Architecture Program Report

Louisiana State University

Monday September 7, 2021
## Architecture Program Report (APR)

### 2020 Conditions for Accreditation

#### 2020 Procedures for Accreditation

<table>
<thead>
<tr>
<th>Institution</th>
<th>Louisiana State University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Academic Unit</strong></td>
<td>School of Architecture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degree(s)</strong> (check all that apply)</th>
<th><strong>Bachelor of Architecture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TRACK(S) (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</td>
<td>Track: 162 semester undergraduate credit hours</td>
</tr>
<tr>
<td></td>
<td>☒ Master of Architecture</td>
</tr>
<tr>
<td></td>
<td>Track: 96 graduate semester credit hours + Undergraduate degree in non-architecture major. Track: 60 graduate semester credit hours + undergraduate degree in Architecture.</td>
</tr>
<tr>
<td></td>
<td>☐ Doctor of Architecture</td>
</tr>
<tr>
<td></td>
<td>Track:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Application for Accreditation</strong></th>
<th>Continuing Accreditation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Year of Previous Visit</strong></th>
<th>2013</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Current Term of Accreditation</strong> (refer to most recent decision letter)</th>
<th>Continuing Accreditation (Eight-Year Term)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Program Administrator</strong></th>
<th>Marwan Ghandour, Director</th>
</tr>
</thead>
</table>

| **Chief Administrator for the academic unit in which the program is located (e.g., dean or department chair)** | Alcibiades Tsolakis, Dean |
|-------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>Chief Academic Officer of the Institution</strong></th>
<th>Matt Lee, Interim Executive Vice President &amp; Provost</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>President of the Institution</strong></th>
<th>William F Tate IV, President</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Individual submitting the APR</strong></th>
<th>Marwan Ghandour</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Name and email address of individual to whom questions should be directed</strong></th>
<th>Marwan Ghandour <a href="mailto:ghandour1@lsu.edu">ghandour1@lsu.edu</a></th>
</tr>
</thead>
</table>

**Submission Requirements:**

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted
INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Criterion Not Met
A.10 Cultural Diversity (M. Arch. only)
B.1 Pre-design (B. Arch. and M. Arch.)
B.4 Site Design (B. Arch. and M. Arch.)
C.3 Client Role in Architecture (M. Arch. only)
C.9 Community and Social Responsibility (M. Arch. only)

Causes of Concern
A.9 Historical Traditions and Global Culture (B. Arch. and M. Arch.)
A.10 Cultural Diversity (B. Arch. only)
B.2 Accessibility (B. Arch. and M. Arch.) – Sensory
B.6 Comprehensive Design (B. Arch. and M. Arch.) – Site Design
B.7 Financial Considerations (B. Arch. and M. Arch.) – Life-Cycle Costing
B.10 Building Services Systems (B. Arch. and M. Arch.) – Security
C.3 Client Role in Architecture (B. Arch. only)

Actions taken since the previous visit to address Conditions Not Met

A.10 Cultural Diversity (M Arch)
2013 Visiting Team Assessment: Evidence of understanding of cultural diversity is not found in the courses identified in the matrix, ARCH 3005, 3006, and 4007, which are history and theory courses (that do have content focused on diverse cultural traditions, but not needs, values, etc. or their implications. There was no clear representation of cultural effects on social patterns and spaces or implication of this diversity on societal roles and responsibilities of Architects

Actions taken
Two new history/theory courses (Arch 7007 & 7008) were introduced in the M. Arch program where the study of building and historical readings are drawn from sources beyond Europe and America, including the global South and Asia, and other regional vernaculars. In Arch 7008, Writings by women and ethnically underrepresented architects are incorporated into class discussions, so that students can address parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings.

B.1 Pre-Design (B Arch and M Arch)
2013 Visiting Team Assessment (B Arch): Program is not developed by the student, but is given with project assignments by the faculty including specific square footage relevant to typology. ARCH 4001 demonstrates meeting program preparation in Phase II syllabus, but later the program is given to the students for the project type, providing spaces, community surveys, etc. No evidence of programming matrix or adjacency was provided. Investigation of site conditions, laws, codes, etc. are met in other studio work.

Actions taken, B Arch & M Arch
In ARCH 5001 Comprehensive Design Studio and Arch 7006 Graduate Design Studio VI, students are now required to develop programs for their projects in part or in whole. Pre-design exercises include client needs assessment, site conditions assessment, and a review of the relevant laws and codes for the sites and locales. Specific Project Outline and Project Development phases have been added that focus on programming and adjacency investigations.
B.4 Site Design (B. Arch)
2013 Visiting Team Assessment (B. Arch): The team is not able to locate evidence of response to soil, vegetation, or watershed issues. Some topography representation and manipulation is shown, but typically is only represented as contour lines without elevation tags, and without understanding of cut/fill. Because ARCH 5005 is mounted adjacent to 5001 projects, these were also reviewed for evidence and the team was not able to locate comprehensive site plans that demonstrate the criteria. Project sites seem to present potential to meet the criteria, e.g. Houston’s Buffalo Bayou, or are too urban, e.g. downtown St. Louis.

Actions taken
In Arch 5001 Comprehensive Architectural Design, site design has been addressed by having on-site visits and documentation and meetings with regulatory agencies for the site where the project is located. Students produce site analysis documentation that include climate, historic conditions, geography, built environment, zoning, building codes and ecology. Since 2018 projects from this studio have received the following site and sustainability-oriented recognition: 2018 ACSA Designing Healthy Places: Watershed – Winner, 2019 ACSA Built2Last, Resiliency in Disaster Relief -Winner, 2020 ACSA Steel Competition: Urban Food Hub – Third, 2021 ACSA Steel Competition: Healthy Workplace – Second. Similarly, Arch 4002 Architecture Design VIII investigates site and ecological systems at an urban and architectural level, addressing issues of sea level rise and sustainable urban development. Both courses, require a deep understanding of topography and the way buildings interrogate existing human-made and environmental systems.

C.3 Client Role in Architecture (M Arch)
2013 Visiting Team Assessment: The student understanding necessary to meet the criteria was documented to occur in the Professional Practice course. However, demonstration of the responsibility to “reconcile the needs of the client, owner, user groups, and the public and community domains”, was lacking. The team regards the student experience associated with community outreach programs, such as the Mid-City Studio found in the B. Arch program commendable, yet a more firm companion demonstration is required going forward for the M. Arch program.

Actions taken
In Arch 5006 Professional Practice, client role in architecture has been addressed by having guest speakers/lecturers from area firms, meetings with client and community group leaders, and interactive class discussions in order to synthesize a coherent picture of the client’s role in professional practice. The instructor brings a particular set of experiences and biases that will be augmented with guests and readings from current literature. Moreover, Comprehensive Design (ARCH 5001 and ARCH 7006) focus on real-world projects, through research affiliated with the Coastal Sustainability Studio and situated within actual communities in Baton Rouge.

C.9 Community and Social Responsibility (M. Arch)
2013 Visiting Team Assessment: Community outreach assignments in Arch 4001 clearly involve students in the community and their assignments are designed to improve the life of the local residents, as shown in the Envision DaBerry outreach project in New Iberia, LA.

Actions taken
Projects in ARCH 7004 and 7006 are often associated with the LSU Coastal Sustainability Studio (a research entity within the university aimed at improving living conditions on the changing coast). For the last three years, students in these courses worked with community partners to incorporate public interest and social considerations in their projects.
Actions taken since the previous visit to address Causes of Concern

A.9 Historical Traditions and Global Culture (B. Arch.)

2013 Visiting Team Comments: Attention to global cultures and cultural diversity is focused in the history sequence, ARCH 3005, 3006, 4007. Although ARCH 3005, History of Architecture I (Ancient to Medieval) provides lectures and required assignments in non-Western traditions, ARCH3006 (Renaissance to Modern) covers only Western traditions. The most recent iteration (Spring 2012) of ARCH 4007 (The Contemporary: 1968 to the Present) is a comprehensive course in contemporary theory, and does not address contemporary issues of globalization or urbanization, or other topics that might be construed under the “Global Cultures” definition of the SPC, nor do older versions of the course organized around building typologies. The concern is that an understanding of Global Culture is left to historic periods and not extended into the present.

At the undergraduate level, there is some attention to issues of diversity in evidence in the ARCH 4001, Community Outreach Studio. The graduate program does not offer a similar course. The APR and Matrix suggest that Cultural Diversity are addressed only in a history sequence.

Actions taken

Architectural History I (formerly ARCH 3005 now ARCH 2007) now incorporates lectures dedicated to Asia, Africa, and Meso-America. Readings and essays from multiple sources, including Ching, Jarzombek, and Prakash’s A Global History of Architecture and Paul Oliver’s Dwellings, among many others, address architecture within social and cultural contexts. Classroom presentations and comparative writing assignments challenge student groups to examine and share the ways in which technology, ecology, society, economics, religion, and history have generated the built environments of varied global cultures.

Architectural History II (formerly ARCH 3006 now ARCH 2008) now includes lectures and readings incorporate formal analysis of case studies within historical, sociological, geographical, environmental, and material contexts, and with respect to the global advent of modernity, colonialization and urbanization. The focus of the survey incorporates lectures dedicated to Asia, Africa, and Meso-America. The required text by Richard Ingersoll, World Architecture: A Cross-Cultural History, addresses architecture within global social and cultural contexts.

Architectural History III (ARCH 4007) now incorporates Lectures and readings that address global modernization, decolonialization and urbanization since the Second World War. Secondary readings by modern and contemporary authors are drawn from areas beyond the Global North, and include the voices of women and underrepresented authors. Studies encompass the diverse modes and forms of modern and contemporary architectural and urban practices in relation to issues of technology, politics, ecology, race, gender, culture and aesthetics. The coursework and term research paper demand students analyze buildings and settlements within material and cultural contexts to address parallel and divergent histories of architecture.

A.10 Cultural Diversity (B. Arch.)

2013 Visiting Team Comments: Evidence of understanding of cultural diversity is not found in the courses identified in the matrix, ARCH 3005, 3006, and 4007, which are history and theory courses (that do have content focused on diverse cultural traditions, but not needs, values, etc. or their implications. However, this SPC is met in ARCH 4001, where students work with diverse communities and stakeholders.

Actions taken

In addition to actions taken for the History/theory courses listed under A.9 above, multiple design courses address issues of cultural diversity. Arch 2002 is situated in different communities around the Mississippi river with their diverse social and economic conditions. Arch 4002 and Arch 5001 investigate the differential impact of environmental and infrastructural conditions on culturally diverse communities.
B.2 Accessibility (B. Arch. and M. Arch.) – Sensory
2013 Visiting Team Comments: No evidence of understanding or ability could be found for sensory or cognitive disabilities in the design projects and back up collateral including bound books (7006), analysis diagrams (5001) and the ARCH 3008-Building Service Systems course.

Actions taken
Comprehensive Design studios (ARCH 5001 and ARCH 7006) have tackled complex buildings in large-scale sites. In doing so, the students have had to address access to the site, through the site, as well as the required architectural programming. The Real-world projects supplied by the Coastal Sustainability Studio continually presents diverse user groups—with physical, social, economic, and infrastructural challenges--for the students to address.

B.6 Comprehensive Design (B. Arch. and M. Arch.) – Site Design
2013 Visiting Team Comments: The assigned studio projects do not allow an opportunity to show a great deal of site design. Student work shows little understanding or application of skills related to responding to soil, watershed or topography.

Actions taken
In ARCH 5001 Comprehensive Design and ARCH 7006 Graduate Design Studio VI, site conditions are central to student projects. See also discussion under B.9 above.

B.7 Financial Considerations (B. Arch. and M. Arch.) – Life-Cycle Costing
2013 Visiting Team Comments: The team could find little, if any evidence that life-cycle cost accounting was included in material covering the understanding of cost estimating.

Actions Taken
In ARCH 5006 Professional Practice, financial considerations in life-cycle costing has been addressed by having interactive class discussions in order to synthesize a coherent picture of the architectural design process.

B.10 Building Services Systems (B. Arch. and M. Arch.) – Security
2013 Visiting Team Comments: The team could find no evidence of material covering an understanding of concepts of building security and security systems.

Actions Taken
In ARCH 5006 Professional Practice, building security has been addressed by having interactive class discussions. Content integration is currently being under consideration.

C.3 Client Role in Architecture (B. Arch. only)
2013 Visiting Team Comments: The student understanding necessary to meet the criteria Client Role in Architecture was documented to occur in the Professional Practice course. However, demonstration of the responsibility to ‘reconcile the needs of the client, owner, user groups, and the public and community domains’, although meeting the intent of the criteria, was lacking. The team agreed the student experience associated with community outreach projects such as the Mid-City Studio supports this Student Performance Criterion, yet a more firm companion demonstration is required going forward.

Actions Taken
In ARCH 5006 Professional Practice, client role in architecture has been addressed by having guest speakers/lecturers from area firms, meetings with client and community group leaders, and interactive class discussions in order to synthesize a coherent picture of the client’s role in professional practice.
Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

With the recent change in the NAAB conditions, the faculty as a whole have been involved in workshops, retreats and subcommittees throughout academic years 2019-2020 and 2020-2021. These activities allowed the school to develop a holistic assessment of the B Arch and M Arch programs and identify the next areas of program development. During this period, we also worked closely with LSU Office of Institutional Effectiveness to build up an assessment tool that would work for the school strategic goals, NAAB accreditation criteria and university accreditation criteria. For a discussion of the tool, please see the introduction to section 3 in this document.

This resulted in new and revised student learning outcomes (SLO) for all M Arch and B Arch courses. The SLOs were integrated in their respective course content and listed in the course syllabus. In order to have feedback on how well the course SLOs are met, we worked with LSU office of Testing and Evaluation Services to incorporate the NAAB criteria related SLOs in the end-of-semester course evaluation tool. This was implemented in spring 2021 for the first time and will continue from hereafter. All SLOs are listed in section three in a table at the end of their respective criteria narrative. Note that all courses include other learning outcomes but the ones highlighted in this document and assessed through the course evaluation process are NAAB-related SLOs only. The full documentation of all course student learning outcomes can be found with each course syllabus.
1—Context and Mission

Located in the Mississippi River delta at the confluence of the river and Gulf of Mexico, the region of Louisiana State University present a rich context for professional and academic inquiry in Architecture. LSU is the flagship university of the state of Louisiana retaining the state largest university campus in the capital city of Baton Rouge. The city and the region offer multiple opportunities to engage, such as the cultural richness and ecological complexity of the region, as well as multiple challenges to address, such as discriminatory urbanization and land erosion. The School of Architecture strategic plan was developed in 2018 in accordance with myriad of opportunities and challenges that this geographic and institutional contexts present, as articulated in the following mission statement:

“The School of Architecture is a leader in building exemplary professional expertise and rigorous scholarship on the built environment through diverse perspectives, knowledge integration and applied research emerging from the Mississippi delta and engaging global environments.”

