/LEED Accredited Professional
(#10667872), USGBC/Member, American Institute of Architects/Certified, NCARB File #
91249//Member, Phi Kappa Phi Honor Society
Jori Ann Erdman, AIA, NOMA  
Professor and Director

Courses Taught (Two academic years prior to current visit):
ARCH 5002 Architectural Design  
ARCH 7004 Graduate Design Studio IV  
ARCH 3007 Architectural Systems

Educational Credentials:
Master of Architecture, Columbia University, 1995  
BS Architecture and Architectural History Minor, University of Virginia, 1989

Teaching Experience:
Louisiana State University, 2009-present  
Clemson University, Associate Professor (2006-2009), Assistant Professor (2000-2006), Director of Community Design and Research Center (2007-2009), Graduate Program Coordinator (2003-2007)  
Drury University, Assistant Professor (1998-2000), Visiting Assistant Professor (1997-1998)

Professional Experience:
Jori Erdman, RA, 2000-present  
Whisler Patri Architects, San Francisco, CA, 1990-91  
Various firms in Virginia, Georgia and California, 1988-1990

Licenses/Registration:
California, 1997-present; LEED AP, BD+C

Selected Publications and Recent Research:
LSU Coastal Sustainability Studio, Executive Advisory Board, 2009-present  
2011 Venice Biennale, Team member for exhibit in the American Pavilion, 2011  
Graham Foundation Grant, Project Development for research on the pedagogy of Design Build, 2007  
Pendleton Foundation for Black History and Culture, $10,000 Pendleton Community Center Project, 2004  
Pendleton Foundation for Black History and Culture, $20,000 Keese Barn and Hundreds Projects, 2002  

Professional Memberships:  
American Institute of Architects; National Organization of Minority Architects
Alice C. Guess  
Assistant Professor  
Louisiana State University IDP Educator Coordinator (2012 - )

Courses Taught (Two academic years prior to current visit):  
ARCH 2001 Architectural Design  
ARCH 3007 Architectural Systems

Educational Credentials:  
M.Arch., McGill University, 1999  
M. Arch., Tulane University, 1992

Teaching Experience:  
Louisiana State University, Assistant Professor, Fall 2012-present  
Clemson University, lecturer, Clemson Architecture Center in Charleston, 2010-2012

Professional Experience:  
Partner, Gibson Guess Architects 2010 - present  
Partner, Gibson Thompson Guess Architects 2008-2010  
Architect, Reggie Gibson Architects 2000 -2008  

Licenses/Registration:  
South Carolina, 2008-present  
North Carolina, 2002-present  
NCARB 2008 - present

Selected Publications and Recent Research:  
“Timeless or Of Its Time” Exhibition, Charleston Civic Design Center, Charleston, SC  
May 29 - June 27, 2008  
Halsey Institute of Contemporary Art at the College of Charleston, Advisory board, 2008 - 2011.  
Garden and Gun April/May 2010, “A Modern Fish Camp” pp. 45-47 - Vanderhorst Pavilion  
“How to draw a crooked line”, Reconciling Poetics and Ethics in Architecture  
Symposium, McGill University, Montreal, Canada. Paper accepted, 2007.  
Charleston City Paper - The Kindness of Strangers Vol. 10 Issue 16 12.06.06 pp. 60.  

Professional Memberships:  
United States Green Building Council  
Building Technology Educators Society  
Vernacular Architecture Forum
Monique Johnson  
Adjunct Professor

Courses Taught (Two academic years prior to current visit):
ARCH 5005 Advanced Architectural Techniques

Educational Credentials:
Master of Science in Engineering Science, Louisiana State University, 2011
BS Construction Management, Louisiana State University, 1999
Bachelor of Architecture, Louisiana State University, 1995

Teaching Experience:
Louisiana State University, 2012
Baton Rouge Community College, 2012

Professional Experience:
Gulf Coast Revitalization Construction Company, Baton Rouge, 2008-10
Parsons Brinkerhoff, Baton Rouge, 2004-
JCJ Contractors, 2006-08
Beirman Brooks, 2003-07
AAB Building Systems, Colbourg Canada 1995-96
AAB Building Systems, Johnannesburg, South Africa, 1995
United State Air Force, 1988-94

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Kristen Anne Kelsch
Adjunct Professor/Professional-in-Residence

Courses Taught (Two academic years prior to current visit):
ARCH 4700 Research Methods
ARCH 2003 Architectural Techniques
ARCH 2002 Architectural Design IV
ARCH 2001 Architectural Design III
ARCH 1001 Architectural Design I

Educational Credentials:
Master of Architecture, Louisiana State University, 2010
BA Classical Civilizations and History of Art and Architecture, Boston University, *cum laude*, 2007

Teaching Experience:
Louisiana State University, 2010-present

Professional Experience:
Jahncke & Burns Architects, New Orleans, Louisiana, 2012-present
Communityworks, Office of Community Design and Development (OCDD), Baton Rouge, Louisiana, 2008

Licenses/Registration:
NCARB: 143333

Selected Publications and Recent Research:
"Reimagining Rebirth: Adaptive Reuse of Industrial Waterfront Buildings in New Orleans," in progress

Professional Memberships:
*American Institute of Architects – New Orleans Chapter*
James Legeai, LEED AP  
Adjunct Professor/Professional-in-Residence

Courses Taught (Two academic years prior to current visit):
ARCH 1001 Architectural Design I  
ARCH 1002 Architectural Design I  
ARCH 2006

Educational Credentials:  
Master of Architecture, Louisiana State University, 2011  
BA Architecture, Florida A&M University, 2009

Teaching Experience:
Louisiana State University, 2010-present

Professional Experience:
Montgomery & Waggenspack Architects, 2010 –  
Design Consultant for Global Disaster Housing, 2011-  
Scherer Construction + Engineering, 2005

Licenses/Registration:

Selected Publications and Recent Research:
“Reimagining Rebirth: Adaptive Reuse of Industrial Waterfront Buildings in New Orleans,” in progress  

Professional Memberships:  
American Institute of Architects – New Orleans Chapter
Rick Lipscomb, AIA, ACHA
Instructor

Courses Taught (Two academic years prior to current visit):
ARCH 3000 Independent Study – Healthcare Architecture

Educational Credentials:
Bachelor of Architecture, Louisiana State University, 1980

Teaching Experience:
Louisiana State University, 2011-present

Professional Experience:
Principal, WHLC Architecture, 1985 -- present

Licenses/Registration:
Louisiana, 1984 -- present

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects – Baton Rouge Chapter, Former President
American College of Healthcare Architects
AIA Committee on Architecture for Health
Frank Melendez
Assistant Professor

Courses Taught (Two academic years prior to current visit):
ARCH 5002 Advanced Architectural Design
ARCH 7002 Graduate Design Studio II
ARCH 2003 Architectural Techniques
ARCH 4993 Building Envelopes
ARCH 4221 Building Information Modeling

Educational Credentials:
Master of Architecture, Yale University, 2006
Bachelor of Architecture, University of Arizona, 1998

Teaching Experience:
Louisiana State University, 2010-present
Arizona State University, Faculty Associate, 2009 – 2010
Princeton University, Digital Media Assistant, 2008-2009
Yale University, Lecturer, 2008, Instructor, 2005-2009

Professional Experience:
Melendez Studio, Principal, Baton Rouge, LA, 2011-present
M+D Studio, Principal, New York, NY, 2008-2010
Frank O. Gehry & Associates, Santa Monica, CA, 1994-2004
Asymptote Architects, New York, NY, Summer 2006
Cesar Pelli & Associates, New Haven, CT, Summer 2005

Licenses/Registration:
California, ARE, 3 exams passed

Selected Publications and Recent Research:
“Synthetic Ecological Frameworks”, suckerPUNCH, Land of Tomorrow, 2012 (in progress)
“Ecological Responsibilities” ICOHTEC, (International Committee for the History of Technology),
Technology, the Arts and Industrial Culture
LSU Student work published, suckerPUNCH, Museum of Comic and Cartoon Art, Honorable Mention, 2011
LSU Student work published, eVolo, 2011
“Translucency and Transparency”, Retrospecta, Yale, 2006

Professional Memberships:
ACADIA
James Micheal Pitts, RA
Associate Professor

Courses Taught (Two academic years prior to current visit):
ARCH 1001
ARCH 4031
ARCH 1002,
ARCH 4221

