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National Architectural Accrediting Board, Inc.

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.

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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 thorough 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 of 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, 20th century 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 (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.

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 coNateral 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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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 (OCDD) 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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[]	[X]
M. Arch.	[]	[X]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[]	[X]
M. Arch.	[]	[X]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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 Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). 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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

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

	Met	Not Met
	[X]	[]

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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.*

Met Not Met
[X] []

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 part 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 Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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*

Met Not Met
[] [X]

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.*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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.*

Met Not Met
[X] []

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.*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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.*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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*

Met Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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 Not Met
[X] []

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

III Appendices

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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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.]