Hence, themes such as post-disaster recovery, spatial justice, climate change, sea-level rise, hospitality design, healthcare, fabrication, building performance, and social resilience are emphasized throughout the B Arch and M Arch curriculum through design studio, core lectures, electives, study abroad, and extracurricular activities.

The Region
Economically, South Louisiana includes a series of ports that cater for a highly active industries in petrochemicals, fisheries, shrimping, agriculture, and recreation. Historically, these industries generated trade routes, which developed a culturally rich region that made South Louisiana one of the prime tourism destination in the U.S. centered around the city of New Orleans; 80 miles southeast of Baton Rouge. Hence, hospitality is one of the major industries in South Louisiana with a rich and dynamic culinary environment based in Cajun and Creole traditional cuisine.

Socially, the region includes a highly diverse population that evolved from native Americans homeland (Atakapa, Chitimacha, Choctaw, Houma, and Natchez nations among others), Spanish and French colonization, the legacy of slavery, Cajun (Acadian) settlements as well as Caribbean and Latin American trade routes. While this social history accounts for the richness of urban environments and culinary traditions, it also presents disparities between different social groups as a result of segregated urbanization, rural-urban divide, racism and differential public investments.

Environmentally, the Mississippi delta consist of a network of waterways, swamps, and lakes rich with wildlife, and caters for sightseeing and sporting activities. Being part of the northern coastal region of the Gulf of Mexico, the region is prone for seasonal hurricanes, recurrent floods and land erosion. Extensive levee construction, industrial pollution and climate change is accelerating the rate and intensity of these environmental disasters and their impact on communities. In 2017, the Costal Protection and Restoration Authority (CPRA) of Louisiana issued the 2023 master plan for south Louisiana, which harnesses natural processes in order to control land erosion, reduce the impact of storm surge and build more resilience in coastal communities. The School of Architecture recurrently engages these initiatives through scholarship, design studios and lectures.

The University
Louisiana State University and Agricultural and Mechanical College campus is located in Baton Rouge, the capital of the State of Louisiana. The University was founded in 1853, consolidated in its current form in 1877. It is the flagship, research-one public university of the state of Louisiana supporting Land, sea, and space grant research. The Baton Rouge campus, which was dedicated
in 1926, is part of eight LSU campuses across the state and is the largest campus in Louisiana with a student population of 34,290 in 2020. At the heart of the campus is the historic arcaded quad, which is bookended by the central university library and Atkinson Hall, the home of the School of Architecture. The university strategic plan starts as follows:

“Leading Louisiana. Impacting the World. LSU has an obligation to serve our state through discovery, diversity, engagement, and learning, which in turn serves a broader national and global purpose. As Louisiana’s flagship research university, LSU has developed a new strategic plan to solve global challenges acute to Louisiana through cutting-edge research, while graduating future leaders equipped with the ability, skills, and desire to make positive contributions to the world.” (LSU Strategic Plan 2025).

The university strategic plan can be summarized into the following objectives and goals: first, through connecting students to the arts and cultural experiences, LSU seeks to foster an atmosphere of critical thinking and inventive approaches in the exploration of contemporary issues. Second, the University strives to expand interdisciplinary research, broadening support for well-founded practices as well as emerging new potentially transformational directions. Third, LSU aims to increase the number of partnerships and collaborations with a focus on preserving ecological systems and promote health and well-being. Fourth, by empowering researchers in addressing these complex issues, LSU strives to help foster a greater sense of resiliency and equality across our local and global community.

The City
In addition to the campus grounds south of the city, Baton Rouge includes two other relatively equal-size urban centers along the east bank of the Mississippi river. The historical downtown and capital grounds where the city was founded is north of LSU campus. Further north is the Exxon-Mobile refinery complex, which is one of the largest refineries in the world. At the northern edge of the city, Southern University, the Historically Black College and University of Baton Rouge, is to the northwest and the city metropolitan airport (BTR) is to the northeast. The city population is 220,236, situated within the East Baton Rouge Parish with a total population of 440,059 (U.S. Census 2019). The city/parish racial population breakdown is: 54.7%/47.2% Black or African American, 36.6%/44% White, 3.7%/4.4% Hispanic (Latinx), 3.5%/3.4% Asian, 1.3%/1.6% Two Races, 0.3%/0.3% American Indian and Alaska Native, and 0.1%/0% Native Hawaiian and Other Pacific Islander.

Similar to multiple cities in the United States, the majority of Baton Rouge neighborhoods are racially segregated with African American population mainly in North Baton Rouge and Old South Baton Rouge (aka “the Bottoms”); the latter is immediately north of LSU campus. The southern and Eastern suburbs are predominantly white. Due to decades of discriminatory urban policy, real estate measures, and infrastructural projects, there are stark disparities between the predominately African American and predominantly white/mixed neighborhoods. The majority of African American neighborhoods are depopulated, in disrepair, more prone for flooding and with more air pollution especially the neighborhoods adjacent to the Exxon-Mobile refinery. Disinvestment in these neighborhoods has impacted the access of impoverished communities to public mobility, healthcare and other public amenities. Recently, the city initiated multiple development projects to address the urban inequity in Baton Rouge such as “Imagine Plank Road: Plan for Equitable Development,” projected to revitalize a major commercial artery in north Baton Rouge. These sites and communities have been a main focus for multiple design studios, courses, public lectures, and workshops at the School of Architecture.

The School
In its strategic plan, the School of Architecture is committed to four objectives that are based on the institutional, social, and geographic conditions stated above (see strategic plan full text in appendix C). These objectives are achieved through the following faculty, student, curricular, and programmatic initiatives:
Reinforce a culture of diversity and innovation
Founded on cultivating the racial and cultural richness of southern Louisiana, this objective is committed to achieving an equitable representation of the region's diversity amongst the students and faculty. Including diverse voices reinforce the culture of design innovation and the relevance of design actions to the communities. Implementing multiple strategies to increase and retain diversity, the racial and ethnic diversity of the student body in the school of architecture has significantly increased since the last accreditation cycle, as well as gender and racial diversity of faculty members (see section 5.5.3). The college lecture series invites speakers with a wide spectrum of perspectives with the 2020-2021 theme fully dedicated to design for spatial justice. Several courses foster a dialogue on racial, cultural, gender, and economic difference, bringing questions of diversity and equality to the forefront.

Discover and learn holistically
Recognizing the value of varied expertise and points of view, this objective seeks to build partnerships with a multitude of various universities, departments, centers, and community organizations. In addition to collaborations within the College of Art and Design, the faculty regularly work with research teams composed of faculty from Colleges across the university and from universities across the country. The curriculum reinforces multidisciplinary understanding of the physical, environmental, and social context and encourages students to think holistically by engaging theories and tools from multiple disciplines such as planning, social science, and engineering, as well as adopt a multi-scalar analytical lens that uncovers the relationship between human habitation and large scale ecologies.

Advance applied research
This objective emphasizes the central role that design can play in developing applications for scholarly research, which reinforces LSU mission as a land-grant and sea-grant university. Coursework that is grounded in investigations of local and regional conditions are spread throughout the curriculum such as exploring design strategies in response to climate change, ecological systems, building fabrication and performance, sustainability, and social disparity. Advanced electives and option design studios are research intensive learning environments that are based on the expertise and research of the faculty. This provides a unique opportunity for the students to deeply engage the faculty specific architectural inquiries to inform their design strategies and production.

Enrich the World
Centered on the goal of understanding the role of the built environment in creating equal opportunities for diverse groups, this objective is supported by global studies, study abroad, institutional partners, and international visitors. Travel and fieldtrips are incorporated into the teaching pedagogy of design studios at multiple levels. In addition to regional and national destinations, the school has been strategically targeting Caribbean destinations (such as Panama, Puerto Rico, Haiti) as complex sites of design investigations that have cultural ties to South Louisiana. Furthermore, courses and seminars are consistently expanding the geographic base of architectural knowledge where students can learn comparatively of urban and architectural production in the Global South. Often these visits and study abroad studies include collaborations with other universities such as University of Grenoble, University of Panama, Catholic University of Puerto Rico, etc., in which students and faculty collaborate in workshops and/or long term projects.
Located in the Mississippi River delta at the confluence of the river and Gulf of Mexico, the region of Louisiana State University present a rich context for professional and academic inquiry in Architecture. LSU is the flagship university of the state of Louisiana retaining the state largest university campus in the capital city of Baton Rouge. The city and the region offer multiple opportunities to engage, such as the cultural richness and ecological complexity of the region, as well as multiple challenges to address, such as discriminatory urbanization and land erosion. The School of Architecture strategic plan was developed in 2018 in accordance with myriad of opportunities and challenges that this geographic and institutional contexts present, as articulated in the following mission statement:

“The School of Architecture is a leader in building exemplary professional expertise and rigorous scholarship on the built environment through diverse perspectives, knowledge integration and applied research emerging from the Mississippi delta and engaging global environments.”

Hence, themes such as post-disaster recovery, spatial justice, climate change, sea-level rise, hospitality design, healthcare, fabrication, building performance, and social resilience are emphasized throughout the B Arch and M Arch curriculum through design studio, core lectures, electives, study abroad, and extracurricular activities.
2—Shared Values of the Discipline and Profession
The program must report on how it responds to the following values, all of which affect
the education and development of architects. The response to each value must also
identify how the program will continue to address these values as part of its long-range
planning. These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built
environments. Design thinking and integrated design solutions are hallmarks of architecture
education, the discipline, and the profession.

Architectural design is an iterative process that is fundamentally unique because it is based on
integrating diverse intellectual and representational skills, such as research, analysis, synthesis,
writing and making, as well as the integration of a diverse fields of knowledge, such as
engineering, social sciences, humanities and art. As part of a R1 university that holds a triple
designation of land-grant, sea-grant, and space-grant, the School of Architecture at LSU aims to
"exploit the uniqueness of the design process to trigger positive change for the communities of
Louisiana and beyond.“ (SoArc strategic plan) The School of Architecture aims to graduate
professionals that understand the knowledge needed to collaborate in addressing contemporary
challenges and have the skills required to integrate this knowledge through the creative process
of design. This is discussed below in curriculum and coursework, faculty research and
scholarship, as well as programs that are implemented in the school and college.

Curriculum: The dialectics between the integration of skills and the integration of knowledge is
evident throughout the design courses content. However, the design course sequence
starts with more emphasis on developing competence in the integration of skills at the
earlier stages in the curriculum (Arch 1001, Arch 1002 in B Arch; Arch 4003 & Arch 7001
in M Arch) and gradually shifts with progressive complexity to developing competence in
the integration of knowledges within the discipline and outside, such as (Arch 4002, Arch
5000, Arch 5001 in B Arch and Arch 5000, Arch 7003, Arch 7006 in M Arch). The
understanding of the scope of design is broadened through coursework in history/theory,
technology, and representation/fabrication, which follows a progression from being
didactic to open-ended and thematic as per the advanced elective seminars and
workshops that align with faculty expertise and current research (Arch 4032, Arch 4041,
Arch 4072, Arch 4221, Arch 5003, Arch 5004 in B Arch and M Arch). Furthermore, the
advanced design courses involve students in the B Arch and M Arch programs with
contemporary design themes that are based in Louisiana but have global relevance such as:
urban segregation and border politics, coastal sustainability and resilience,
architecture and water ecology, community engagement and disaster recovery.

Scholarship: The ability to address these significant architectural design issues emerges from
faculty expertise and research which is increasingly multi- and interdisciplinary. This is
evident through faculty collaborations with scientists, humanists, social scientist,
designers and artists such as Robert Holton and Niloufar Emami collaboration with
Engineering, Traci Birch collaboration with Geography, Coastal Science and Engineering,
and Kris Palagi collaboration with Landscape Architecture.

Programmatic: In order to involve the whole school community in testing the capacity of the
design process to address contemporary challenges, the school initiated in spring 2019
an all-school workshop that included all graduate and undergraduate architecture
students (see appendix D). For three days, students worked in teams across the different
years on project/s lead by invited academic expert/s. This creates the opportunity for
students to collaborate and experiment with partners of different levels of experience,
maturity, and skills. The workshops were discontinued in 2021 and 2022 due to the
pandemic but will resume in spring 2023.
**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

The “built environment is a locus of multiple challenges that face our society today such as environmental degradation, energy depletion, post-disaster recovery and social inequity… Positioned within one of the most dynamic regions that shaped the contemporary world, the school is dedicated to advance the role of architecture profession in building a more equitable and hopeful global future for all.” (SoArc strategic plan). Building professional responsibility in architectural education includes consistently incorporating social and environmental factors in all architectural projects along with the more obvious components of space, structure, and enclosure. Unlike the latter, the nature of environmental systems and social behavior is that they are temporal, i.e. they evolve and change over time/seasons. This temporal quality makes it more challenging to develop accurate forms of representation of ecological and social variables, which urges architects to develop new forms of representation and tools that can make these factors consistently integrated in the making of buildings and urban environments. Acquiring depth of knowledge of such representations and tools require that these temporal factors are introduced in foundational courses and are continuously addressed throughout the curriculum with advanced design investigations and specialized elective courses. Acquiring these integrative tools are essential to evaluate the impact of the architect’s design strategies on the environment and the public and hence, recognize the responsibility to act ethically towards the social and natural context in which they are operating.

At the foundational level, cultivating environmental stewardship and responsibility is achieved through technical courses in environmental control (Arch 3008 for B Arch and M Arch) and building systems (Arch 3007 for B Arch and M Arch), as well as theory courses that contextualize architects’ and designers’ action within a larger social and ecological framework (Arch 2006 for B Arch and Arch 7008 for M Arch).

At the advanced level, guidelines for health, safety and welfare in professional practice is tackled through professional practice and construction document courses (Arch 5005, Arch 5006 for B Arch and M Arch). Environmental stewardship and responsibility is investigated through required design courses (Arch 4002, 5001 for B Arch and Arch 7003, 7004, 7006 for M Arch), in which students understand the relationship between environmental stewardship and social equity and resilience. These subjects are further developed in electives (Arch 4041, Arch 4072 for B Arch and M Arch) and option studios (Arch 5000 for B Arch and M Arch), in which students can broaden their tools and/or engage in specific case studies of community engagement.