Education Credentials:
Masters of Science in Architecture, University of Detroit Our Sisters of Mercy, 1977
Bachelors of Science in Architecture, University of Detroit Our Sisters of Mercy, 1975

Teaching Experience:
Louisiana State University, Associate Professor 1987 – present;
Coordinator for the Director, 1984- 1987
University Teaching Fellow, 1976 p- 1977 University of Detroit Our Sisters of Mercy

Professional Experience:
Pitts and Associates Architects and Planners, 1982 - present
• Olla Cultural Center adaptive reuse. Rapides Foundation, Alexandria Louisiana $90,000, funded 2000
• Shepis Renovation, Columbia Louisiana, Main Street Development Association,$15,000, funded
• Teche Theater, adaptive reuse, $1,000,000. Office of Economic Development, Franklin Louisiana , funded 1997- 2003
• Crowel School Renovation, Office of Economic Development, $118,000, funded 1996

Licensing/Registration
Louisiana, 1997 -- present
NCARB, 1982 to present

Selected Publications and Recent Research:
J Micheal Pitts, The Little Green Book, A primer on Design and Sustainability for beginning Designers, accepted for publication, 2012 date, 360 pp. Publisher upon request.
Nominated for Educator of the year, Louisiana State University, 2010 (Student Award)
Class room Teaching Award, Louisiana State University, Student Government Association, 1998
J Micheal Pitts, proceedings from Life Safety seminar in continuing education titled Straight Jackets, primer in understanding code enforcement, 2005
Honorable mentions for two projects in the Peterson Prize Competition of the Athenaeum of Philadelphia, 1988-1989
Historic American Buildings Survey, Recordation of Dufrane house, Division of Historic Preservation and the National Park Service, $16,221, funded
Gulf South Research, Reconstructive history of Wood Stock Plantation, Baton Rouge Louisiana, Baton Rouge Louisiana, funded,$6500,funded
Meredith Sattler, LEED BD+C
Assistant Professor

Courses Taught (Two academic years prior to current visit):
ARCH 3001 Architectural Design V
ARCH 4041 Issues in Sustainability – Seminar on Climate Design: Mitigation/Adaptation Strategies
ARCH 7004 Graduate Design Studio IV
ARCH 3008 Environmental Control Systems
ARCH 3001 Architectural Design V (CI Certified)
ARCH 7004 Graduate Design Studio IV
ARCH 3008 Environmental Control Systems (CI Certified)

Educational Credentials:
Master of Architecture, Yale University, 2010
Master of Environmental Management, Yale University, 2010
Bachelor of Art, Vassar College, 1995

Teaching Experience:
Louisiana State University, 2010-present

Professional Experience:
Institute of Fine Arts, New York University, Samothrace, Greece, Summer 2008
Dean Sakamoto Architects, New Haven, CT, Summer 2006
Cambioform Furniture Design and Fabrication, Los Angeles, CA, 2000-2006
Patrick Davies Architecture / Patrick Huff Engineering, Beverly Hills, CA, 2000
Commercial / Music Video Set Decorator, Los Angeles, CA, 1997–1999

Licenses/Registration:
Currently enrolled in NCARB IDP

Selected Publications and Recent Research:
State of Louisiana Board of Regents, $96,000, Sustainable Systems in the Anthropocene: Redefining Networked Relationships Between Ecosystems, Humans and Built Form, 2012-2015
Visiting Scientist Appointment, Biosphere 2, University of Arizona, 2010-2013
LSU Coastal Sustainability Studio, $21,000, Flood Depths, Building Code, and Community Sustainability, 2011-2012
LSU Council on Research, $5,000, Coupled Natural/Human Systems: Siting the Control of Nature in Sustainable Architecture, 2012
LSU Coastal Sustainability Studio, $25,000, Systemic Strategies and Community Engagement in Lafitte, Louisiana, 2010-2011

Professional Memberships:
Raymond (Ray) Woods Scriber
Adjunct Professor

Courses Taught (Two academic years prior to current visit):
ARCH 4700 Research Methods

Educational Credentials:
Master of Architecture with a concentration in Historic Preservation, Louisiana State University, 2003
MBA, Centenary College, Shreveport, LA, 1996
Bachelor of Business Administration in Marketing, University of Louisiana at Monroe, 1981

Teaching Experience:
Louisiana State University, 2010-present

Professional Experience:
Director, Louisiana Main Street Program, Baton Rouge, LA 2007 –
Louisiana Division of Historic Preservation, 2004-2007
Desmond Cuddeback Architects, Baton Rouge, LA, 2003-04

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Jason C. Shih, PH.D., P.E.
Professor of Architecture

Courses Taught
ARCH 3003, Architectural Structures I
ARCH 4031, Architectural Structures III
ARCH 4032, Advanced Architectural Technology
ARCH 3004, ARCH 7900, ARCH 8000, & Design Studio Consultant
ARCH 3000, Independent Study

Educational Credentials
Ph. D. - Duke University, 1970
M.S. – Va. Tech & State University, 1966
B.S. - National Cheng Kung University, 1963

Teaching Experience
Va. Tech & Duke Graduate Research and Teaching assistant & Instructor
LSU Assistant Professor, 1976-78
LSU Associate Professor, 1978-82
LSU Professor, 1982 – present
Emogene Pliner Professor - Awarded School’s 1st Endowed Professor, 2005 - 2007
Director Office of Building Research, 1978 – present

Professional Experience
Jason Shih, Ph.D., P.E., Consulting Architectural and Structural Engineer 9/1/76 – present

Licenses/Registration
PE, Louisiana, 1976 -- present
Licensed Architect and Architectural Engineer in Taiwan (Inactive)

Selected Publications and Recent Research (selected)
Shih, Jason C., "Design Analysis and Recommendation on Ventilated Walls and "Ice House" Roofs Applications in Warm Climates" Paper published in the proceedings of the ARCC/EAAE 2002 International Conference, May 22-25, 2002, Montreal, Quebec, Canada
Book Reviewer and Contributor: "Design of Structures" Requested by Lindsay Murdock, John Wiley and Sons, Inc. 2007

Professional Memberships
Phi Kappa Phi Honor Society
LA Solar Design Association, Founding President & Board Member, 1983-2001
NSPE and LSDA
ARCC (Architectural Research Centers for Consortium), 1978-1990, Former Board Director
Thomas Sofranko
Associate Professor of Architecture / Associate Dean, College of Art + Design

Courses Taught (Two academic years prior to current visit):
ARCH 1001, ARCH 1002/1102, ARCH 3002/3102

Educational Credentials:
Kent State University. Kent, Ohio
1991 Master of Architecture (post-professional master’s thesis)
1990 Bachelor of Architecture (professional degree)
1989 Bachelor of Science

Teaching Experience:
Louisiana State University School of Architecture, 1992 – present
Kent State University (studio instructor), 1990-1991

Professional Experience:
• Westlake, Reed, Leskosky. Cleveland, OH [1991-1992]
• Richard Fleischman Architects. Cleveland, OH
• Norman Gross; Architect. Panama City, FL

Licenses/Registration:
Ohio, 2009 -- present

Selected Publications and Recent Research:
2012 28th Natl. Conference on the Beginning Design Student, State College, PA
paper presented: Sustainable Pets or Sustainable Pedagogy in the First-Year Studio
(co-authored w/ A. Willis)

2011 27th Natl. Conference on the Beginning Design Student, Lincoln, NE
paper presented: Mining the NCBDS Archive: Steps Toward Disciplinarity
(co-authored w/ J. Sullivan)

2011 27th Natl. Conference on the Beginning Design Student, Lincoln, NE
paper presented: Perennial Questions, Persistent Cubes
(co-authored w/ C.P. Graves, A. Willis)

2010 26th Natl. Conference on the Beginning Design Student, Charlotte, NC
paper presented: Ubiquitous Cube (co-authored w/ C.P. Graves)

2009 25th Natl. Conference on the Beginning Design Student, Baton Rouge, LA
Invited session moderator and special round-table panelist.