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

“Geographically, the Mississippi delta in which LSU is located hosts diverse cultures and peoples that settled and developed the land and produced cultural innovations. This diversity was generated through the intersection of the coast and river with links to the Caribbean, Latin America and far-reaching cities in the northern states and Canada. The School of Architecture aims to cultivate the richness of this interaction through academic programs and initiatives that uncover the contribution of these diverse cultures in developing the hybrid environment that characterizes the state of Louisiana.” (SoArc strategic plan). Building on the strength of cultural and ethnic diversity of the Mississippi Delta, several initiatives were enacted to ensure equal access to architecture education, increase diverse voices among students and faculty, create...
open platforms for different perspectives to be expressed and raise awareness of issues pertaining to the role of architects in spatial justice.

Equal Access: as shown in the charts in section 5.5.3, the student body has significantly increased in its diversity due to multiple initiatives. At the undergraduate level, the University has adopted a holistic admission process since 2018 to reduce the bias of standardized tests on admission. Starting in 2019, the School of Architecture has not implemented the use of ACT/SAT scores in the selective admission for pre-B Arch freshman students. In order to ensure support for students from diverse backgrounds, first year students are closely advised by the Undergraduate Coordinator during the whole year, and starting in 2020, these students could choose to have a senior student mentor. This support helped reduce the impact of the uneven educational and socioeconomic background on the student success when applying for the major by the end of first year. The state of Louisiana also implements a financial assistance program called TOPS, which provides four-year tuition funding for high achieving undergraduate student. At the graduate level, the GRE became optional in 2018 for admission to the M Arch program, the graduate school offers full tuition scholarship to underrepresented domestic students and to international students from underrepresented countries. To help with recruitment efforts among faculty and students, the college established a new position, Assistant Dean for Diversity and Recruitment. The dedication of the College of Design atrium to Julian White with a mural depicting the architecture professor, who was the first African American professor at LSU, has also helped promote a culture of equality and inclusion.

Diverse Voices: In addition to increasing student diversity, increasing the diversity of expertise and perspectives amongst the faculty has been an important goal of the School. Since the last NAAB visit in 2013, the diversity of the faculty has increased in gender and ethnic background. In 2013, the faculty consisted of 13 full-time faculty with 4 women and 9 men who ethnically identified as 1 Asian, 10 White and 2 unspecified. In 2021-2022 full-time faculty consists of 6 women and 8 men with the following ethnicities: 1 Black, 1 Latina, 1 MENA, 2 International and 9 white. Faculty expertise span from architecture technology and fabrication, to coastal sustainability, community engagement, spatial equity, and informal settlements. Faculty scholarship is based in different regions such as the Caribbean, Latin America, Middle East, the American South and Europe.

Open Platforms: the school supports multiple platforms where diverse voices can be heard around various administrative, academic and professional issues. Students and faculty from across all academic levels collaborate on projects during the All School Workshop (see Appendix D). The faculty retreats, all-school meetings, and architecture council meeting provide formal discussion venues for faculty and students. School support for student organization such as NOMAS, AIAS, SHiP, and Studio Culture allow students to translate their multi-faceted interests into actions through activities, public programming, and mentorship. Finally, in the aftermath of the murder of George Floyd, the school conducted open discussion sessions, over the course of fall 2020 semester, entitled “Platforms Towards Change”. These discussion sessions identified different forms of racism in personal and academic life and possible ways of addressing them.

Spatial Justice: issues of equity, diversity, and inclusion permeate throughout the curriculum where different conditions of spatial injustice in the U.S. and global contexts are studied within the history/theory courses (Arch 2401, Arch 2006, Arch 2007, Arch 4007, Arch 4062 for B Arch and Arch 7008, 5003 for M Arch). Modes of mapping spatial injustice and the development of strategies of design intervention are studied in several design studios from different interrelated perspectives (Arch 2002, 4002, 5000 for B Arch; Arch 5000, 7003, 7004 for M Arch). While the majority of investigations are located in the region, such as New Orleans, Baton Rouge, Amite River watershed, several design studios investigated design strategies for spatial justice in The Caribbean such as in Ponce-PR and San Juan-PR (Arch 4002 in B Arch) and in Panama City (Arch 5000 for B Arch and M Arch). The goal is to cultivate a sense of social responsibility among architecture
students to actively undo spatial injustice in the built environment. In architectural design, this sense of responsibility is based on learning diverse methods of archival, mapping and fieldwork research in order to identify the physical manifestation of inequity and its historical infrastructure and act responsibly to rectify inequities through spatial change.

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

The power of the design process is its ability to integrate multiple forms of knowledge using diverse forms of representation, which creates original forms of material and spatial manifestations. This unique integration of different sets of skills allows for continual innovation in the way we conceptualize architectural knowledge and seek novel resolutions for emerging contemporary challenges. "The iterative process of architectural design has the capacity to promote action by integrating quantitative and qualitative data/parameters through visual, textual and digital forms of analysis and representation" (SoArc Strategic Plan). The infrastructure for innovation and knowledge are **resources** that encourage students to experiment and learn through making and testing new iterations of knowledge integration. The structure for innovation is the **curriculum and programs** that impart the fundamental disciplinary knowledge and provoke students to raise their level of academic and professional curiosity, appreciate open-ended questions, and endure the uncertainty of the innovation process.

**Resources:** The College and School facilities provide the tools necessary to support research, knowledge development, and innovation. The C-Lab is accessible to students at all times which include high performing computers equipped and regularly updated with all software relevant to students and faculty work. The College Workshop is equipped with traditional carpentry tools as well as large format laser cutters. Communication Across the Curriculum studio is a college resource that supports student research by providing mentorship for student research projects as well as provide equipment such as 3d printers, 3d scanners, cameras, and drones. The Fabrication Laboratory is a multidisciplinary research hub that includes fabrication machines such as clay and plastic 3D printers, CNC router, plasma cutter and plastic molding. The school also include faculty research labs such as the Earth Lab and the Concrete Lab. The Fabrication Laboratory and the faculty labs support faculty and student research as well as student work in option studios and advanced electives.

**Curriculum and programs:** While the above resources support knowledge and innovation across the whole curriculum, independent research and innovation is intensified in the advanced electives (Arch 4221, Arch 4993, Arch 5003, Arch 5004 for B Arch and M Arch) and option studios (Arch 5000 for B Arch and M Arch) that offer a vast range of inquiries based on faculty expertise. As part of their required curriculum, M Arch students engage with a variety of schools of thought and methodologies for research on the built environment (Arch 4700), which consolidate their research and innovation skills. Moreover, the College and the School lecture series support a broad spectrum of contemporary voices which inspire further research and inquiries. Along with the All School Workshop, this practice of engaging design practitioners and scholars from outside of the University advances the culture of innovation in the School and encourages students to embrace this culture.
Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Understanding the human agency in architectural design and construction is central to an architect’s education. This includes stakeholders in architectural or urban projects; communities impacted by the design intervention; landscape architects, engineers, interior designers, and planners that collaborate in the design production; as well as lawmakers and business partners that invest in the building enterprise. “The school is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations … to produce integrated knowledge on the built environment through multi-, inter- and transdisciplinary methods of inquiry and action.” By “developing initiatives of embedded design, service learning and community engagement, architects are able to employ their design skills to convert theoretical research produced by diverse actors and methods to implement [effective] strategies of spatial transformation.” (SoArc Strategic Plan). Given the complexity of actors that contribute to the production of the built environment, it is imperative for students and faculty to value the diverse knowledge produced by these different fields of practice, engage the different user groups and communities impacted by design actions as well as develop an ability to collaborate effectively with these user groups and professionals.

Value Diverse Knowledge: The lecture series brings a diverse group of scholars and practitioners with mixed expertise in Architecture, Art, Interior Design, and Landscape Architecture to the College (see COAD Lecture Series). In the curriculum there are many opportunities for students to expand their understanding of the many individuals who play a role in the built environment beyond the specific expertise of their chosen major. Both professional and free electives offer the possibility to explore other disciplines in the College and across the University. Option Studios allow students to select and focus on particular areas of design investigations across three design schools.

Engage: in various design studios, students address complex community related issues locally, regionally, nationally, and globally. Through small scale architectural projects and investigations into broader systems, beginning architectural studios engage questions relevant to the local community and Mississippi Delta region. Intermediate design studios include fieldtrips to a large-scale U.S. city, giving students an opportunity to critically compare and contrast citizenry and public space relative to their familiar surroundings. Advanced design studios and courses address questions of resilience through collaborations with local communities and in some instances collaborating with communities and universities in the Caribbean region. Finally, the Paris study abroad program immerses students in a culturally different but locally relevant international urban community.

Collaborate: Option studios regularly involve group work to research and understand complex social issues, giving students the opportunity to collaborate with peers from the Interior Design and Landscape Architecture. In addition to option studios, Arch 4062 and Arch 4072 engage actual communities that the students work with in the development of their design and/or research projects. Finally, the all-school workshops projects are developed by teams that consist of M Arch and B Arch students from all levels, who collaborate to address the design challenges presented.
Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline’s body of knowledge, histories and theories, and architecture’s role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

The curriculum is designed to uncover the multiple approaches to design, build skills of knowledge integration based in the built environment, and develop methods of application to a wide spectrum of architectural research. The goal is to graduate architects that are critical thinkers who can address creatively a range of architectural issues with a sense of responsibility towards society and stewardship towards the environment. The value of architectural education is that it is one of the few remaining “generalist” fields where the breadth of knowledge could be expansive in content and scale. Hence, the need for architectural curriculum to provide a wide exposure of architectural subspecialties and engage multiple affiliated fields that expose the complexities of the built environment. Prolonged design innovation emerges from the ability of architects to integrate these different sources to arrive at a holistic and inclusive design process. The capacity for lifelong learning is based on the profound understanding of this holistic design process that may manifest differently in accordance with project parameters, geography, budget and community.

Curriculum: Both the M Arch and the B Arch curriculum start with a prescriptive coursework and gradually move to a more open and flexible format. This allows students to build a strong foundation in the architectural sub-specialties after which, students can use elective and option studio credits to seek areas of interest that align with their career aspirations in the advanced courses of the curriculum. M Arch students study research methods that reinforce their ongoing study and practice of architecture discourse and design. Similarly, courses in history/theory, design or technology, become more research-intensive and focused to gain depth of understanding of the architectural enterprise.

Breadth of knowledge: The architectural faculty have unique and diverse expertise and scholarship. This provides students with a breadth of exposure to architectural subspecialties and allows them to deepen their learning in particular areas of aptitude through specialized research projects, studios, and courses. Students can also expand their understanding of the design fields by using elective credits to pursue studies in Art and Landscape Architecture and/or minor in Interior Design.
3—Program and Student Criteria
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

Introduction
To ensure continuous review and development of the NAAB program and student criteria, as well as their alignment with the School of Architecture strategic plan and LSU strategic plan, the criteria were mapped against the school goals and the university drivers as articulated in the school and university strategic plans respectively. The discussion of each criterion below starts with an introductory paragraph that articulates holistically how the programs meet the specific criterion, followed by three or four sections. The first section lists the university drivers and school goals that align with the criterion. Based on the goals and drivers, the following discussion articulates how the school meets the criterion through programmatic activities in the second section and curricular learning outcomes in the third section. Some criteria may not include programmatic section and one does not include curricular section. The fourth section articulates the assessment process of the programmatic and curricular student learning outcomes which provides ongoing feedback for improvement and revision of the school professional programs and curriculum.

As per the diagram above, the assessment process is based on a three-year cycles where indirect measures of student learning outcomes are collected annually through graduating B Arch and M Arch student surveys as well as course-specific student learning outcomes that are collected through the online course evaluation system conducted at the end of every
semester. Direct measures of student learning outcomes are collected every three years through the evaluation of course-specific student products (projects, essays, exams and papers). Each PC or SC is assigned to a group of faculty members to study the data collected from the annual indirect measures and the three-year direct measures and develop a comprehensive report with recommendation for development of their respective PC/SC-specific courses (See appendix F pilot assessment sample of course-specific indirect measures). The report will be submitted to the school Curriculum Committee to develop action items and program revisions. As per the university assessment process, each program at LSU should assess all the program goals every three years. Accordingly, the fourteen NAAB criteria assessment reports are distributed over three years, which results in producing four to five reports every year.

Finally, all PC and SC student learning outcomes are considered at three levels: Emerging (Introducing), Broadening (Reinforcing) and Refining (Mastering). Hence, the NAAB matrix (see appendix H) that correlates the courses with the criteria includes the letters E, B or R that is associated with the above proficiency levels respectively. For clarity, the discussion of the learning outcomes in this section is organized in accordance with these three levels.

Currently, the implementation of this assessment process is being coordinated with LSU Office of Institutional Effectiveness, and Testing and Evaluation Services to leverage their platforms in collecting, storing and studying assessment data. These platforms will serve for all university, college and school assessment studies and reports including NAAB.
3.1 Program Criteria (PC)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

While the curricular coursework develops knowledge of professional architecture practice as a process, scope, and regulatory framework, the school relies on various programs to introduce architecture students to career possibilities that expands the range of applications of architectural skills and knowledge. The aim is that graduates of the M Arch and B Arch degree have acquired the skills to translate academic research into design strategies, have been exposed to the variety of practices that architect can engage, and understood the stages and thresholds that prepares them to professional licensure. The school creates opportunities for the graduates to select studies and programs that may align with their career aspirations to understand the complexity of their choices.

**Alignment with School goals and University Drivers**

**School goal 1:** By developing initiatives of embedded design, service learning and community engagement, architects are able to employ their design skills to convert theoretical research produced by diverse actors and methods to implement strategies for spatial transformation. [Listed under Advance Applied Research]

**School goal 2:** Emerging from the geographic, cultural, ecological and technological context of Louisiana, these models will be showcased through scholarship, academic partnerships and design competitions at national and international venues. [Listed under Enrich the World]

**University Driver 1:** Maximize Resources to Impact Environmental, Energy, and Economic Security. LSU will maximize existing resources and empower environmental and energy experts to address complex societal issues and respond to environmental challenges that affect Louisiana and the world, while expanding economic opportunity to all citizens.

**Programs**

The School supports formal and informal programs to engage students with different forms of practices in which architecture knowledge and skills can be utilized. The College of Art & Design Lecture Series that draws from a wide range of regional, national, and international artist and design professionals. The cross-disciplinary series is comprised of approximately twenty invited guest presenters per academic year and open to all students and faculty in the College as well as the University, local professionals, and general public.