Professional Memberships:
Association of Collegiate Schools of Architecture
James Sullivan, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 3001 Architectural Design V
ARCH 5001 Comprehensive Architectural
ARCH 3000 Independent Study

Educational Credentials:
Master of Architecture, University of Pennsylvania, 1990
Bachelors of Environmental Design, Miami University, 1987

Teaching Experience:
Louisiana State University, Baton Rouge LA. 2000 - present. Associate Professor
Miami University, Oxford, OH. 1995 - 1996. Visiting Assistant Professor

Professional Experience:
Louisiana Architecture Bureau, Baton Rouge, LA. 2000 - present

Licenses/Registration:
New York, 1994 -- present

Selected Publications and Recent Research:
Awards:
  AIA Baton Rouge Honor Award: YMCA Pavilion, 2012
  AIA Louisiana Merit Award: LA Meets LA Residence, 2011
  AIA Louisiana Merit Award: Postcard, 2011
  AIA Baton Rouge Honor Award: LA Meets LA Residence, 2010
  AIA Baton Rouge Honors Awards: Coates Addition, 2010
Louisiana Home Magazine Design Awards: Best Residential Renovation, LA Meets LA, 2009
Invited Contributor:
  Ranch Dressing (the Simon Residence,) Metropolitan Home, November 2009
Refereed:
  The Architect’s Subconscious: a Travel Log from Excursions in Koolhaas’s Subconscious, in Fresh Air, ACSA Press, 2007. (Proceedings from ACSA National Conference)

Professional Memberships:
American Institute of Architects, 2010 – present
Association of Collegiate Schools of Architecture, 2000 - present
Kenneth W. Tipton, Jr., AIA
Tipton Associates, APAC, President

Courses Taught (Two academic years prior to current visit):
Architecture 5006 Professional Practice

Educational Credentials:
Bachelor of Architecture (Magna Cum Laude) Louisiana State University - 1981

Teaching Experience:
Adjunct Instructor, LSU School of Architecture - 1988 - present

Professional Experience:
Tipton Associates, APAC, Baton Rouge, Louisiana, President - 2006 - present
Smith Tipton Bailey Parker, Baton Rouge, Louisiana, President - 1995 - 2006
Smith Champagne & Tipton, Baton Rouge, Louisiana, Principal - 1990 - 1995

Licenses/Registration:
Arkansas, Current
Indiana, 2008 -- present
Kansas, Current
Louisiana, 1983 -- present
Maryland,
Mississippi, 2004 -- present
New Mexico, Current 3821
North Carolina, 2004 -- present
Ohio, 2007 -- present
Pennsylvania, 2007 -- present
South Carolina, 2005 -- present
Tennessee, 2006 -- present
Texas, 2000 -- present
Virginia, 2006 -- present

Selected Publications and Recent Research:
Managing principal of 23 person firm with regional market participation
Firm recognized for design excellence with local, state, and regional awards
Practice expanded in 2010 to include a planning focus; completed comprehensive plans for West Baton Rouge Parish and City of Ruston
Recent commissions include projects for LSU, Louisiana Tech University, University of Mississippi, Sam Houston State University, UNC Chapel Hill, James Madison University and University of Virginia
Part of the team implementing the first LEED Certified Building for the City of Baton
Speaker at state planning and municipal association meetings, 2011
Chair, LSU School of Architecture Professional Advisory Board, 2012 - 2013

Professional Memberships:
American Institute of Architects - National
American Institute of Architects - Louisiana; President 2003
American Institute of Architects - Baton Rouge; President 1995
American Planning Association
United States Green Building Council
National Council of Architectural Registration Boards / 45568
Gregory J. Watson, RA
Associate Professor of Architecture

Courses Taught (Two academic years prior to current visit):
ARC 1236-1246, First-Year Design Studios, Foundations Coordinator, MSU School of Architecture
ARC 2536, Second-Year Design Studios, Coordinator, MSU School of Architecture
ARC 4733, Site Planning, MSU School of Architecture
ARC 1003, Concept and Form, MSU College of Architecture, Art, and Design
ARC 4990, Color Studies of the Italian Urban Landscape, MSU School of Architecture, Study Abroad
ARC 4990, Contemporary Dutch Art and Design, MSU School of Architecture, Study Abroad

Educational Credentials:
Savannah College of Art and Design Graduate Studies, Painting
Washington University School of Architecture, MArch
Saint Louis University, Graduate Studies, Experimental Psychology
Columbia University, BA, Psychology

Teaching Experience:
Louisiana State University, 2012-present, Associate Professor (tenured)
Mississippi State University, 2006-2012, Associate Professor (tenured)
University of Louisiana at Lafayette, 2002-2006, Associate Professor
Minneapolis College of Art & Design 2001-2002, Adjunct Faculty
University of Minnesota, 1999-2002, Adjunct Associate Professor
Louisiana State University, 2001, Nadine Carter Russell Chair in Design
University of New Mexico, 1998, Associate Professor
Mississippi State University, 1992-1998, Assistant Professor, 1998, Associate Professor (tenured)
Maine College of Art, 1994, Visiting Instructor
Savannah College of Art & Design, 1992, Adjunct Professor

Professional Experience:
WA Design, Principal, Starkville, Mississippi, 2009-present
O^2 designers, 1992-2002, Principal, Artesia, Mississippi & Minneapolis, Minnesota
KKE Architects 1998-2001, Associate, Minneapolis, Minnesota

Licenses/Registration:

Selected Publications and Recent Research:
“35th Annual Art on Paper Exhibition”, 2012, Finalist and Award of Merit Winner, juried national competition (71/964), Juror: Susan Badder, Circle Gallery Maryland Federation of Art, Annapolis
“Speculative Propositions: Heightened Acuity”, 2011, Invited artist, exhibition and symposium on the role of media in advancing new design methods. Acadiana Center for the Arts and the UL-Lafayette
“Big Wonder: The Value of Drawing Large Things Largely”, 2010, National peer reviewed paper presented and published in the proceedings of the 2010 biennial conference of the Design Communication Association, Montana State University, Bozeman
“Groundless”, 2010, International peer reviewed paper selected for presentation at the European Council of Landscape Architecture Schools Conference Istanbul Technical University, Turkey

Professional Memberships:
Phanat Xanamane  
Professional-in-Residence

Courses Taught (Two academic years prior to current visit):
ARCH 4002 Architectural Design  
ARCH 4001 Architectural Design  
ARCH 2002 Architectural Design

Educational Credentials:
Master of Science in Architecture and Urban Design, Columbia University, 2005  
Bachelor of Architecture, University of Louisiana, 2004

Teaching Experience:
Louisiana State University, Spring 2011-present  
Chulalongkorn University, Fall 2009-Fall 2010  
Parsons The New School for Design, 2008-2009  
Columbia University GSAPP, Summer 2008

Professional Experience:
Phanat Xanamane Studio, Principal Designer 2010 - present  
Envision da Berry, Creative Director, 2011-present  
Mary Miss, Apprentice 2006-2009  

Licenses/Registration:
none

Selected Publications and Recent Research:
3rd International Conference for Lao Studies Center for Lao Studies Khon Khaen, Thailand Jul 2010  
- presented paper on Lao immigrants: Mekong to Mississippi  
Invited Participant; Cary Conference Institute of Ecosystem Studies Milbrook, New York Apr 2007  
- topic: Urban Resilience in Design and Ecology  
Guest Lecturer; “Productive Landscapes” Columbia University New York City, New York Sep 2006  
- “Watershed of Fortune” Fall Graduate work presentation  
Guest Lecturer; “Productive Landscapes” LTER/BES Conference Baltimore, Maryland Jun 2005  
- BES/LTER conference presentation with Sandro Marpillero

Professional Memberships:
none
Sarah Young  
Instructor  

Courses Taught (Two academic years prior to current visit):  
ARCH 1002 Architectural Design I  

Educational Credentials:  
Master of Architecture, University of Louisiana at Lafayette, 2012  
Bachelor of Architecture, University of Louisiana at Lafayette, 2009  

Teaching Experience:  
Louisiana State University, 2012  
University of Louisiana at Lafayette, Graduate Assistant, 2010-2011  

Professional Experience:  
Streva, LLC, 2006-2010  
Yuma Exploration Company, 2005-06  

Licenses/Registration:  
None  

Selected Publications and Recent Research:  

Professional Memberships:
Robert Zwirn, AIA
Professor of Architecture

Courses Taught:
ARCH 2002 Architectural Design IV
ARCH 4001 Architectural Design VII
ARCH 4002 Architectural Design VII
ARCH 4221 Selected Topics

Education Credentials:
B.S., RPI, 1968
B. Arch., RPI, 1969
M. Arch. Oregon, 1970
J.D., Thomas G. Jones Law School (now part of Faulkner University, Montgomery, AL), 1976
Visiting Fellow, Princeton, 1979-81

Teaching Experience:
Auburn, 1970-79
Miami of Ohio, 1984-94
LSU, 1994-present

Professional Experience (selected)
MetroStudio, Principal, current
I.M. Pei and Partners (now Pei, Cobb, Freed and Ptnrs.) 1981-84

Registration
Louisiana, 1994 -- Present
Ohio, 1985 -- 2001
Alabama, 1976 -- 1995

Selected Publications and Recent Research:

Professional Memberships:
NCARB
3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
July 19, 2007

Sean O’Keefe, Chancellor
Office of the Chancellor
Louisiana State University
156 Thomas Boyd Hall
Baton Rouge, Louisiana 70803

Dear Chancellor O’Keefe:

At the July 2007 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Louisiana State University School of Architecture.

The board noted the concern of the visiting team regarding problems within several areas. As a result, the professional architecture programs:

- Bachelor of Architecture,
- Master of Architecture

were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Social Equity and Physical Resources and the progress that has been made in those areas. The accreditation term is effective January 1, 2007. The program is scheduled for its next full accreditation visit in 2013. The focused evaluation is scheduled for the calendar year 2010.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of the fall board meeting, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 14-15 of the NAAB Procedures for Accreditation, 2006 Edition.

NAAB encourages public dissemination of information about each school contained in both the school’s Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

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

Very truly yours,

[hard-copy signed by R. Wayne Drummond, FAIA]
President

Enc. Visiting Team Report

CC: Thomas Sofranko, Interim Director, J Cornelius (Kin) DuBois, FAIA, NCARB, LEEP AP, Team Chair
Visiting Team Members
Louisiana State University
School of Architecture

Visiting Team Report

Bachelor of Architecture (162 undergraduate credit hours)
Master of Architecture (90 undergraduate credit hours plus 78 graduate credit hours)

The National Architectural Accrediting Board
14 March 2007

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

1. Team Comments

The team was asked to review two degree programs: one a 5-year Bachelor of Architecture program and the other a 3-year Master of Architecture program. Although the status of conditions being "met" or "not met" is noted separately for each program in this report, the team observed that the outcome was essentially the same for students in each track. Comments have been noted in the report where different outcomes or challenges were observed by the team for the different programs.

Students:
The students of the school of architecture are articulate and engaged, eager to explain their work and to advocate for the program. They clearly recognize that the program is giving them a solid foundation in the fundamentals of architecture, and this will prepare them well for a quick and sure start on their career paths. While a large number come from the state of Louisiana, their course of study will enable them -if they expand their horizons -to face challenges in professional settings anywhere.

The active AIAS and NOMAS chapters work closely together, represent over one-third of the student body, and hold an important role in leadership of the program. They participate actively in strategic planning and take the initiative in student events such as the firm crawl of local architectural offices and an architectural scavenger hunt.

Graduate students, the far smaller of the two groups, express disappointment at the lack of connections with the other programs within the College of Art & Design, and few of them are actively engaged in student organizations. Solutions to this will need to come from both the program and the students' initiatives. Their work shows that they represent a solid program, achieving and often surpassing the accomplishments of their undergraduate peers. Many students have been actively engaged with initiatives based on contending with the aftermath of hurricane Katrina -and some, as well as some faculty, were directly affected by the loss. The response, both in assigned studio challenges and in choices selected by students within advanced studio options, shows a depth of understanding and commitment to assist creatively in rebuilding communities and connections.
Faculty:
The faculty is highly committed to both the program and the students, from whom they have earned a comfortable degree of respect. The faculty-student bond is displayed in the studio, where for the most part, expectations are clear and critiques positive. Younger faculty members have added new perspective to the program, and future hires who reflect greater diversity will allow the school to build on foundations already present.

The faculty has developed coursework and studios that expose students to the rich architectural possibilities of Louisiana's traditions; and their leadership has allowed the school to respond quickly and with skill and depth to the aftermath of Katrina. Studio-based explorations contending with the new landscape of south Louisiana are balanced by energetic community-design initiatives such as those led by the Office of Community Design and Development (OCDD).

The graduate program is evolving into a strong program with its own character, distinct from that of the undergraduate track. The faculty can take pride in their accomplishments in building this program, and their success can be seen in both the work of students in each of the three years as well as in the bond of mutual respect and commitment they hold with the students in the program.

Administration:
The school and interim director have performed well in contending with changes in leadership and limitations in funding. Both the college and the school recognize the difficulties posed by a legacy of leadership transitions over the past six years, and it will take focus and energy to put this behind the program and look ahead instead of behind. While there are challenges to be faced as a component of a larger college, and while the demands on program time have limited opportunities for collaboration, the administration clearly appreciates—and first steps have been made towards—the potential for more joint initiatives between programs.

The school has made significant efforts in reaching out to Louisiana and surrounding states to recruit students who reflect the diversity of the region. The program office staff has taken the initiative to further this effort, participating directly in recruiting visits and the summer camp program, reflecting an exceptional commitment to the program. The team commends the efforts of the interim director, with the considerable assistance of the staff and faculty, in completing a through and comprehensive Architectural Program Report within a period cut short by the change in directorship.

Program
The mission of the architectural program is clear in both degree programs, and students, upon graduation, should not have difficulties taking what they have learned to find success not only in architectural firms but in many of the other settings for which architectural graduates are qualified. The program is poised to achieve more in terms of challenging students to test themselves and expand horizons. With this in mind, neither students, faculty, nor the administration should limit themselves by accepting what they have accomplished thus far. Future hires will bring important new perspectives, well-placed graduate assistantships can allow faculty to focus in new areas, and the initiative of the college can develop and reinforce synergies with other disciplines.

Students choose Louisiana State University because they see it as the flagship institution of a state with a rich cultural and a growing educational heritage and because they recognize its value in preparing them for promising careers. The program is poised to take the next steps, to reinforce current strengths and to build new ones.

2. Progress Since the Previous Site Visit
Condition 4, Social Equity (relating to graduate program)
The program must provide all faculty, students, and staff irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

Previous Team Report: A number of highly laudatory social equity aspects are apparent at the School of Architecture at LSU. The dean of the college and the director of the school are strong advocates of the vision for an educational environment that nurtures the intellectual and social growth of all aspects of America's population. The composition of the student population reflects the rich cultural and racial diversity of Louisiana. The make-up of the staff is similarly representative.

The LSU M.Arch. program is a supportive environment in which students have ample and varied opportunities to meet with the faculty for counseling and advice. Excellent vehicles such as the Graduate Curriculum Committee and the Student Advisory Committee ensure M.Arch. students with meaningful input into their educations.
The school continues to make strides in recruiting women faculty members. Unfortunately, similar success in hiring African-Americans for the faculty has eluded the school. The recent retirement of its sole African-American tenured professor has left the faculty unrepresented in this key area. In view both of the school and university's commitment to social equity and of the population the school serves, this under representation is a serious concern. The Visiting Team hopes that this problem may be partially alleviated as the school avails itself of the opportunity that hiring new faculty members to fill vacant positions will afford.

The Visiting Team found that a second major deficiency of the program was its failure to provide access to all its programs and facilities to certain segments of the disabled community. While it could be argued that this is solely an issue of "physical resources" (see the comments under Section 7), this Visiting Team believes the absence of full and equal access is an important social deficiency in equity that must be addressed.

The team found that this condition is still not met. Please refer to comments below under condition 4.

**Condition 7, Physical Resources (relating to graduate program)**

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning, office space for the exclusive use of each full-time faculty member; and related instructional support space.

**Previous Team Report:** Since the previous accreditation visit, physical improvements to Atkinson Hall, the M.Arch. program's primary location, include the renovation of a portion of the basement not previously assigned to the school. This space is intended for use by a crowded undergraduate program and will not provide additional space for the graduate program. Project review spaces, exhibit space and storage areas are still needed.

For those with physical disabilities, Atkinson Hall remains inaccessible above the first floor. To locate a program that is evaluated on its ability to educate students to properly design for the needs of the disabled community in a building that is inaccessible is inconsistent with the university's mission.

Significant problems with the HVAC system were reported in the program self-assessment, observed during the site visit, and voiced by the student population.

Although the planned renovation of Atkinson Hall has not begun, the project is now a high university construction priority. For the M. Arch. program to provide a proper learning environment for all students, this renovation work must proceed quickly.

This condition is still not met, and it is one of the most critical challenges facing the school. It is clear that mere designation as a campus high priority is not adequate to initiate the important changes to the facility that are required in order to provide the proper physical environment and resources for the program.