The School regularly offers students NCARB AXP presentations, workshops, and information sessions that communicate the various possible paths to professional licensure. Students often participate in design related experiences within the community during the school year and summers that contribute to AXP requirements. These engagements include internships, design competitions, and volunteering for organizations such as Habitat for Humanity.

The School of Architecture houses four student organizations that are active in promoting engagement with the profession and involving students of the different forms of practices. Due the pandemic, these student organizations were less active during academic year 2020-2021. The American Institute of Architecture Students (AIAS) is the official student body organization in the School of Architecture, serving as a liaison between students and practicing professionals. Activities include studio crawl and portfolio reviews by invited professionals. The National Organization of Minority Architecture Students (NOMAS) student organization champions diversity within the design professions by promoting the excellence, community engagement, and professional development of its members. NOMAS members participate in the NOMA national conference each year, where they meet with...
professionals in the field and establish connections with similar organizations around the country. Community engagement activity include “Light a Flame” in which NOMAS members visit high schools to introduce students to the field of architecture and design. SHiP (Students for Historic Preservation) is committed to bring awareness to the significance of preservation in Architecture. The Studio Culture student organization offers the opportunity to meet and work with students from other disciplines, providing valuable insight into a variety of artistic and design endeavors. Studio Culture’s goal is to facilitate cross-collaboration throughout the College of Art & Design, to expand the world view by which architects, designers, and artists approach new challenges.

The Annual All-School Workshop is collaborative learning experience where students of multiple year levels work together and interact with a diverse range of academic and professional architects. Over the span of three days all architecture student participate in the design workshop and attend presentations around an annual theme. The spring 2019 theme addressed the complexity of physical and social borders, where students investigated the development of “conflict diagrams” in three abandoned urban areas in Baton Rouge. The spring 2020 was entitled Virtual Frictions and investigated different technologies of making and fabrication. (See Appendix D for a full list of visitors)

The College of Art & Design’s annual Networking Day offers students opportunities to meet and network face to face with representatives from a diverse array of architectural firms from across the country. Students are encouraged to build their portfolios, resumes, and job application materials during the program through faculty guided, CxC (Communication Across the Curriculum) mentors, and peer to peer mentoring workshops. The Olinde Career Center is a valuable resource at LSU that assists students and alumni in choosing careers, obtaining career-related work experiences, developing job search skills, and securing employment or admission to graduate or professional school. The CoAD Internship and Job Online Resources regularly updates opportunities available to our students and graduates. Whether a student is looking for an internship or a summer job, a graduating student looking to launch their career, or an alumnus looking to change positions or advance their career, the goal of CoAD’s online job opportunities site is to connect quality employers to qualified students and graduates of the College of Art & Design.

Curriculum
[B Arch: Arch 3001, Arch 4002, Arch 5000, Arch 5006]
[M Arch: Arch 5000, Arch 5006, Arch 7003]
The B Arch and M Arch curriculum ensures that students understand the diverse range of career opportunities that make use of the profession’s skill and knowledge sets through multiple office visits during field trips as well as the inclusion of a wide variety of projects themes and focus. The curriculum also introduces students to the steps for architectural licensure and the business of practice.

Emerging level courses introduce student to career paths through the different types of architectural project investigations. Arch 3001 Architectural Design V (B Arch) & Arch 7003 Graduate Design studio III (M Arch) introduce students to considerations of precedents, site, program, structure, materiality and building systems. In these courses (B Arch or M Arch) students examine for the first time the complexity of skills and depth of knowledge integration required in building design. Both studios require field trip that include office visits to reputable firms in the U.S.

Broadening level courses reinforce this knowledge by enabling students to further understand the skills, knowledge, and roles conducted by licensed architects and related disciplines. In Arch 4002 Architectural Design VIII (B Arch) students hone their investigative skills, identifying and developing primary and secondary data sets to study the relationships between architectural, social, infrastructural, regulatory and environmental...
systems through climate change-related systems research and the development of possible adaptation design strategies. The course includes a required field trip that includes office visits, most recent in spring 2020 was to San Juan, Puerto Rico. Arch 5006 Professional Practice (B Arch & M Arch) addresses the paths to licensure by developing an understanding of the requirements and obligations of the State of Louisiana Licensing law for Architects, the ethical standards, and dilemmas found within the Practice of Architecture. A range of career opportunities (Architecture, construction, manufacturing, lending, legal, AI and VR opportunities, etc.) are presented and explored to demonstrate the viability and suitability of architectural education and training to these different but interrelated careers. A focus is placed on the role of the architect in society and an understanding of the various relationships developed with critical players in related disciplines.

Refining level courses allow students to refine and critically examine the diverse range of career options practiced by licensed architectural professionals and their affiliated objectives and project outcomes. Arch 5000 Options Studios (B Arch & M Arch) provide students with the opportunity to learn from design professionals in focused, instructor-driven themes based on the faculty research and/or practicing architect expertise. These studios explore established and emerging opportunities in the design fields as driven by the diverse research and/or practice of the faculty in architecture, interior design and landscape architecture. The studios promote leadership and collaboration by placing students from varying year levels (undergraduate and graduate) and majors (Architecture, Interior Design, and Landscape Architecture) in a unified studio setting allowing for both formal, and informal, forms of learning about varied professional applications and paths. Students often work in multidisciplinary teams towards the investigation of complex multi-faceted design inquiries and development of project proposals. Recent option studios themes included: undoing racial injustice in Baton Rouge, aerial futures, earthen architecture, hospitality design, speculative urbanism, healthcare design, digital fabrication of living structures.

Student Learning Outcomes Assessment
All the learning outcomes of program criteria one is assessed through indirect measures. As below, the first one is assessed through annual survey, the following three assessed through annual course evaluation and the last one is assessed by gathering data from professional organizations on the professional performance of LSU architectural graduates.

<table>
<thead>
<tr>
<th>PC1 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1.1 Understand the paths to licensure in the United States.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC1.2 Ability to translate contemporary research into diverse design strategies relevant to the project scope and objectives.</td>
<td>Course Evaluation</td>
<td>ARCH 5000</td>
<td></td>
</tr>
<tr>
<td>PC1.3 Understand the paths to becoming licensed as an architect in the United States.</td>
<td>Course Evaluation</td>
<td>ARCH 5006</td>
<td></td>
</tr>
<tr>
<td>PC1.4 Understand the range of available career opportunities that utilize the discipline’s skills and knowledge.</td>
<td>Course Evaluation</td>
<td>ARCH 3001</td>
<td>ARCH 7003</td>
</tr>
<tr>
<td>PC1.5 Statistics [AIA, ARE pass rates, % participation in professional venues, data]</td>
<td>Data Gathering</td>
<td>ARCH 4002</td>
<td></td>
</tr>
</tbody>
</table>
**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Design is a powerful tool of spatial change that requires broad multi-scalar intellectual capacity as well heightened skills in making and representation. With power comes responsibility since the change that designers create may impact individuals, communities, ecological systems and/or economies. Uncovering the factors underlying the spatial production of the built environment is critical to the designer understanding of the impact of their actions. Hence, architectural designers need to have a holistic understanding of the physical, political and symbolic meaning of the spatial configurations that structure the built environment. This understanding necessitates conducting visual, archival and theoretical research that involves a multiplicity of disciplines across the social sciences, engineering, humanities and the arts. While the curriculum discussion below focuses on the design courses only, this holistic understanding of design permeates through the various courses in design, history-theory, as well as the technology and representation. The B Arch and M Arch curricula ensure that students understand the capacity and importance of the design process as a critical method towards shaping the built environment. The iterative process of design thinking prepares students to become involved in an increasingly complex world, one that requires interdisciplinary and collaborative team relationships. Consistent communication among peers, faculty and occasional invited visitors provide students with opportunities to ask questions, learn new processes, develop original proposals, and debate different approaches.

**Alignment with School Goals and University Drivers**

**School goal 1:** The School is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations with humanists, scientists, social scientists, and artists to produce integrated knowledge on the built environment through multi-, inter-, and trans-disciplinary methods of inquiry and action. [listed under Discover and Learn Holistically]

**School goal 2:** The School of Architecture will extend the mission of Louisiana State University as a land-grant and sea-grant institution by investing in curricula and research that exploit the uniqueness of the design process to trigger positive change for the communities of Louisiana and beyond. [listed under Advance Applied Research]

**University driver 1:** Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.

**University Driver 2:** Enhance Louisiana Health and Wellbeing. LSU will apply its expertise to benefit Louisiana citizens through education, disease screening and prevention, environmental conservation and preservation, and data collection.

**Programs**
The school and the college support various events to engage architecture students with the multiplicity of design approaches that address contemporary architectural and urban challenges. The [College of Art & Design Lecture Series](#) draws from a wide range of regional, national, and international artist and design professionals. The cross-disciplinary series is comprised of approximately twenty invited guest presenters per academic year and open to all students and faculty in the College as well as the University, local professionals, and general public. The [Annual All-School Workshop](#) (see appendix D) is a collaborative learning experience that brings students of multiple year levels to work together for three days to address a significant contemporary design challenge of proposed by invited visitors and specialists. The workshops were conducted in spring 2019 and 2020 but was cancelled in spring 2021 and spring 2022 due to the pandemic.
Curriculum

[M Arch: Arch 4003, 5000, 7001, 7002, 7003, 7004, 7006]

**Emerging** level courses introduce the students to the nature and scope of the design process. Given that incoming students have limited exposure to the design field, these courses explore a variety of methods of representation, narratives, technologies, and contexts that could inform the design process. In Arch 1001 Architectural Design I (B Arch) students develop the ability to represent three-dimensional forms in two-dimensions, developing basic skills in architectural drawing and modeling. The design process focuses on the hierarchy of structure and space through the generation of assemblies. Arch 1002 Architectural Design II (B Arch) enables students to begin to organize space, form, and material while enhancing basic skills in architectural drawing and modeling. Generative tools guide decision-making along with a self-reflective critical process guided by intuition and discovery. Historical precedents are presented to anchor design work in a larger historical continuum. Arch 2001 Architectural Design III (B Arch) introduces students to the integration of abstract and theoretical organizational concepts using resolved materials and structural systems. An exploration of building typology investigates the reciprocal relationship between narrative, context, and inhabitation. In Arch 2002 Architectural Design IV (B Arch) students further explore narrative, context and inhabitations within architectural situations that heightens a diversity of environmental and social conditions. Arch 4003 Intensive Design Studio (M Arch) introduces graduate students to design, analysis, and the development of basic architectural skills in representation and design development. Arch 7001 Graduate Design Studio I (M Arch) opens students to the organization of space, form, and process while enhancing basic skills in architectural drawing and modeling. In Arch 7002 Graduate Design Studio II (M Arch), students observe, analyze, interpret, and represent conditions of building in relationship to site and context. Emphasis is placed on developing an understanding of contextual systems and the ways in which they influence a site specific design response.

**Broadening** level courses reinforce design knowledge by enabling students to learn how to integrate multiple factors into the design process. In Arch 3001 Architectural Design V (B Arch) students move through a design process that allows programming, site analysis, and planning to inform the design of architectural interventions with resolved structural and architectural systems. The design process includes precedent studies, structural integration, means of egress, and accessibility. Arch 3002 Architectural Design VI (B Arch) enables students to develop architectural proposals that incorporate studies in the technologies of materials, structure, and environmental controls and systems. Arch 4002 Architectural Design VIII (B Arch) exposes students to the study of socially responsible approaches to the development of buildings within an urban system. Through archival research, mapping, and modeling, students analyze the complexity of urban environments to explore the role of the social, ecological and material systems play in building and urban design. Arch 4002 projects are often located in the Caribbean basin region. In Arch 7003 Graduate Design Studio III (M Arch) students move through a design process that allows programming and site analysis to inform the design of architectural interventions with resolved structural and architectural systems. The studio integrates basic sustainable design strategies such as passive environmental systems and socially responsive design. Arch 7004 Graduate Design Studio IV (M Arch) reinforces the process of developing an architectural proposal that incorporates multiple technologies inherent to building design. Projects investigate a set of broad contextually complex systems and their influence on a specific design that integrates site, program, structure, materials, environmental systems and sustainable strategies.

**Refining** level courses allow students to critically examine diverse design processes and integrate complex contextual parameters at varying scales. Arch 5000 Options Studios (B Arch & M Arch) allows students to select design studios that align with their interests and career aspirations. Students have the option to select from advanced thematic studios across
Architecture, Interior Design, and Landscape Architecture. Option studios engage students with contemporary design challenges and engage the faculty primary expertise within a collaborative and interdisciplinary environment. In Arch 5001 Comprehensive Architectural Design (B Arch) and Arch 7006 Graduate Design Studio VI (M Arch), students design and communicate a single building that integrates cultural, environmental, material, mechanical, acoustical, structural, and lighting systems. The design process begins with the development of assemblies (details and wall sections) that are then analyzed for their environmental and structural response and the ability to holistically integrate building systems. Students work through iterative and generative modalities to comprehensively develop integrated building design that respond to the unique context of Southern Louisiana.

Assessment of Student Learning Outcomes
Design program criteria is assessed through the following five student learning outcomes. The first four are indirect measures that are assessed annually through surveys and course evaluation tools, while the last is a direct measure that is assessed every three years by evaluating student work from the associated target courses.

<table>
<thead>
<tr>
<th>PC2 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC2.1 Understand the way design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC2.2 Engage and experiment with interdisciplinary design.</td>
<td>Course Evaluation</td>
<td>ARCH 5000</td>
<td></td>
</tr>
<tr>
<td>PC2.3 Engage and experiment with multi-scalar (from human to ecological) spatial analysis and design intention.</td>
<td>Course Evaluation</td>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>PC2.4 Understand the ability of design actions to create positive change in communities and the environment</td>
<td>Course Evaluation</td>
<td>ARCH 4002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>PC2.5 Integrate multi-scalar understanding of design</td>
<td>Student Work</td>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
</tbody>
</table>

National Architectural Accrediting Board
Architecture Program Report 25
PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Architecture students at LSU develop their understanding of the way architecture should respond to societal and environmental conditions primarily through the context of South Louisiana ecology: a deltaic region which is hot, wet, coastal, prone to flooding, with accelerating land loss/dynamism. Deltaic landforms, exacerbated by climate change impacts, pose significant risk to both coastal and inland urban systems. These unique, but also generalizable conditions, are particularly true in South Louisiana, which has lost 1,900 square miles of coastal wetlands since 1930, and another 1,750 square miles are estimated at risk of loss over the next fifty years. South Louisiana is a young and dynamic landscape, built over eight thousand years through fluvial and tidal sediment deposition. The bulk of these deposits were delivered by the Mississippi River through regular flood events, which left rich sediment behind as flood waters receded. Land loss is a result of several factors, including levees separating the deltaic plain from the Mississippi River, hydrological alteration from oil and gas exploration, and accelerating eustatic sea level rise. It is within this context that LSU has established itself as a world leader in the study of coastal processes, which initiated several multi-disciplinary studies and research. For example, since its establishment in 2010, the Coastal Sustainability Studio led multiple research projects and design studios in the College of Art and Design that included faculty from engineering, coastal science, geography, landscape architecture, architecture, planning and others. The studio has been consistently led by School of Architecture faculty, employed M Arch students and funded several design studios in the school of Architecture.