**Criterion 12.11, Non-Western Traditions (relating to graduate program)**

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

**Previous Team Report:** The 2-year presentation of architectural history in Courses 3005, History of Architecture I and 3006, History of Architecture II does devote a two-lecture sequence to Chinese, Japanese, and Indian architecture. However, the architectural heritages of the Islamic Middle East, the societies of Africa, the islands of Polynesia and Indonesia, Orthodox Russia, and other non-Western societies are not addressed in the required class work.

The team found clear evidence that this criterion is met through the History of Architecture I coursework and Urban Design 4062, which provide a reasonably comprehensive treatment of non-Western traditions.
Criterion 12.15, Site Conditions (relating to graduate program)

Ability to respond to natural and built site characteristics in the development of a program and design of a project.

Previous Team Report: Although there are some excellent isolated examples of emphasis on thoughtful response to site found in Courses 7002, Graduate Design Studio II and 7004, Graduate Design Studio IV and elsewhere in the required curriculum, the Visiting Team failed to find consistent evidence that demonstrated that LSU M. Arch. students had attained an ability to respond to site conditions.

The team found broad evidence that this ability is developed across the studio curriculum. This may be the result in part of efforts to tie studio assignments more to site context, and the results are in student work.

Causes of Concerns (relating to graduate program): Taken from VTR dated March 24, 2004

Opportunities and concerns-The visiting team believes there are several opportunities LSU might consider as the M.Arch. program at LSU continues to grow and mature. The program is situated in a college with several fine programs in related disciplines. Currently, the various programs in the college function separately in most areas, and there is little collaboration. Course 7004, Graduate Design Studio IV is the only required course in which M.Arch. students now interact with another discipline in the College of Arts and Design. The team believes that the opportunity for additional collaboration with other academic units should be explored. If feasible, such collaboration would both strengthen the required M.Arch. curriculum and enrich the overall college.

As the team noted above, the M. Arch. program at LSU is generally successful in addressing the NAAB's Student Performance Criteria. This is being accomplished by an ongoing and diligent effort to ensure that the curriculum focuses on the core needs of a sound professional program. This emphasis is well-placed; indeed, it shows that the leadership of the school understands that this is the primary obligation of every accredited program in architectural education. Once mechanisms are firmly in place to ensure that this core responsibility is met, the visiting team believes LSU should seek to more fully reflect the unique architectural heritage of Louisiana. In the past, the school has had areas of concentration that included environmentally responsible design in tropical climates and historic preservation of Southern architecture. These kinds of focused efforts add energy and depth to the program and help to differentiate LSU from other professional programs in architecture.

The M. Arch. program brings to the School of Architecture students with varied life experiences and academic backgrounds. These students support the curriculum of the program and have the potential to introduce new areas of study and research. In order for the LSU M. Arch. program to Louisiana State University Visiting Team Report 10-14 March 2007 realize its full potential, it is essential the university and college administration continue to provide financial support for a vigorous program of student assistantship positions.

The overall financial resources of the school are derived from a complex mix of state salaries, institution-wide special programs, research and incentive programs, student fees, allocations from the dean's office, sponsored research, endowments, and annual giving. As referred to in several of the other sections, the university is in a state of transition with a new approach as established by the provost. In essence, the new system is designed to decentralize the vast majority of resources to the level of the deans. This new system has created many new conditions as well as an increased need for exceptional clarity in communications with the directors and faculty.

As the implementation of the new system is realized, there is an effort to maximize the interdisciplinary potential of the college through the reallocation of available resources. While these efforts are commendable, this represents a new operational mode of joint search efforts and potential joint appointments. These transitions require clearly stated goals and intentions. Given these conditions, there is a need to release the two open lines as tenure lines as early as possible. They are being released this year as entry-level adjunct positions. There are stated concerns that the financial implications of other resources previously provided by the provost's office may have an impact on these positions.

Minimal but adequate operational resources exist; however, there have been recent reductions in assistant lines for basic support services in the shop and media center. As stated previously, there is a need for additional support staff and graduate student assistantships.

Given the transitional nature of the funding systems at the university, careful stewardship must be observed in the resolution of immediate needs and the long-range financial planning and allocation for all programs in order to achieve a balance of resources and the attainment of the stated aspirations of the School of Architecture.
The M. Arch. program is still in development, and the team found a concern with both the breadth and depth of graduate programs. There are no visible connections between students of this program and those in related disciplines within the College of Art & Design. While the program is providing adequate professional foundations, there appear to be limited resources to develop a program of greater intellectual content to challenge and fully prepare students.

Condition 5, Human Resources (relating to undergraduate program)

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Previous Team Report: The faculty seems to be stretched beyond its capacity. Several studios contain significantly more than the recommended number or students. Although computing infrastructure appears to be in place, the one-to-one support that is necessary to elevate the administration, faculty and student body into a desired position of technological excellence is anemic at best. Additional support is needed in the Woodshop, Visual Resources Library, College Design Library, and elsewhere throughout the program.

The faculty, staff, and administration of the School of Architecture have valiantly achieved remarkable success given the financial and physical resources from which they have been operating. However, this team cannot confidently report that this program provides adequate Human Resources for a professional degree in architecture. The team is aware that the School is immediately interviewing to fill two vacant positions, and these two faculty members will make a positive impact in some cases of excessive student/faculty ratios. Even this anticipated improvement beginning next year may not fully cover the staffing needs as the new Master of Architecture program is phased in.

While resources continue to be stretched, the team concluded that the program is dealing responsibly and thoughtfully with these challenges; this condition has been met. Please refer to additional comments in condition 5 of this VTR.

Condition 11, Professional Degrees and Curriculum (relating to the undergraduate program)

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components -- general studies, professional studies, and electives -- which respond to the needs of the institution, the architecture profession, and the students respectively.

Previous Team Report: Progress has been made since the last visit in seeking an appropriate balance between general education, professional studies and electives. Nonetheless, the program has yet to achieve a genuine limit of 60% for the professional studies component.

The B.Arch. program consists of 160 credit hours as compared with 176 credits at the time of the last visit. The School lists 64 credit hours (40%) as General Studies or Elective courses. However, the curriculum is highly prescriptive in regards to electives, several of which are specified (Advanced Technology, Advanced Computers, 20thcentury History, Advance Architectural History). This limits student opportunities and choice. Further, several courses are listed as General Studies (Arch 1003 & 1004 for example). The categorization is dubious. It is also difficult to view Architectural History as "General Studies" given its central role in the students' curriculum in architecture. Students will benefit from the additional flexibility in their course of study afforded by the continued calibration of the curriculum.

The criteria for this condition were changed in the 2004 Conditions. At the same time, the school restructured the curriculum. This condition, based on the new criteria, is now met.

Criteria 12.11, Non-Western Traditions (relating to the undergraduate program)

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (relating to the undergraduate program): Little evidence was seen involving this criterion. The inclusion of non-western traditions in the curriculum will reinforce and compliment the schools emphasis on heritage conservation, multiculturalism, and regional study.
The team found clear evidence that this criterion is met through the History of Architecture I coursework, which provides a reasonably comprehensive treatment of non-western traditions.

Causes of Concern (relating to undergraduate program):
Taken from VTR dated April 4, 2001.

A. Financial Resources: Concerns are cited under Team Comments

While this condition is met and resources are available to meet the basic operating requirements of the program, there are several areas of concern. These include:

- ability to have faculty deliver a rich range of architectural electives
- ability of the new faculty to travel and seek development opportunities as their numbers increase
- timely upgrading of faculty computers
- ability to technically and academically support the mandatory student-owned computer requirement
- ability to institutionalize such programs as the Office of Community Design and Development
- ability to support the new M.Arch degree with appropriate faculty and coursework.

Money must be found to complete the rehabilitation of Atkinson Hall. Given the ambition of the program, the unique focus and mission of the school needs to be specifically identified and supported with appropriate financial resources. The preliminary feasibility study identifies a convincing case for renovation.

A School of Architecture development strategy for external funding needs to be identified and implemented through the assistance of the College development office to create additional discretionary funds to promote the mission of the school.

The Tuition Opportunity Program for Students (TOPS) provides significant resources in the form of tuition assistance and, in some cases, cash grants to all Louisiana students who maintain established quality standards.

The team concluded that this condition is met. Refer to the section below under condition 10 for specific comments.

B. College Dean: Dean Saccopoulos is retiring at the end of this academic year, and a search is underway for his successor. This is clearly a key position for the School which will be looking for collaborative opportunities, additional development efforts and financial support.

Much has happened since the previous WR comment. Dean Cronrath has held the position of dean for two years. His movement to the dean's office has left the program director's position unfilled. The uncertainty of not having a permanent appointment is a challenge to the school, which will be better positioned to move forward with important initiatives when greater stability is confirmed. The 2007 accreditation team is again concerned about transition and stability.

C. Computational Strategic Plan: As noted elsewhere, an effective planning process is vitally important in this area.

The school has made adequate progress in this area. This team is not concerned about this item.

3. Conditions Well Met

1.4 Architectural Education and the Profession
13.10 National and Regional Traditions
13.14 Accessibility
13.26 Technical Documentation

4. Conditions Not Met

4. Social Equity
8. Physical Resources
13.13 Human Diversity
5. Causes of Concern

A. **Low salaries for tenure track assistant professors:** The relatively low salaries (significantly when compared to national averages) for assistant professors impact the program in several ways. The program is adversely affected in the areas of recruitment, retention, and the ability to hire minorities and women. The program will be positioned better to achieve some important goals when this is addressed.

B. **Masters Thesis Option:** The graduate program has outlined a thesis option for students in the third year. To date, no student has embarked on a thesis (although a number have submitted thesis topics), and this may be in part due to “growing pains” experienced by the recently developed program. Although the procedures for applying to do a thesis in lieu of the final studio are laid out, it may not be adequately clear to students that they must meet demanding skill requirements for graphic and design ability before they can be approved for a thesis. The team concluded that the lack of a viable thesis to date may not be solely the outcome of the individual students’ inability to meet this threshold, but is also derived from an ambiguity of program commitment to the time and coordination required to see through the completion of a thesis. In conclusion, while the team recognizes that a successful thesis proposal is the responsibility of the student, it was not clear that there exists adequate institutional support for the generation, application, and revision of proposals.

C. **Program breadth and rigor:** The students are ready for greater challenges. Unfilled faculty lines, insufficient funding for graduate assistant positions, other demands on faculty are some, but not all, of the impediments that appear to stand in the way of a program of more breadth and depth for student choice of electives, course variety, and more demanding curricular challenges. The team found a range of completeness in the course syllabi in the team room, ranging from extremely thorough, with detailed reading lists and course requirements to more sketchy submittals with incomplete course descriptions and significant omissions of elements, including the course studio culture policy. There was a correlation between the observed quality of the course notebook and the level attained by students in written work for these courses.

D. **Scale of Projects:** The team observed a preponderance of small-scale projects and project types in advanced studio work. This may be driven in part by a natural response to regional needs in the aftermath of hurricane Katrina, and in part to exploration of time-honored regional traditions. There are opportunities for students at all levels at this scale, but the corollary is that options are limited for students to explore a greater variety of scale, context, complexity, project type and variety.

E. **Professional Practice Alternate study -4221 Architecture Internship Field Study:** The program has experimented with this field study option as a potential alternate to the classroom setting for the professional practice class. The accreditation team wishes to stress a deep note of concern over the potential risks of assuming that this course of study would provide a comprehensive alternative to the subject matter included in the 5006 class. The school of architecture has invested a great deal of faith in the course 5006 to cover areas of the Student Performance Criteria that are not developed elsewhere in the curriculum. This will be satisfactory only if there are thorough means to measure and validate student performance in each of these areas.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

   Schools must respond to the interests of the constituent organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

   The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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The school is a strong contributor to the university and college. It maintains standards and interactions with other units that foster respect for its academic standing in the community of scholars. The school provides service to the university in many capacities, including service projects and participation in university faculty governance. Faculty members maintain a scholarly reputation through a respectable level of research productivity.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

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The faculty is excited and proud of their students and the team is impressed with their genuine good nature toward students and student activities. Both the AIAS chapter and NOMAS remain exceptionally active with enthusiasm and support from the faculty and administration. There is a high level of respect and commitment between students and faculty. The school provides a range of positive student events, including a student initiated IDP learning session, and opportunities for leadership within student organizations and school committees. In addition, the diversity of the student population reinforces a positive atmosphere.

The team is impressed by the active and engaged students in the program, especially the graduate students who present themselves as articulate and thoughtful. There are no graduate student organizations and very little differentiation between the graduate program and the undergraduate program although there is interaction between both programs in shared classes. Leadership opportunities for graduate students still have not been fully realized. Assistantships are still a concern among graduate student as they remain limited.

There is also a large concern among M. Arch. students in regard to the thesis option which seems to lack support from faculty members. The conception, direction, and organization of the graduate program and its curriculum remain to be a matter of concern among M. Arch. students.

Overall, students are proud of the program. They do express the need for better computer access, a plotting system for the school of architecture and more storage space in the studio. Many students felt isolated in their own studio cohort. This is exacerbated by the physical plant and the dearth of vertical studio and interdisciplinary experiences

The team did not perceive interdisciplinary opportunities for undergraduate and graduate students to engage with students from the other schools within the college. In addition, there is some concern about the pressure and competition imposed by of the second year "gate," although some students passing through to the third year express benefits from this process.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the promotion of graduates who have sought and achieved licensure since the previous visit.

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The students in the school of architecture are knowledgeable about IDP and the responsibilities and processes related to architectural registration. This knowledge is reinforced throughout the school, in the well-organized professional practice curriculum. The state IDP coordinator is on the faculty, providing both support and encouragement to students as they approach their professional careers. This condition is met.
1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity changing client and regulator demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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The faculty has identified that a key function of the school is to prepare students for roles as practicing architects. This is well supported by the technically grounded and real-world nature of much of the coursework. The strong work ethic and positive attitude of the students toward their careers is an important precursor to their professional success. The professional practice course is strong and provides a relevant context for the professional conditions the students might expect to encounter.

Overall, the relationship of the school to the local community of professionals appears to be improving after a period of mild estrangement. Because current market forces have created an inordinate regional demand for entry-level architects, this relationship is expected to strengthen as local firms assert their interest in retaining high-quality graduates.

Students have made functional connections with the local AIA component and their efforts to initiate activities and foster a relationship with local professionals are supported by the school. Activities such as the firm crawl, which exposes students at all levels to local firms, are very positive developments. The dean of the college is president-elect of the local AIA chapter which is expected to improve relations.

To the extent that technical documentation and production skills are emphasized in all levels of studio and coursework, the team believes a note of caution is warranted about prioritizing employability for entry level positions at the expense of design and critical thinking skills need for a lifetime of practice. Rigorous theory classes are not a part of the required undergraduate curriculum and form a minor part of the graduate experience. While facility with technical documentation has a value, the program risks becoming a training program rather than a true university-level education and we suggest that this be kept in mind as the school continues to revisit its strategies to achieve the flagship agenda.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public service.

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The program shows areas of strong involvement with the culture and society around them, especially in the undergraduate area. The Office of Community Design and Development (OCDDD) has a history of engagement with citizens and groups in local communities and there is a significant record of service in design-build activities with Habitat for Humanity, etc. Many of the design projects at all levels of studio development reflect an engagement with the scale and character of local building types and contexts.

These activities are to be commended and deserve continued encouragement from college and university administrations, especially in light of recent events. The team sees this area as a real opportunity for focused and school-wide integrated activity, in research, design, and outreach.
However, this very strength may also be a weakness. There is evidence in studio projects that all too often the scale, scope of the programs, and results are quite similar to each other. Site selections seem to favor local residential and urban conditions. In the larger global contexts, both developed and emerging, demand the attention and understanding of the architect.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students' and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

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The strategic plan document presented in the APR is detailed and straightforward. The self-identified strengths and weaknesses are consistent with team observations, and identify program needs in a concise manner. The document was updated for the APR, and includes a prioritization of strategic initiatives weighing relative impact versus cost in the 2006-2010 action plan.

The university's "flagship agenda" appears to be influential in the school's strategic decision-making by shaping an overall vision. In particular, the drive to expand recruitment efforts to attract high-quality applicants, to implement selective admissions after the second year, and nurture the graduate program reflect the goals of the flagship agenda.

The process whereby faculty members actively review studio work for all levels every semester is highly commendable. This is evidence that curricular requirements and pedagogical goals are a subject of active discussion and each faculty member has awareness of teaching outcomes for the school comprehensively.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

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The team found the correct language in both the printed version of the catalogue as well as on the web site catalogue. This condition is therefore met.