South Louisiana’s wetlands buffer 70% of Louisiana’s population from the Gulf of Mexico and are a national locus of seafood, oil and gas, maritime, and petrochemical industries, which are “immovable industries.” These communities and economies reside in major cities, suburbs, and historic villages along south Louisiana’s rivers and bayous. Coastal flood risks include extreme impacts from tropical storms and hurricanes, as well as less severe but more common tidal flooding exacerbated by low topography and land loss. Louisiana’s inland communities face risks from severe rain that overwhelms riverine environments, as well the increasing convergence of coastal and inland processes as a result of a retreating coastline. Climate scientists predict these impacts will continue to increase in frequency and intensity over time. However, the immovability of industry coupled with deep place attachment cultivated through intimate knowledge of the local environment requires adaptation for survival in the face of coastal disturbances. Louisiana communities aren’t going away, but they must adapt to increased risk through innovative design strategies that enhance the resilience of their urban and architectural environments.

Alignment with School Goals and University Drivers

School goal 1: By developing initiatives of embedded design, service learning and community engagement, architects are able to employ their design skills to convert theoretical research produced by diverse actors and methods to implement strategies for spatial transformation. [listed under Advance Applied Research]

School goal 2: The School of Architecture will extend the mission of Louisiana State University as a land, space, and sea-grant institution by investing in curricula and research that exploit the uniqueness of the design process to trigger positive change for the communities of Louisiana and beyond. [listed under Advance Applied Research]

University driver 1: Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.
University driver 2: Enhance Louisiana Health and Wellbeing. LSU will apply its expertise to benefit Louisiana citizens through education, disease screening and prevention, environmental conservation and preservation, and data collection.

Curriculum
[B Arch: Arch 2007, 3008, 4002, 4007, 4062]
[M Arch: Arch 3008, 7003, 7004]
The B Arch and M Arch Curricula promote students’ full understanding of the dynamic between the built and the natural environments, aiming towards developing design strategies that preserve ecological systems as well reinforce social resilience. The objective is to instigate a sense of responsibly for mitigating climate change and its impact on world communities in their future role as architects.

Emerging level courses initially examine perceptions of self, society, and the natural world. Arch 2007 History of Architecture I (B Arch) introduces students to ways of thinking about the built environment and its relationships to natural environments throughout history. This is addressed through discussions of historic climate changes, the agricultural revolution, the reliance of ancient civilizations on riverine ecosystems, infrastructures like Roman aqueducts or Peruvian earthworks, and the adaptation of architectural forms, spaces, and materials to specific climatic and environmental conditions. Arch 3008 Environmental Control Systems (B Arch & M Arch) focuses on the advancement of technical knowledge of complementary passive strategies and environmental systems. Students demonstrate how geographic region and the tools used for performance assessment can impact the efficiency and function of a range of environmental systems.

Broadening courses enable students to understand the fundamentals of urban morphology in relation to historical, social, political, economic, and ecological systems. Arch 4007 History of Architecture III (B Arch) enhances knowledge of ecological systems and the relationships between the built and natural environment. Students develop an understanding of the historical and theoretical engagement of architecture since the mid-20th century with issues of ecology and the environment in relation to wider cultural and scientific discourses. Arch 4062 Urban Design and Planning (B Arch) emphasizes empirical observation to analyze the physical characteristics of the natural and built environment; and relationships between environments, perception, and behavior. Students explore and design green infrastructure practices that provide multiple environmental, social, and economic benefits. They work in teams to weave natural processes back into the built environment to manage storm water, and provide additional ecological services such as cleaner air, reduction of urban heat islands, reduced energy consumption, climate mitigation, and improved community amenities. In Arch 4002 Architectural Design VIII (B Arch) students hone their investigative skills, identifying and developing primary and secondary data sets to drive design decision-making at the urban and architectural scales. They demonstrate the relationships between architectural, social, infrastructural, regulatory and environmental systems through climate change-related research and the development of possible adaptation design strategies. Arch 7003 Graduate Design Studio III and Arch 7004 Graduate Design Studio IV (M Arch) strengthens the skills of identifying, evaluating, and employing appropriate architectural environmental systems, technologies and strategies in response to natural and cultural environmental conditions, while integrating them in a comprehensive design proposal. Students synthesize complex environmental site data and program requirements in order to create architectural designs that utilize sustainable design strategies within architectural, urban, and environmental systems to support the vitality, sustainability, and resiliency of communities.

Student Learning Outcomes Assessment
Ecological Knowledge and Responsibility is assessed through the following six student learning outcomes, the first four are indirect measures that are assessed annually while the
last two are direct measures that are assessed every three years by evaluating student work from the associated listed courses.

<table>
<thead>
<tr>
<th>PC3 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC3.1 Holistic understanding of how architecture mitigates climate change and natural disasters and build resilience and ecological adaptation.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC3.2 Understand holistic building strategies for design with water systems and coastal environments.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC3.3 Recognize the ways in which design strategies often are adaptive responses to ecological challenges, economic shifts, and cultural differences.</td>
<td>Course Evaluation</td>
<td>ARCH 2007</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td>PC3.4 Understand the way of modern and contemporary architecture and urban design strategies responded to climate change, ecological systems and environmental responsibility.</td>
<td>Course Evaluation</td>
<td>ARCH 4062</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td>PC3.5 Understand the tools and technologies to analyze and develop design strategies informed by environmental systems.</td>
<td>Student Work</td>
<td>ARCH 3008</td>
<td></td>
</tr>
<tr>
<td>PC3.6 Understand how design strategies can trigger positive change in the relationship between architecture and the environment, in Louisiana and beyond.</td>
<td>Student Work</td>
<td>ARCH 4062</td>
<td>ARCH 7004</td>
</tr>
</tbody>
</table>
PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

As mentioned in PC2-Design, designers require multi-scalar intellectual capacity to uncover the factors that contribute to the production of the built environment as well as identify the way designer’s actions impact this production. Historical surveys present a narrative of historical evolution with selected case studies that illustrate the production process. On the other hand, courses that focus on theory, present different ways (school of thoughts) in which architects can think about the factors they should uncover in analyzing sites of intervention and assessing the impact of their intervention. The history of modernity taught us that the narratives we created about the built environment, are shaped by the dominant ideological and theoretical regimes such as the ones produced by colonialism, masculinity, heterosexuality, and racial discrimination. The current academic discussion is to challenge these dominant narratives, which spanned the nineteenth century and most of the twentieth century to generate a more inclusive narrative that can enrich the designers discourse and their awareness of the multiple voices that world architecture include. While the curricular structure of the history/theory courses is stable, the course content is continuously being revised to learn from new scholarship that is more inclusive of global cultures and the diverse voices within these cultures. With the expansion of content that the history/theory courses are witnessing, content is including in addition to the history of spatial configuration larger systems that contribute to production process of architecture and urbanism such as ecological systems, measures of resilience and sustainability as well as environmental changes associated with growth of waste and accelerating climate change.

Alignment with School Drivers and University Goals

School goal 1: The school is committed to recruit faculty and students with diverse perspectives and backgrounds to generate architectural innovation that is supported and enhanced through a continuing dialogue on racial, cultural, gender, and economic difference. [listed under Reinforce a Culture of Diversity and Innovation]

School goal 2: The school will continue to consolidate and expand an understanding of the world through study abroad programs, international visitors, institutional partnerships, global studios and seminars. [listed under Enrich the World]

University driver 1: Enhance Student Engagement in the Arts: LSU will graduate creative problem-solvers and critical thinkers by connecting all students to arts and cultural experiences.

University driver 2: Develop a Campus-wide Culture of Cross-disciplinary Teaching and Research: LSU will encourage faculty and student collaboration across academic disciplines while eliminating bureaucratic barriers.

Programs

The public lectures organized by the school expose students to practices informed by contemporary architectural thinking. Practitioners and theorists present their interdisciplinary work while analyzing the broad social, cultural, political, and economic forces shaping the built environment and the discipline. The program expands the space of the public lectures for students to get in close contact with the research interests of faculty members, who present their work to the entire student body. This deepens their understanding of current debates both within and beyond the discipline.

Curriculum

[M Arch: Arch 4700, 5003, 7007, 7008]

The History and theory courses ensures that students understand the histories and theories of architecture and urbanism resulting from but also shaping diverse social, cultural, economic, and political forces at local and global scales.
Emerging level courses initially survey the internal logic of architectural discourse and practice and the relationship of buildings to their context. Arch 2401 Appreciation of Architecture (B Arch) introduces students to architecture as a distinct cultural form and practice, profoundly embedded in human civilization and society, and the basic tools to understand and appreciate this discipline through a historical and theoretical prism. Arch 2007 History of Architecture I (B Arch) introduces students to the history and theories of architecture with a focus on how the design, use, and interpretation of buildings, landscapes, and cities have been shaped by changing social, cultural, economic, and political forces. The course covers a time period that spans from roughly 30,000 BCE to the fourteenth century CE. Arch 2008 History of Architectural II (B Arch) surveys the development of architectural forms, from fourteenth to twentieth century, in relation to social processes, institutional and governmental practices, increasing urbanization and industrial production, capitalism, and other dominant economic forces. Arch 2401, Arch 2007, and Arch 2008 establish students’ understanding of how architectural form and urban settlement patterns and strategies were shaped by social, economic, political, and cultural differences. Upon joining the program, M Arch students are expected be familiar with the above discourse through their undergraduate education.

Broadening level courses reinforce the knowledge that architectural and urban forms are products of social, cultural, environmental, and political relations. Arch 2006 Architectural Topics (B Arch) introduces students to concepts and methods that inform contemporary theories and practices in architecture. The lectures dissect key concepts and ideas from the texts read outside of class and connect them to built case studies. The objective is for students to produce original analyses by applying a concept/method to a building/site/type. Arch 4062 Urban Design and Planning (B Arch) opens students to the diverse and multidisciplinary theories of urban design and planning, from the scale of the region and city to the neighborhood and lot. The objectives of the course are to provide a foundation for understanding the various dimensions of these fields, to articulate the role of urban design and planning within the development process, and to study key issues and challenges facing design professionals today. The course is concerned foremost with recognizing sustainable environmental conditions, measured in many ways but particularly in terms of access, connectivity, equity, and sense of place. Arch 7007 Modern Architecture (M Arch) enables students to expand the understanding of modernism and the historical and theoretical forces that shaped its development in the nineteenth and twentieth centuries. This course also covers the rise of the modern nation state and the middle class as it considers urban density, public services, public space, democratic social forms, and the effect of the life sciences and technology on conceptions of architectural form and order. Broadening level courses reinforce the ability to conduct academic research to uncover social, economic, political and cultural underpinning of the built environment.

Refining level courses allow students to critically examine architectural theories and practices in the context of contemporary conditions. Arch 4007 History of Architecture III (B Arch) further exposes students to the history and theories of architecture with a focus on how the design, use, and interpretation of buildings, landscapes, and cities have been shaped by changing social, cultural, economic, and political forces in the 20th and 21st centuries. Arch 7008 Contemporary Architecture History and Theory (M Arch) enables students to refine their understanding of the development of architectural histories and theories from the mid-twentieth century to the present day. Students understand the changing direction of architectural theories that not only build upon but often contest and deconstruct one another while remaining in constant exchange with multiple disciplines. Besides understanding and analyzing key interrogations and debates in the discipline, students critically question whose voices have been privileged in canonical architectural discourse and redirect attention to the sites from which other voices empower themselves. Arch 5003 Advanced Architectural Topics (M Arch required, B Arch elective), delves into a contemporary architectural topic with

National Architectural Accrediting Board
Architecture Program Report
an extensive history/theory research component. **Arch 4700 Research Methods** (M Arch) includes reflection on the historiographical process of researching and writing architectural histories in dialogue with mixed and interdisciplinary methods. Refining level learning outcomes emphasize students' ability to develop a research paper on the built environment utilizing established theoretical paradigms, background literature, scholarly referencing and argument development.

**Assessment**
Below is the list of learning outcomes where indirect measures are assessed annually through surveys (4.1-2) and course evaluations (4.3-4), while the direct measure of evaluating student work (4.5-6), such as papers and essays, are conducted once every three years.

<table>
<thead>
<tr>
<th>PC4 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PC4.1</strong> Understand how urban and architectural strategies were shaped by racial, economic, political and cultural difference</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td><strong>PC4.2</strong> Understand how to employ analytical tools based in established theoretical scholarship to develop research on the built environment</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td><strong>PC4.3</strong> Learn to interpret the built environment as simultaneously shaped by social, economic, political, cultural, ecological, technological, and aesthetic forces.</td>
<td>Course Evaluation</td>
<td>ARCH 2007</td>
<td>ARCH 7007</td>
</tr>
<tr>
<td></td>
<td>Course Evaluation</td>
<td>ARCH 2008</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td><strong>PC4.4</strong> Ability to conduct academic research to uncover racial economic, political and cultural underpinning of the built environment.</td>
<td>Course Evaluation</td>
<td>ARCH 4007</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td></td>
<td>Course Evaluation</td>
<td>ARCH 4062</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td><strong>PC4.5</strong> Develop a research paper on an original topic on architecture and the built environment drawing upon frameworks of contemporary discourse and current scholarship in the field, utilizing standards of scholarly reference and argument development.</td>
<td>Student Work</td>
<td>ARCH 4007</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td><strong>PC4.6</strong> Ability to articulate how the history of racial, cultural and economic difference contributed to the development of the built environment in Louisiana, the U.S. and globally.</td>
<td>Student Work</td>
<td>ARCH 4062</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td></td>
<td>Student Work</td>
<td>ARCH 4007</td>
<td>ARCH 7008</td>
</tr>
</tbody>
</table>
**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

The school promotes innovation that is borne out of inclusivity of voices and perspectives, holistic multidisciplinary understanding of design, and recognizing the impact of design strategies on communities, ecologies and economies. Such capacity to innovate in architecture is based on building the knowledge of the diversity of architectural production as well as honing the skill of academic research and its technological, social, professional, and theoretical breadth. The B Arch and M Arch programs ensure the development of these skills through design projects and research papers in which ideas and approaches to innovation in architecture are analyzed and appreciated. While these research skills are foundational to all students, architectural innovation can take different forms through the multiple academic opportunities that the school provides with advanced specialized electives, option studios, and all-school workshop. The College CxC studio (Communication Across the Curriculum), Design Workshop, Fabrication Laboratory and C-Lab provide the necessary support for students to pursue and test their experiments by providing tools, mentorship, software and equipment. Further support is provided by occasional organized peer-to-peer software workshops.