4. Social Equity

The accredited degree program must provide faculty, students, and staff irrespective of race, ethnicity, creed, national origin, gender, age, physical ability; or sexual orientation with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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Overall, the educational environment seems to be supportive of a diverse community of students. The number of women and minority students in the student body meets commendable levels of representation in the current years and has shown sustained progress. The focused efforts of the administrative staff to recruit minority students and to reach out to high school students with the one-week summer program deserve special recognition. The establishment of NOMAS to strengthen the support network for students of diverse background is likewise applauded.

The tenured and tenure-track faculty is a complement of 15, with one woman, and two faculty members with international backgrounds, including a recently hired ethnic minority, R. Singh. There is one additional woman...
architect who is term-appointed as a professional-in-residence. Her primary responsibility is administering the programs and research of the Office of Community Design and Development, including some teaching assignments supportive of this role.

The program has been cited in the last two consecutive VTRs for the lack of diverse faculty. The low percentage of tenured or tenure-track women faculty is particularly egregious, given the general availability of many fine women candidates and practitioners nationally. There are also no African-American faculty, even among the adjuncts, which is a concern given the racial makeup of the region and state that the school serves.

The inability of the facilities to accommodate students and faculty with disabilities creates significant challenges as outlined in the team's response to condition 8. Some progress has been made, with the addition of the lift at the first floor east entry to Atkinson Hall and the exterior ramp to the basement, and flexibility in the arrangement of studios is marginally acceptable in the short term.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and Louisiana State University Visiting Team Report 10-14 March 2007 innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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The school demonstrates a positive and respectful learning environment with clear learning objectives within the studio and attention to time management. There is a high level of awareness regarding studio culture initiatives among the faculty. Generally, the enthusiasm toward students and the support of their work in the studio is high. The draft of the studio culture document is headed in an exceptional direction to support this positive learning environment and includes a comprehensive view of studio culture in the school.

There is a discrepancy between the two documents (the plan appears in 3.5 Studio Culture of the APR and a different policy appears in Section 4.2 Supplemental Information). It is unclear why both documents are presented separate from each other with different initiatives. This may confuse both students and faculty. Although both documents address comprehensive, positive aspects of studio culture, neither addresses the maintenance and dissemination to students. However, it is important to note that both studio culture documents provide clear plans and examples of studio culture policies in the school.

It is evident that the studio culture policy has not been implemented, as students are unaware of the document's existence, nor have they been involved in the production of the policy. The policy states that AIAS and NOMAS have consulted in the document, however, they seem to have no knowledge of the studio culture document.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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The faculty complement includes 15 regular (tenured and tenure-track) faculty, a full-time professional in residence and a few part-time, well-qualified faculty. At least two appointed faculty members have administrative positions and do not teach at all, and at least three other faculty have administrative positions and teach limited loads. For a moderately sized program this is a heavy administrative burden. Faculty teaching loads are acceptable to maintain most research and creative activities; however, new initiatives are difficult since there is little extra time available to help with reduced teaching loads. On the whole the qualifications, experience, and productivity of the faculty is strong. Student quality is high, with increasing admission standards over the past five years.
7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

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Faculty members are supported in travel, research seed funding, and personal development, although formal or informal mentoring of untenured faculty is non-existent. The school's tenure criteria are very general and candidates receive only one full reappointment review (at the tenure decision point). Even though this process could potentially lead to a lack of clarity for untenured faculty, informal annual reviews are a custom of the school. There is no formal post-tenure review.

The school sponsors symposia and a strong lecture series that brings internationally and nationally known guests. The undergraduate students have substantial tuition support, but the graduate students receive only minimal scholarship support and few graduate assistantships. Students did not feel pre-freshman advising was adequate to prepare them for the rigors of the program, but advising within the program is more consistent. Students have numerous opportunities for national travel but limited international travel. Students have immediate access to writing and portfolio assistance through an innovative college program.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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Progress continues to be made in physical resources, although slowly and not maintaining the schedule presented to previous visiting NAAB teams or those included within more recent school facility documents. Atkinson Hall and other buildings used by the school were observed to be clean, and orderly, with student work displayed and well-organized along the corridors. This building has yet to be made completely ADA compliant. Apparent code violations include missing stair handrails and a dead-end corridor system in the basement.

It should be noted that the school uses space within other college and university buildings, most of which are nearby, with the exception of the library located at the far end of the quadrangle. Since this report, the school has also gained rights of use to additional basement areas within Atkinson Hall. An exterior ramp forms the only accessible access to the basement level.

Design studio space appears adequate for the number of students with a desk available for each student. Securable storage for each student is lacking. Desk and table conditions vary from studio to studio, with the lesser quality furnishings being located among the earlier years. The school has received funding to improve the condition of furnishings for entering students with these improvements scheduled to occur with next year's entering class. It was reported by the faculty that studio space is tighter in the fall semester when a greater number of students are in the school. Studio space in the basement is not of the quality of the studios on the upper two floors regarding natural light and access to other students and faculty.

Lecture and seminar space is lacking, and what is available is of low quality. Within Atkinson Hall, acoustics (particularly poor) and lighting is lacking and not conducive to group student work reviews or juries. Corridors are often used for juries, leading to interruptions and a lack of focus for the participants. These spaces lack projection technologies creating frustration for faculty and students alike. Space in adjacent college buildings is available on a scheduled basis but this remoteness is viewed as problematic and disruptive.

Office space for faculty is adequate, although sharing of offices is common. This lack of privacy may lead to lower productivity for faculty and challenges to students during office hours. It should be noted, however, that some faculty have elected to remain in shared offices when offered a private office.
Instructional support spaces and materials, such as reference books, periodicals, model shops, printing and computers, and image archives are available but located in adjacent college buildings. Although not at great distance to Atkinson Hall, the lack of proximity is less than ideal.

A report, entitled "Facilities Assessment, College of Art and Design", produced by Eskew+Dumez+Ripple Architects, New Orleans, LA, was delivered to the college in October 2004. This report states the school occupies a total of 37,400 gross square feet (GSF) and 23,400 usable square feet (USF) located within Atkinson Hall, and that 88% of this space is either adequate or functional, with the remaining 12% falling into an inadequate category. This report includes an allowance figure of $5.6m for renovations and fees. ADA issues are described in the report and, presumably, costs to rectify these issues are included in this figure. Other facility goals developed with the school and included in the report are: creating additional interaction space, improving security, upgrading the studio environment, and window replacement.

Because of the preponderance of deficiencies noted by the team, in particular those related to code and accessibility issues, this condition is not met.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720-29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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This condition is met, although the team has noted several aspects of these resources that could be improved. The library collection includes over 25,000 catalogued titles in the appropriate categories, and periodicals and on-line resources are also adequate. Digital image resources housed at the College of Art & Design appear to adequately support the needs of the faculty. The decision to move collections from Atkinson Hall to the main library has solved some problems (duplication of titles and confusion over where to retrieve information) while at the same time creating a library resource that is not as convenient for the students. The main library is a short walk across the main quad of the campus, yet students indicate they do not use it as much as before.

The college is moving in an appropriate direction by targeting a new position for a librarian specifically assigned to the college (including the school of architecture). This will be an improvement over the current staffing that includes a librarian who, although dedicated to serving the school and the students, must divide her time with other responsibilities. The library itself is not a space that is conducive to comfortable study or research. While there are adequate computers in the building, the collections area does not include work stations, nor does it present a comfortable environment for students to work on laptops.

Finally, the school should be encouraged to develop a more clearly articulated strategy for acquiring new collections. This strategy should include a more active participation of faculty in determining acquisitions priorities.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The school has experienced a moderate increase in funding over the past five years, with the exception of a short-term dip resulting from the aftermath of hurricane Katrina. There is adequate support for some operating expenses but new initiatives are challenging. Ongoing capital funding (see facilities) and facilities maintenance even for minor improvements are not adequately or regularly funded.
Faculty salaries, especially for untenured faculty, are below national norms for architecture, and this could be a problem in retention and hiring of new faculty. Faculty salaries at the upper levels track regional norms for architecture but substantially lag the LSU averages by rank. Financial records are clear and orderly, and there is effective transparency about decisions at the departmental level, if less so at the college level.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Congress (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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This condition is met. The institution is accredited by the Southern Association of Colleges and Schools (SACS).

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

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This condition has been met.

The B. Arch. degree program includes 162 credit hours in five years, thus meeting the total requirement. The program appears also to meet the requirement for 45 credit hours in general studies or electives with other than architectural content.