**Alignment with School Goals and University Drivers**

**School Goal 1:** The School of Architecture aims to cultivate the richness of this interaction through academic programs and initiatives that uncover the contribution of these diverse cultures in developing the hybrid environment that characterizes the state of Louisiana. [listed under Reinforce a Culture of Diversity and Innovation]

**School Goal 2:** The School of Architecture will continue to build partnerships with various departments and centers around campus, and the wider community, in order to develop holistic approaches to address these complex contemporary challenges. [listed under Discover and Learn Holistically]

**School Goal 3:** The School of Architecture will extend the mission of Louisiana State University as a land-grant and sea-grant institution by investing in curricula and research that exploit the uniqueness of the design process to trigger positive change for the communities of Louisiana and beyond. [listed under Advance Applied Research]

**University Driver 1:** Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.

**University Driver 2:** Catalyze the Innovation Cycle. LSU will develop a strong culture of invention and discovery by supporting, incentivizing, and showcasing technology commercialization and university-industry interaction.

**Curriculum**

**[B Arch: Arch 2006, 4007, 5000]**
**[M Arch: Arch 4993, 5000, 5003, 7008]**

Students can participate in architectural research and innovation at every level in their education, however, the courses discussed below are selected because research and innovation is part of their primary objectives. All architecture studios are offered with a second section open to Honors students only (for example Arch 2101 is the honors section of Arch 2001) in which they conduct an additional research component to the regular studio section.

**Emerging** level courses provide a foundational base for research, opening an inquiry into innovative strategies and preparing students to actively participate in future research initiatives. **Arch 2006 Architectural Topics** (B Arch) introduces students to research and innovation by presenting concepts and methods that inform contemporary theories and practices in architecture. Moving from theoretical reflections, students select concepts/methods that will serve as a lens or framework for their own analysis of an architectural product/ion. The objective is for students to produce original analysis by
applying a concept/method to a building/site/type. **Arch 4007 History of Architecture III** (B Arch) encompass the diverse modes and forms of modern and contemporary architectural and urban practices in relation to issues of technology, politics, ecology, race, gender, culture and aesthetics. Students research a topic of their interest and develop a term-length, scholarly paper utilizing relevant critical, analytical and interpretive frameworks. **Arch 7008 Contemporary Architecture History and Theory** (M Arch) introduces students to the development of architectural histories and theories from the mid-twentieth century to the present day. Students research and develop short- and long-form essays on topics of their choosing, testing and evaluating innovations in the field.

**Broadening** level courses reinforce previously acquired foundation knowledge by providing students opportunities to engage in specialized architectural research. **Arch 4993 Advanced Computer Aided Architectural Graphics** (B Arch elective & M Arch required) offers students the means to explore new computational design and digital fabrication techniques in contemporary practice. The course is taught in collaboration with the CoAD Fabrication Laboratory. One of the goals of the course is to introduce students to the inherent contradictions and complexities of file-to-artifact production. **Arch 5003 Advanced Architectural Topics** (B Arch elective, M Arch required), is offered under different faculty-driven specialized themes requiring extensive reading of text and advanced research project. Arch 5003 themes included “Action Architecture: space, place and the political,” “Urbanism: multidisciplinary discourse on the production of space,” and “Interpreting Nature: Wright.” **Arch 5004 Concentration seminar** (B Arch & M Arch elective) “Stereotomic permutations,” offered in Fall 2019 focused on how through the mechanical means of standardization, possibilities of digital variation are born. The course primarily implemented fabrication techniques and production methods in the development of precast elements. Students developed 3D printed flexible formwork to cast designed elements as an alternative to conventional methods of mold making. The fall 2020 theme was “Complex Design-Simple Parts: digital computation of discreet assemblies.” Other specialized topical elective include “Weaving a Logic of Assembly (Arch 4032),” “Learning from the Global South: urbanization, design and societies in change (Arch 4221),” “Community Design Studies: food insecurity (Arch 4072),” “Afrofuturism in Architecture: discourse, dialogue, design (Arch 4221).”

**Refining** level courses allow students to research and analyze complex architectural questions and propose original contributions to contemporary challenges. **Arch 4700 Research Methods** (M Arch) delves deeply into methodological and ethical questions of research on the built environment as students prepare a research agenda based on their review of literature. **Arch 5000 Options Studios** (B Arch & M Arch) are a distinct opportunity to engage multi-disciplinary research across the design fields within the college of Art + Design (i.e. Architecture, Landscape Architecture, Interior Design). The studios propose design questions and hypotheses developed around faculty research and professional expertise. For example, the following seven option studios were offered in fall 2020: **Design Ugly: undo spaces of spatial injustice in Baton Rouge; Speculative Urbanism: exploration and imagination of city futures through science fiction; Aerial Futures; Earthen Architecture: sentient technologies for building; Design in Cultural Contexts; Design as a Healing Strategy; Living Structure Studio.**

**Assessment**

Even though an extensive number of courses are discussed above, research and Innovation is assessed mainly at the emerging level courses in history/theory and the refining level option studios through direct and indirect measures. The surveys (P5.1-2) will capture student feedback from their overall academic experience.
<table>
<thead>
<tr>
<th>PCS Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS.1 Engage in research that resulted in new discoveries</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PCS.2 Understand the enriching contribution of interdisciplinary research methods to architectural design.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PCS.3 Develop design methods based on extensive research.</td>
<td>Course Evaluation</td>
<td>ARCH 5000</td>
<td></td>
</tr>
<tr>
<td>PCS.4 Develop research by incorporating diverse voices and perspectives.</td>
<td>Course Evaluation</td>
<td>ARCH 2006 ARCH 5000 ARCH 7008 ARCH 4007 ARCH 5000 ARCH 7008 ARCH 5000 ARCH 7008</td>
<td></td>
</tr>
<tr>
<td>PCS.5 Understand interdisciplinary processes of design and their outcome.</td>
<td>Course Evaluation</td>
<td>ARCH 2006 ARCH 5000 ARCH 7008 ARCH 4007 ARCH 5000 ARCH 7008 ARCH 5000 ARCH 7008</td>
<td></td>
</tr>
<tr>
<td>PCS.6 Understand the ability of design to produce positive change in local and/or global context.</td>
<td>Course Evaluation</td>
<td>ARCH 2006 ARCH 5000 ARCH 7008 ARCH 4007 ARCH 5000 ARCH 7008 ARCH 5000 ARCH 7008</td>
<td></td>
</tr>
<tr>
<td>PCS.7 Develop research using diverse sources (scholarly, observational, oral, etc.).</td>
<td>Student Work</td>
<td>ARCH 4007 ARCH 5000 ARCH 7008 ARCH 5000 ARCH 7008</td>
<td></td>
</tr>
</tbody>
</table>

National Architectural Accrediting Board
Architecture Program Report
**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Design pedagogy at Louisiana State University School of Architecture recognizes the multiple challenges that face society today, which requires reinforcing the essentially multidisciplinary nature of design practice. Through both curricular and extra-curricular programs and activities, the School emphasizes how holistic approaches to design imply active engagement with multiple stakeholders as well as collaborations with other professionals to define, develop, and implement effective strategies to contemporary problems. While certain studios and courses focus on engaging dynamic physical and social contexts to address a wide array of issues and challenges in the U.S. broadly and the globe, collaboration is consistently integrated into studio design pedagogy to a different degree and with a varied scope. This includes team research and/or design, community engagement, multidisciplinary design teams, multidisciplinary reviews and discussions, fieldtrips, site visits, and study abroad collaborative opportunities.

**Alignment with School Goals and University Drivers**

**School Goal 1**: The School of Architecture will continue to build partnerships with various departments and centers around campus, and the wider community, in order to develop holistic approaches to address these complex contemporary challenges. [Listed under Discover and Learn Holistically].

**School Goal 2**: The school is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations with humanists, scientists, social scientists and artists to produce integrated knowledge on the built environment through multi-, inter- and trans-disciplinary methods of inquiry and action. [Listed under Discover and Learn Holistically].

**University Driver 1**: Develop a Campus-wide Culture of Cross-disciplinary Teaching and Research. LSU will encourage faculty and students collaboration across academic disciplines while eliminating bureaucratic barriers.

**University Driver 2**: Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.

**Programming**

In spring 2019, the school initiated the All-School Workshop and symposium to promote collaboration among students at all levels to address a contemporary design challenge or question. Visitors from the U.S. and abroad as well as school faculty lead the workshop/s and delivered presentation and discussion sessions. The 2019 workshop and symposium [see appendix D] entitled “Bordering On…”, which centered around the production of conflict diagrams in three contested areas in Baton Rouge. The last day of the workshop included a symposium entitled “The Political Equator.” The 2020 workshop was entitled “Virtual Frictions” focused on the emerging technologies of making and visualization. All B Arch and M Arch students were organized into teams with team leaders to work together to address the project/s presented by the invited scholars. Due to the COVID-19 pandemic, the workshops were suspended in spring 2021 and spring 2022 but will resume in spring 2023. Furthermore, the School of Architecture, along with the other schools in the College of Art and Design and the College itself, organize annual lecture series in which outside professionals, scholars, educators, policy makers, and other constituents of design disciplines speak about their practices and expertise. These lectures emphasize to various degrees the importance of leadership in multidisciplinary teams, diversity of stakeholder constituents, collaboration problem-solving skills, and responsibility in dynamic physical and social contexts.
Curriculum
[B Arch: Arch 3001, 3008, 4002, 5000, 5006]
[M Arch: Arch 3008, 5006, 5000, 7004]
Leadership and Collaboration criteria are structured into the B Arch and M Arch curriculum through different modes of working - teamwork, reviews, multidisciplinary perspectives - and through various degrees of engagement with stakeholders in physical and social contexts. The criteria are also reinforced through lectures, readings, discussions and assignments in seminar and lecture courses.

Emerging level courses establish students' understanding of diverse, multidisciplinary, and contextually responsive approaches to leadership and collaboration. Arch 3001 Architectural Design V (B Arch) introduces students to collaborative problem solving in precedent and site analysis exercises, as well as in an introductory team design project. Student knowledge of the importance of leadership in multidisciplinary teams and collaborative problem solving in integrated design is reinforced in lectures, readings, discussions. Required field trip introduces students to working within dynamic physical and social contexts both in and outside of Louisiana. In Arch 3008 Environmental Control Systems (B Arch & M Arch), students understand the importance of leadership in multidisciplinary teams and collaborative problem solving. This is reinforced through lectures, readings, discussions and case studies that identify how consulting engineers, contractors, and technical specialists collaborate in the project development and construction. This course focuses on explicit applications of diverse stakeholders within a construction team, as well as the different characteristics of the physical context within which building systems are designed, installed, and maintained.

Broadening level courses reinforce this knowledge by enabling students to learn how to apply successful collaboration skills towards the resolution of complex problems. Arch 4002 Architectural Design VII (B Arch) strengthens students' knowledge of the importance of collaboratively engaging diverse stakeholders and project constituents through active engagement with a contested urban environment. While the spring 2021 was on Mobile Bay-Alabama, pre-pandemic studios engaged cities in Puerto Rico, namely Ponce and San Juan. These studios included required fieldtrips to both cities in which students interacted with multiple city and community leaders and professionals. Students work in teams to conduct extensive mapping and multidisciplinary research as well as develop design responses to challenges that the city faces; such as shrinking city in Ponce and sea level rise in San Juan. Arch 7004 Graduate Design Studio IV (M Arch) emphasizes collaborative problem solving in site analysis and representation exercises. Lectures, readings, discussions and assignments introduce students to the importance of working responsibly within ecological and social contexts, as well as the importance of collaboratively engaging diverse stakeholders and project constituents to produce holistic design responses. Arch 5006 Professional Practice (B Arch & M Arch) presents methods of effective collaboration in practice and ways of assessing the impact of design action on stakeholders and communities.

Refining level courses allow students to critically examine the ways in which they participate with other designers and stakeholders within varied contexts and design frameworks. Arch 5000 Options Studios (B Arch & M Arch), are faculty-driven thematic studios that are offered across the schools of Architecture, Interior Design and Landscape Architecture. The studios are selected by 3rd year M Arch, 4th and 5th year B Arch, 4th year BID, and 3rd year MLA students in which they collaborate and/or interact with other students with different experience and/or discipline. Even though the faculty-driven themes could be drastically different, the option studios present the opportunity for students to pursue an in-depth design
investigation that is complex, multi-disciplinary and open-ended, hence necessitating a holistic approach to design.

**Assessment**

Leadership and Collaboration criterion is assessed through six indirect measures, 6.1-3 through survey and 6.4-6 through course evaluation. Direct measures are assessed through the broadening level design studio courses (6.7-8).

<table>
<thead>
<tr>
<th>PC6 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC6.1 Had opportunities to collaborate with other designers from different backgrounds.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC6.2 Collaborated effectively in team work projects and activities</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC6.3 Had opportunities to engage communities and divers stakeholders</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC6.4 Understand how to collaborate effectively by incorporating different perspectives of team members.</td>
<td>Course ARCH 3001</td>
<td>ARCH 5006</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation ARCH 4002</td>
<td>ARCH 7004</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 5006</td>
<td></td>
</tr>
<tr>
<td>PC6.5 Assess and evaluate the impact of design actions on stakeholders and communities.</td>
<td>Course ARCH 3001</td>
<td>ARCH 5000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation ARCH 4002</td>
<td>ARCH 5006</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 5004</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 7004</td>
<td></td>
</tr>
<tr>
<td>PC6.6 Understand the value of multidisciplinary perspectives, knowledge and collaboration in addressing complex problems.</td>
<td>Course ARCH 3008</td>
<td>ARCH 5000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation ARCH 4002</td>
<td>ARCH 7004</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 5004</td>
<td></td>
</tr>
<tr>
<td>PC6.7 Employ multidisciplinary understanding of physical and social context.</td>
<td>Student Work ARCH 4002</td>
<td>Arch 7004</td>
<td></td>
</tr>
<tr>
<td>PC6.8 Understand the relationship of designer’s actions to diverse stakeholders and user groups.</td>
<td>Student Work ARCH 4002</td>
<td>Arch 7004</td>
<td></td>
</tr>
</tbody>
</table>
PC.7 Learning and Teaching Culture—How the program fosters and ensuring a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Unlike the other program and student criteria, building a positive learning and teaching culture prevades the entire learning experience of students, faculty and staff. Such culture is produced from safeguarding continuous communication and transparency of operations, initiating shared activities and experiences, appreciating contributions and celebrating achievements, as well as reinforcing an “open door” and “open mind” policy. These activities are daily, continuous and extend throughout the curriculum and school events.

Alignment with School Goals and University Drivers
School Goal 1: The School of Architecture aims to cultivate the richness of this interaction through academic programs and initiatives that uncover the contribution of these diverse cultures in developing the hybrid environment that characterizes the state of Louisiana. [Listed under objective Reinforce a Culture of Diversity and Innovation].
School Goal 2: The school is committed to recruit faculty and students with diverse perspectives and backgrounds to generate architectural innovation that is supported and enhanced through a continuing dialogue on racial, cultural, gender, and economic difference. [Listed under objective Reinforce a Culture of Diversity and Innovation].
University Driver 1: Support LSU and Community Health. LSU will embody and promote comprehensive wellness while creating partnerships that foster environmentally sustainable living.

Programs
The School of Architecture supports the following activities to ensure that there are multiple venues for communication and development among students, faculty and staff.

Formal communication among faculty, staff, and administration: Retreats are held at the beginning and end of each semester to share and help develop successful teaching strategies and debate new academic initiatives. Faculty meetings are held once every two weeks across the semester to inclusively discuss and vote on topics under development at the School, College, and University levels. The School curriculum committee, which proposes curricular changes to the B Arch and M Arch programs, include a student representative along with faculty of varying levels.

Formal communication among students, faculty, and administration: The Architecture Council is a forum for students to engage issues they feel are critical to their academic experience and School’s success. The council, which includes student representatives from every year level, meets with the director monthly. These meetings provide students with the opportunity to bring issues to the attention of the director, discuss them, and resolve immediate and long term problems. The Council meetings also allow for students to participate in the school’s strategic planning. All-School meeting is scheduled at the beginning of every semester, where the whole school community is updated on all school affairs. The all-school meeting is an open forum where faculty, students and student organizations are invited to make announcements and raise questions. Furthermore, special meetings are conducted to respond to pressing matters such as the “Platforms Towards Change” forum, which started following the George Floyd murder. In this forum, students and faculty expressed their thoughts on how racial discrimination is manifested and experienced in the curriculum, profession and personal interactions. The forum resulted in observations and recommendations that are being debated at various meetings and committees.

Formal communication between faculty and students: Each B Arch and M Arch student meets one-on-one at least once a semester for academic advising with their respective faculty advisor. While faculty and students discuss academic progress and potential future
curricular trajectories, these meetings are also a venue to discuss student’s aspirations in the profession and share possible career paths.

**Formal communication among students**: The School supports four student organizations that bring students together along with faculty advisors to openly discuss and participate in design related initiatives within academic and community settings. The School’s student organizations include AIA (American Institute of Architecture Students), NOMAS (National Organization of Minority Architecture Students), SHiP (Students for Historical Preservation) and Design Culture. These organizations host different activities aligning with their students’ shared interests. For example, Design Culture initiated a mentorship program in 2020 to support first year B Arch student to acclimate to the new design learning environment. More than fifty first year students signed up to be mentored by seniors and graduate students.

**Formal shared academic experiences**: All final design reviews are scheduled in one week where all faculty and invited visitors participate. Review schedule is announced through email and social media to encourage student participation from all levels in all reviews. The week long Annual All-School Workshop brings students and faculty together around a common topic to share ideas and engage specific design inquiries. These workshops holistically allow the students, faculty, and staff to jointly participate in investigations led by invited guest architects, academics, and/or professionals.

**Informal shared academic experiences**: End-of-Semester Celebration is scheduled at the end of design review week every semester. This is a social event with catered food and drinks where all student, faculty, staff and local professionals are invited. Student projects are exhibited throughout Atkinson Hall during this event. Every spring semester, the school in collaboration with AIA-BR hosts O.J. Baker Ceremony where the whole school community is invited for a crawfish boil (and other vegan options), situated in the historical quad in front of Atkinson Hall. Students Awards and Scholarships are distributed during this ceremony. In 2020-2021, faculty and students initiated the peer-to-peer software online workshops, which were conducted on Saturdays with excellent participation.

**Curriculum**

The Curriculum, B Arch and M Arch, ensures that students understand the importance of an affirmative surroundings that encourage positive encounters, mutual respect, and sharing. The design studio sequence fosters and ensures a supportive and encouraging environment within each course at all levels: introductory, intermediate, and advanced. The School has a long-standing Studio Culture policy that has undergone revisions throughout the years (see appendix E). 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. Studios are a type of learning community with intense learning relationships that range from one-on-one faculty instruction to peer-to-peer learning. An ongoing dialogue about work is a powerful learning tool that allows for the most interesting products to emerge in a design studio. This communication and sharing allows students to develop critical thinking skills and spatial and material stances.

Studio collaborations allow for 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. 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. Faculty has a vital role in navigating a student’s path in a design problem, a project, personal development, and professional direction.
Assessment

The assessment of learning and teaching culture is done mainly through the before-graduation survey, which provides overall feedback on the learning experience in the school. All course evaluations includes instructor specific and course specific feedback on learning and teaching.

<table>
<thead>
<tr>
<th>PC7 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PC7.1</strong> My academic experience with the School of Architecture has contributed positively to my learning and development. My non-academic experience (extracurricular activities, organizations, etc.) with the School of Architecture has contributed positively to my learning and development.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td><strong>PC7.2</strong> The faculty at the school are supportive. The faculty at the school help me grow professionally. The faculty at the school help me grow intellectually. The faculty at the school are genuinely interested in my learning. The faculty at the school are respectful. The faculty at the school illustrate guidelines for ethical, professional behavior.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td><strong>PC7.3</strong> My classmates and peers at the school are supportive. My classmates and peers at the school help me professionally grow. My classmates and peers at the school help me intellectually grow. My classmates and peers at the school are respectful. My classmates and peers at the school illustrate guidelines for ethical, professional behavior.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td><strong>PC7.4</strong> The staff at the school are supportive. The staff at the school are respectful. The staff at the school illustrate guidelines for ethical, professional behavior.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
</tbody>
</table>
PC.8 Social Equity and Inclusion—How the program furthers and deepens students’ understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

The long historical dominance of the singular perspective in architectural discourse created deep spatial inequities in our contemporary built environment. This is clearly manifested in the segregated urbanization of Baton Rouge; among many examples in the U.S. and around the world. While certain inequities of bodily ability has been addressed through codes and regulations, achieving inclusive design strategies takes a multifaceted effort to fully understand and appreciate. The school supports this effort by the following four undertakings: first, consciously include diverse voices and perspectives among faculty and visiting lecturers, who present diversity of research interests and architectural practices. Second, expand the historical narrative of architecture and urbanism to include multiple voices and experiences and acknowledge difference. Given the long history of alliance between architectural practice with power, this remains a project in progress in architectural education. Third, introduce multiple research and design opportunities for students to understand and act on conditions of social difference in the built environment locally and globally. Fourth, instil a sense of professional responsibility, rather than individual choice, for equity in design since equity builds resilience in communities, reinforces public good and advances innovation.

Alignment with School Goals and University Drivers

School Goal 1: The school is committed to recruit faculty and students with diverse perspectives and backgrounds to generate architectural innovation that is supported and enhanced through a continuing dialogue on racial, cultural, gender, and economic difference. [Listed under Reinforce a Culture and Diversity].

School Goal 2: The school will continue to consolidate and expand understanding of the world through study abroad programs, international visitors, institutional partnerships, global studios and seminars. [Listed under Enrich the World].

University Driver 1: Maximize Resources to Impact Environmental, Energy, and Economic Security. LSU will maximize existing resources and empower environmental and energy experts to address complex societal issues and respond to environmental challenges that affect Louisiana and the world, while expanding economic opportunity to all citizens.

University Driver 2: Attract Students Best Suited to Benefit from the LSU Experience. LSU will purposefully recruit and support students best suited for LSU through enrollment management strategies and scholarships.

Programs

Invited domestic and international school visitors have consistently included guest lecturers and reviewers whose practice and research interests center on diversity, inclusion and spatial justice. While diverse voices are consistent, the 2020-2021 college lectures series focused exclusively on issues of equity and inclusion. The 2019 All-School Workshop project and symposium addressed urban negotiations and social difference, while the 2020 All-School Workshop included visitors with diverse backgrounds and research interests (see appendix D). The school supports the National Organization of Minority Architecture Students’ (NOMAS) events and initiatives to promote diversity in the university environment and the professional practice, attendance at the yearly NOMAS conference, and volunteering opportunities both within the school and at the larger community. Studio Culture is another student organization that has at its base experimentation and sharing of ideas in an open and diverse environment. In 2020, the organization initiated a mentorship program where freshman students can elect to be mentored by senior students throughout their first year. This mentoring program was particularly useful to ‘level the field’ among Freshman students who come from different educational and socioeconomic background.
Curriculum
[B Arch: Arch 2006, 2007, 2401, 4062, 4002, 4007]
[M Arch: Arch 7003, 7004, 7008]
The B Arch and M Arch curriculum ensures that students understand how to provide a framework for the design of a diverse, equitable cultural and social contexts. Off-campus experiences (e.g. active learning field trips within the country and abroad) expose students to diverse populations and the ways in which architecture responds to and addresses people’s needs.

Emerging level courses examine a diverse range of cultures and social contexts and presents ways in which these unique qualities are exhibited in the built environment. Arch 2401 Appreciation of Architecture (B Arch) presents a critical analysis of architectural practices and discourses as frequently resulting from and reinforcing unequal socio-political relations that take place locally and globally. Arch 2007 History of Architecture I (B Arch) introduces students to a global architectural history in ways that specifically encourage an understanding of diverse cultural and social contexts. It places a particular emphasis on locations such as the Pre-Columbian Americas, cross-cultural exchange along Mediterranean trade routes and the Silk Roads, and on how nascent forms of colonization and conquest impacted architectural culture. Arch 2006 Architectural Topics (B Arch) introduces students to the complex relationship between subject and site/architecture, advancing meaning (of architecture or place) as being multi-faceted and anchored on the social conditions of subjects and their societal challenges. Concepts, methods, and case study analysis reinforce the central discussion and fact that landscapes and buildings are not experienced equally by subjects of different backgrounds and social positions.

Broadening level courses reinforce students’ understanding of how architecture can equitably support and benefit from varying demographics. Arch 4007 History of Architecture III (B Arch) studies architecture in the contemporary world in the light of multiplicity, globalization, and commodification. Students critically examine how architectural practices and discourses intersect with spheres of social and political concerns, including a growing awareness of social equity and diversity in architectural and urban forms. Arch 4062 Urban Design and Planning (B Arch) focuses on spatial justice, exclusive practices of urban design, ecological accommodation, and community engagement. Arch 7003 Graduate Design Studio III (M Arch) places an emphasis on architectural programming and the design of buildings with the concepts of sustainability and resilience at the forefront. The course reinforces the ways in which architecture and architects influence a range of areas from building performance to community wellbeing. Arch 7008 Contemporary Architecture History & Theory (M Arch) allows students to refine an understanding of how architectural practices and discourses frequently result from and reinforce unequal socio-political relations that take place at local, national, and global scales. The course material reviews the role of architecture in perpetuating racial, social, economic, and gender-based inequities and suggests the ways in which such injustice has also limited historical narratives. The course encourages students to consider how broadening discursive spaces not only benefits previously neglected subjects and communities but also enriches conversations about our buildings and landscapes.

Refining level courses allow students to critically examine issues of social equity and inclusion through a rigorous application of principles in design investigations. In Arch 4002 Architectural Design VIII (B Arch) addresses contemporary urban challenges that differentially impact communities such as sea level rise in San Juan, PR (2019), shrinking cities in Ponce, PR (2018) and urban vulnerability in Mobile Bay, Alabama (2020). Students collaborate to develop urban and architectural design strategy that ensures equity and equal opportunity in the built environment. In Arch 7004 Graduate Studio IV (M Arch) students examine the interrelationship of environmental systems with natural, social and cultural contexts, and the role of design in promoting equity and inclusion within sustainable and
resilient ecological approaches to the urban-natural environment. In addition to the required courses discussed above, electives and options studios provide opportunities to sharpen students ability to examine and address equity in design. Such electives are “Learning from the Global South: urbanization, design and societies in change (Arch 4221),” “Community Design Studies: food insecurity (Arch 4072),” “Action Architecture: space, place and the political,” “Urbanism: multidisciplinary discourse on the production of space,” “Race and the American City (Arch 4221),” and option studios such as “Design Ugly: undo spaces of spatial injustice in Baton Rouge.”

Assessment

Even though this program criteria is addressed in multiple electives and courses, it is assessed through the required courses mentioned above with annual student evaluations. Indirect measures are included in the annual survey (8.1-3). Direct measure 8.8 is assessed by evaluating student work from advanced design studios.

<table>
<thead>
<tr>
<th>PC8 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC8.1 Appreciate the diverse voices and their contribution to the design process</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC8.2 Appreciate the ability of design to provide equal opportunity for diverse racial, gender and economic individuals and groups.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC8.3 Ability to engage discussions and design strategies that address social differences.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>PC8.4 Recognize the ways in which design strategies often are adaptive responses to ecological changes, economic shifts, and cultural differences.</td>
<td>Course Evaluation</td>
<td>ARCH 2007</td>
<td>Arch 7008</td>
</tr>
<tr>
<td>PC8.5 Engages with diverse sources (scholarly, observational, oral, etc.) to conduct academic research.</td>
<td>Course Evaluation</td>
<td>ARCH 2007</td>
<td>Arch 7008</td>
</tr>
<tr>
<td>PC8.6 Understand how different communities, economies, and geographies produce distinct to the built environment.</td>
<td>Course Evaluation</td>
<td>ARCH 2007</td>
<td>ARCH 7008</td>
</tr>
<tr>
<td>PC8.7 Understand the role of the built environment in creating equal opportunities for individuals (and groups) of diverse racial, gender, ability and economic backgrounds</td>
<td>Course Evaluation</td>
<td>ARCH 4002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>PC8.8 Developed design strategies that promotes equity and equal opportunity in the built environment for different racial, gender, ability and economic individuals.</td>
<td>Student work</td>
<td>ARCH 4002</td>
<td>Arch 7004</td>
</tr>
</tbody>
</table>
3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**SC.1 Health, Safety and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

A main goal of educating future architects is to prepare them to understand the way the built environment impacts human wellbeing, their understanding of the ability of spatial design to create positive change for communities, and the ability to develop holistic interdisciplinary design approaches centered on human welfare. Health safety and welfare is addressed at two interrelated dimension, namely the social and biological/physical, which could be pedagogically distinct. The social dimension is primarily studied through the history/theory courses while the physical/biological are primarily studied through the technology courses such as environmental control, material assembly and construction documents. These dimensions are integrated in design projects especially in the advanced design courses, which require a holistic understanding of the way the technological and social are interrelated in their impact on the human wellbeing.