The M. Arch. degree program contains 36 hours of graduate academic coursework in professional studies, which are the six (6-credit hours each) studio courses.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

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Writing skills are taught intensively in the 4007 History of Architecture III course, and as a result students develop thoughtful writing skills. The 4062 Urban Design class also contributes to students’ development of this ability. Students speak articulately and clearly.
13.2 Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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Students develop these skills in the 4007 and 4062 classes, and there is good evidence of the their ability to work in critical perspective. Critical thinking is not as evident in the work that is developed in the studio context.

13.3 Graphic Skills
Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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Graphic skills at the undergraduate level are developed throughout the first two years of the program, and the work of students indicates ability in the range of forms, including freehand drawing and computer graphic representation.

13.4 Research Skills
Ability to gather, assess, record, and apply relevant information in architectural coursework

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Students develop research skills in preparatory work for many of the studios and in the history curriculum. This criterion has been met.

13.5 Formal Ordering Skills
Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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The team found this criterion met. The team did have a concern that shape-making without content is prevalent in some studio work and encourages the school to examine and respond to this possibility.

13.6 Fundamental Skills
Ability to use basic architectural principles in the design of buildings, interior spaces, and sites.

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Many studio design solutions appeared to the team to have an "interesting start" but not much spatial or plastic design development. It is not clear that students can, independent of faculty input, determine how a particular parti of a project may work better than another. Further, it was not evident that students can figure how one or more elements in the total composition may be improved through the full range of geometric property tools like rotation, translation, mirroring, hierarchy, and so on. As a result, although a student may have worked on a project in both drawing and model through many iterations, these do not necessarily lead to a project's resolution. A high dependence on computer drafting as visual output also limits analytic and critical design thinking.

These weaknesses have significant consequences for much of the upper level designs and suffer from these limitations in critical compositional capability. Nevertheless, on an overview of student work, the team concluded that this criterion is met.
13.7 Collaborative Skills
Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met [X] Not Met [ ]

The school has actively constructed the curriculum to provide students with a number of opportunities for different teaming situations, ranging from work in pairs to large groups. Although students indicate some frustrations with teamwork, these appear to be derived from the normal challenges faced by different people working together, and the same students expressed appreciation of the opportunities to develop friendships and learn from each other.

13.8 Western Traditions
Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met [X] Not Met [ ]

Western traditions are explored thoroughly in the history curriculum. This criterion is met.

13.9 Non-Western Traditions
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

Met [X] Not Met [ ]

The team found that this criterion is met in the coursework of the History of Architecture I, as well as in the urban design course. The team noted a lack of breadth in the coverage of non-western traditions, although some studio and electives provide opportunities.

13.10 National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met [X] Not Met [ ]

This criterion has been met. The program provides much more emphasis on local regional traditions, and this has received even greater emphasis in the response to the aftermath of hurricane Katrina. Some national traditions are explored in field trips to cities such as Houston, Chicago, and Seattle, but the school should work to expand this exposure.

13.11 Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design projects.

Met [X] Not Met [ ]

The school emphasizes precedent research in the opening phases of the more advanced studios and student work, both in research and studio design product, reflects a commitment to this important part of the design process.

13.12 Human Behavior
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.

Met [X] Not Met [ ]

Understanding in human behavior is achieved by the students, although the team felt that this knowledge was delivered in the curriculum in a didactic method that does not engage students as much as is desirable.
13.13 Human Diversity
Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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This criterion is not met. The program's focus almost exclusively on the surrounding region and its familiar constituencies has limited its ability to give students an adequate exposure to the full range of issues affecting human diversity and the architect's response. There is no required coursework that is tied to diverse perspectives in social sciences, environmental behavior responses, or cultural or international exploration to allow student to develop this understanding. Highly commendable individual investigations in elective coursework and individual study examples were presented, but are neither widespread nor part of the core area of study.

13.14 Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities.

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This criterion is met. The team found ample evidence in studio work that students have developed this ability both in the preparatory research that leads up to a project as well as in the final product.

13.15 Sustainable Design
Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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Principles of sustainable design are taught in the classroom and in the studio context. Student work reflects an understanding of an elementary range of these principles, and an ability to incorporate this understanding into studio work.

13.16 Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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Program preparation is covered in the professional practice curriculum and in the research phase at the beginning of many studios. The students develop this ability in the studio.

13.17 Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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The team found broad evidence that this ability is developed across the studio curriculum. This may be the result, in part, of efforts to tie studio assignments more to site context, and the results are evident in student work.

13.18 Structural Systems
Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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This criterion is met. The team noted that the structural systems curriculum follows a fairly traditional format, but the student work demonstrates understanding in this area.
13.19 Environmental Systems
Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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This criterion has been met. This is developed in the course 2006 Architectural Topics, 3007 Architectural Systems, and 3008 Environmental Control Systems.

13.20 Life-Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress.

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This condition is met. The clearest evidence of this understanding, in both programs, was found in the research work by students in preparation for the more advanced studios.

13.21 Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies.

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This condition is met. Building envelope systems are explored in the studio context, and all students appear to develop an appropriate understanding.

13.22 Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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Arch 3008 demonstrates that students have an understanding of building service systems which is mostly shown through wall section drawings. Given contemporary CAD capabilities, an opportunity exists to extend this investigation into 3D drawings.

13.23 Building Systems Integration
Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

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Structures courses cover standard areas including statics, strength of materials, trabeated structural design of beams and columns, earthquake design, concrete, steel and timber design. They do not appear to significantly explore other structural types, including thin shell and folded plates, or complex indeterminate structures, for example. These courses may cover the integration of components of a structural system, but not necessarily the integration of structures with other systems. In like manner, 2006 Architectural Topics, covers such areas as site design, lighting, acoustics, ventilation and heating, but again, each as an independent system, not in relation to each other or to structural systems.

However, the studio work of 5001 demonstrates that students and the upper level graduate studios, when faced with the task of comprehensive integration, acquire this ability.

13.24 Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

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This criterion is met. Several studios engage students in exploration of issues of building materials and assemblies, and both research and studio product indicate this understanding.
13.25 Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

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Cost control and estimating are covered in the professional practice curriculum in the 5006 class. While this is not treated as strongly as some of the other topics in this class, a degree of understanding has been achieved.

13.26 Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

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The school has developed a strong emphasis on technical documentation skills, and student work clearly indicates this ability.

13.27 Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user.

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The role of the client and the responsibility of the architect with respect to client, owner, and user needs are covered in the professional practice curriculum; the team found evidence that understanding has been achieved by the students.

13.28 Comprehensive Design
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

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Although the team found this criterion to be met, it was concerned that the evidence for this is particularly weak among the low pass examples in the undergraduate program. Evidence was much stronger in both high and low pass examples from the masters degree program, perhaps reflecting that this critical aspect is reinforced throughout the studio sequence instead of being concentrated into a single comprehensive design studio.

13.29 Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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The various topics affecting the administrative roles of architects are covered thoroughly in the professional practice curriculum (course 5006), and student mid-term and final exam work indicates understanding in this category.

13.30 Architectural Practice
Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

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The principles of practice organization are covered thoroughly in the professional practice curriculum; students' exam responses indicate that they have achieved understanding in this area.
13.31 Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met [X] Not Met [ ]

This subject is covered adequately in the professional practice curriculum taken by all students; the team concluded that students achieve this understanding. This was reinforced in individual and group discussions with students.

13.32 Leadership
Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met [X] Not Met [ ]

Understanding in this criterion is developed through the professional practice class in addition to several studios that emphasize community-based challenges and collaborative work in both programs.

13.33 Legal Responsibilities
Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met [X] Not Met [ ]

Legal aspects, particularly those relating to codes and regulation, occur frequently in the studio context. They are also covered comprehensively in a number of the lectures in the professional practice class (5006)

13.34 Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met [X] Not Met [ ]

This topic is covered in the final lecture of the professional practice course (5006), but it is presented on a foundation that appears to build through the class. The three essay questions on the final exam all have an important ethical content, and the student responses indicate their understanding of this important area. At the undergraduate level, ethics is covered in some examples of the studio sequence, such as the 4th year studio 4001.
Appendix A: Program Information
[appendix A contained reprints of the school’s history and strategic plan.]

Appendix B: The Visiting Team

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ccadhead@whrarchitects.com

Appendix C: The Visit Agenda
[appendix C contained a reprint of the visiting team’s itinerary.]

IV Signatures
[section IV contained the signatures of the team members.]
4. Catalog (or URL for retrieving online catalogs and related materials)

5. Response to the Offsite Program Questionnaire (See 2010 Procedures, Section 8)