**Alignment with School Goals and University Drivers**

**School Goal 1**: The School of Architecture will continue to build partnerships with various departments and centers around campus, and the wider community, in order to develop holistic approaches to address these complex contemporary challenges. [Listed under Discover and Learn Holistically]

**School Goal 2**: By developing initiatives of embedded design, service learning and community engagement, architects are able to employ their design skills to convert theoretical research produced by diverse actors and methods to implement strategies for spatial transformation. [Listen under Advance Applied Research]

**University Driver 1**: Develop a Campus-wide Culture of Cross-disciplinary Teaching and Research: LSU will encourage faculty and students collaboration across academic disciplines while eliminating bureaucratic barriers.

**University Driver 2**: Enhance Louisiana Health and Wellbeing: LSU will apply its expertise to benefit Louisiana citizens through education, disease screening and prevention, environmental conservation and preservation, and data collection.

**Curriculum**

[B Arch: Arch 2006, 3007, 3008, 4007, 4062, 5001, 5005]  
[M Arch: Arch 3007, 3008, 7004, 7008, 7006, 5005]

The technological dimension of health, safety and welfare are addressed through Arch 3007, Arch 3008 and Arch 5005 (B Arch and M Arch), while the social dimension is addressed through Arch 2006, Arch 4007, Arch 4062 (B Arch) and Arch 7008 (M Arch). Both dimensions are holistically addressed in various design courses, however, this student criteria is focused on in Arch 5001 (B Arch) and Arch 7004, 7006 (M Arch).

**Emerging** level courses initially examine the significant influence that cities and buildings have on human wellbeing. **Arch 2006 Architectural Topics** (B Arch) provides students with an ability to think critically about how works of architecture engage their social contexts and the multifaceted ways in which those contexts manifest themselves. **Arch 3007 Architectural Systems** (B Arch & M Arch) introduces students to regulatory agencies and rules (including the IBC, ADA, and NFPA), which safeguard health, safety, and welfare in professional practice, and how construction materials, building assemblies, and structural systems must respond to a variety of human and environmental pressures. **Arch 3008 Architectural Control Systems** (B Arch & M Arch) teaches students the basic terms and
functions associated with mechanical systems, including lighting, electrical distributions, acoustics, plumbing, vertical transportation, and fire suppression with special attention given to health, safety, and welfare in built environments.

**Broadening** courses reinforce this knowledge by enabling students to further understand how appropriately addressing human health, safety, and welfare influences the design of the built environment. **Arch 4007 History of Architecture III** (B Arch) builds on knowledge gained in two earlier history surveys (Arch 2007 and 2008), developing a more detailed understanding of architecture’s role in the development of twentieth-century housing strategies, zoning laws, and passive and active environmental control systems, among other topics. **Arch 4062 Urban Design and Planning** (B Arch) acquaints students with relevant concepts and theories in urban design and planning, functional, aesthetic and social precedents, as well as the relationship between the design of the built environment and its and consequences. Students work in teams to address natural processes in the built environment to manage storm water, and provide additional ecological services such as cleaner air, reduction of urban heat islands, reduced energy consumption, climate mitigation, and improved community amenities. **Arch 7008, Contemporary Architecture: History and Theory** (M Arch) explores multiple themes from the mid-twentieth century to present and their influence on health, safety, and welfare in the natural and built environments. It focuses upon the ways in which architectural design and urban planning have affected the health and well-being of diverse communities. Course materials introduce students to the impacts of redlining on the long-term welfare of underrepresented American communities, the architecture of heterotopic spaces such as prisons and hospitals, and how ecologically unconscious design decisions may result in environmental injustice. **Arch 7004 Graduate Design Studio IV** (M Arch) applies strategies introduced in Arch 3008 to the design of a building that incorporates environmental systems and technologies toward the support of users health, safety, and welfare. In addition to integrating urban site analyses and environmental control systems into their work, students identify and utilize sustainable design strategies—architectural, urban, and environmental—to support the vitality, sustainability, and resiliency of communities.

**Refining** courses allow students to refine and critically examine the means by which the built environment can be responsive to human health, safety, and welfare at multiple scales. Previously introduced and reinforced concepts are put into practice in **Arch 5001 Comprehensive Architectural Design** (B Arch) and **Arch 7006 Graduate Design Studio VI** (M Arch), a studio that integrates material selection, mechanical, acoustical, structural, and lighting systems in the design of a single building. As students develop their designs using two- and three-dimensional studies, they pay particular attention to site egress, accessibility, and relationships between human comfort and environmental control systems. **Arch 5005 Advanced Architectural Techniques** (B Arch & M Arch), taught concurrently with Arch 5001, further develops students’ understanding of health, safety, and welfare within professional practice.

**Student Learning Outcomes Assessment**
As per table below, student criteria one is assessed through three annual student surveys questions (SC1.1-3), two questions integrated into the annual course evaluations (SC1.4-5), and two direct measures (SC1.6-7) where student projects are evaluated once every three years.

<table>
<thead>
<tr>
<th>SC1 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1.1 Understand the way the built environment impact human wellbeing.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC1.2 Understand the ability of spatial design to create positive change for communities.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC1.3</td>
<td>Ability to develop holistic interdisciplinary design approach centered on human welfare.</td>
<td>Survey</td>
<td>5th year</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>SC1.4</td>
<td>Understand the impact of design on human health, safety and welfare.</td>
<td>Course Evaluation</td>
<td>ARCH 3007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 3008</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 4007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 4062</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 5005</td>
</tr>
<tr>
<td>SC1.5</td>
<td>Ability to integrate knowledge from multiple disciplines to promote socially-conscious design</td>
<td>Course Evaluation</td>
<td>ARCH 4062</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 5001</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 7008</td>
</tr>
<tr>
<td>SC1.6</td>
<td>Understand the different variables that impact human health and safety in the built Environment.</td>
<td>Student work</td>
<td>ARCH 3008</td>
</tr>
<tr>
<td>SC1.7</td>
<td>Understand construction measures that promote human health, safety and welfare. [5001,5005, 7006]</td>
<td>Student work</td>
<td>ARCH 5001</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARCH 5005</td>
</tr>
</tbody>
</table>
SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Architecture profession has a central role in upholding the interests of all the inhabitants of the built environment. Even though the architectural firm financially operates similar to other businesses, it is still the responsibility of the architects to make sure that every project they are involved in fulfills its goals set with the client as well as abides by the rules and regulations of the profession and safeguards public interest. In order to develop this sense responsibility, students are exposed through multiple programs and courses to projects where they are expected to develop a position that advocates for different user groups, and ensures that their design actions have long term positive impact on communities and the environment. The professional practice course covers the specifics of practice in the U.S., regulatory requirements, as well as business and legal processes among other significant subjects that govern architectural practice.

Alignment with School Goals and University Drivers

School Goal 1: The School is committed to extend the mission of Louisiana State University as a land-grant and sea-grant institution by investing in curricula and research that exploit the uniqueness of the design process to trigger positive change for the communities of Louisiana and beyond. [Listed under Advance Applied Research]

University Driver 1: Expand Community Involvement in Arts. As part of its land-grant mission, LSU will partner with arts and culture organizations to serve Louisiana’s communities through meaningful engagement programs.

Programs

The School fosters an understanding of the profession of architecture by supporting a multiple interactions between students, local, and national professionals. The student body is introduced to different modes of the profession through unique collaborations between various student organizations (AIAS, NOMAS, and SHiP) and local and state professional organizations (AIA, LBSAE, and Preserve Louisiana). Annual events like the AIA Building Blocks and NOMAS’s "Light a Fire" tie national goals of public engagement with student leadership at local elementary schools. Regular public presentations by local and regional professional architects reinforce an understanding of professional ethics and the regulatory standards of the architectural profession. Regional and national professionals are consistently Invited to studio reviews at all levels to promote a discourse between professionals and academics around the discipline and its development. Additional locally rooted opportunities tackle the ethical position of the architectural profession through the school’s close collaboration with the Costal Sustainability Studio.

Curriculum

[B Arch: Arch 2002, 4002, 5006]  
[M Arch: Arch 5006, 7003, 7004]

Students have multiple opportunities to understand the ethical impact of their design decisions through their engagement with projects that present contemporary environmental and social challenges. The courses discussed below are selected because professional practice courses are part of their main focus and are accordingly assessed.

Emerging level courses develop an understanding of the scope of issues that architects can be involved in where they are expected to make a responsible and ethical decisions. Arch 2002 Architectural Design III (B Arch) covers the built environments that developed around the Mississippi River producing diverse environmental and social impacts. Arch 7003 Graduate Design Studio III (M Arch), addresses sustainability issues, including the
environmental and social impacts of architectural design. The course also introduces methods on how to measure those impacts and develop the design based on such data.

Broadening level courses enable students to understand the complex social and regulatory systems in which architects practice. Arch 4002 Architectural Design VII (B Arch) and Arch 7004 Graduate Design Studio IV (M Arch) strengthen students’ understanding of the importance of working with various contributors and project constituents through studio projects engaged in the dynamic urban and social contexts of cities. In these courses students learn about the ability of design to enhance social equity and responsibility through lectures and interactions with professionals and community members. Studio projects are developed in relation to specific social and regulatory contexts. In Arch 5006 Professional Practice (B Arch & M Arch) the importance that ethical responsibility plays in the actions and decisions of professional architects is studied. Students also learn the regulations related to the architectural profession in the U.S. The course exposes students to the wide variety of architectural business models and the potential unique ways a licensed architect may decide to develop a practice.

Assessment
Students’ exposure to various models of the professional, their economic variables, and ethical responsibilities along with the variety of domains by which they are practiced (building, cities, community engagement, collaborative research, collaborative construction, etc.) is assessed through survey and course evaluation. Direct measures are assessed by student work produced in the Professional Practice course.

<table>
<thead>
<tr>
<th>SC2 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2.1 Understand the social and ethical responsibility of architects in practice</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC2.2 Understand the models of professional practice and their economic variables.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC2.3 Understand different domains of architectural practice (building, cities, community engagement, collaborative research, collaborative construction)</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC2.4 Understand the ability of design to enhance social equity and responsibility.</td>
<td>Course Evaluation</td>
<td>Arch 4002</td>
<td>Arch 7004</td>
</tr>
<tr>
<td>SC2.5 Develop project that is designed in relation to social and regulatory context.</td>
<td>Course Evaluation</td>
<td>Arch 4002</td>
<td>Arch 7004</td>
</tr>
<tr>
<td>SC2.6 Understand the different business modalities of architecture practice.</td>
<td>Course Evaluation</td>
<td>Arch 5006</td>
<td></td>
</tr>
<tr>
<td>SC2.7 Understand the ethical responsibility of professional architects.</td>
<td>Student Work</td>
<td>Arch 5006</td>
<td></td>
</tr>
<tr>
<td>SC2.8 Understand the regulation related to the architectural profession.</td>
<td>Student Work</td>
<td>Arch 5006</td>
<td></td>
</tr>
<tr>
<td>SC2.9 Understand business model/s of architectural practice.</td>
<td>Student Work</td>
<td>Arch 5006</td>
<td></td>
</tr>
</tbody>
</table>
SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

By designing spaces, architects reshape existing cultural, ecological and political landscapes. These landscapes differ with every project, hence architectural designers need to be cognizant of the specificities of the environments they are designing in and the ecological, social and legal regulations that govern those environments. B Arch and M Arch students examine different regulatory conditions through the different design projects that they develop, however, both programs emphasize sites and urban conditions in Louisiana or similar global contexts, hence responding to regulations related to coastal urbanization, post-disaster recovery, flood resilience, sea level rise...etc.

**Alignment with School Goals and University Drivers**

**School Goal 1**: producing models of architecture practice and research that are locally rooted and globally engaged. Emerging from the geographic, cultural, ecological and technological context of Louisiana, these models will be showcased through scholarship, academic partnerships and design competitions at national and international venues. [listed under Enrich the World].

**University Driver 1**: Maximize Resources to Impact Environmental, Energy, and Economic Security. LSU will maximize existing resources and empower environmental and energy experts to address complex societal issues and respond to environmental challenges that affect Louisiana and the world, while expanding economic opportunity to all citizens.

**Curriculum**

[B Arch: Arch 3001, 4002, 4062, 5006]
[M Arch: Arch 5006, 7003, 7004]

Examining the various related regulations is part of all architectural design projects, however, advanced studios introduce complex urban conditions where a variety of regulations need to be integrated and assessed within the design projects.

**Emerging** level courses introduce building scale regulations such as accessibility, egress and circulation as well as site related regulations. In **Arch 3001 Architectural Design V** (B Arch), students undertake a basic code review of the given design program with regard to building and zoning regulations, and calculate occupant loads to determine accessible egress and circulation requirements. **Arch 7003 Graduate Design Studio III** (M Arch) introduces the basics of building codes and zoning regulations where students are expected to learn how the regulatory context interacts with their design processes.

**Broadening** level courses enables students to understand the complex regulatory contexts in which architects practice. One of the main course objectives of **Arch 4002 Architectural Design VII** (B Arch) is the consideration and application of contextually appropriate regulations to a design project. The course encourages students to investigate evidence from primary and secondary source materials to identify and describe buildings, landscapes, and cities in their historical contexts. Knowledge of regulatory contexts is reinforced throughout the semester where students are expected to conduct background studies that include review of land use and regulatory tools used to shape the urban landscape. Conditions identified through this multi-scalar investigation are intended to help students recognize the importance of regulation on current environments, as well as how to consider these tools when developing urban and architectural interventions. A primary course objective of **Arch 7004 Graduate Design Studio IV** (M Arch) is for students to analyze and interpret urban site conditions and contexts in order to propose design interventions that respond to them in culturally relevant, ecologically responsible and appropriate ways. Students identify and utilize sustainable design strategies (architectural, urban, and environmental) to support the
vitality, sustainability, and resiliency of communities. Students examine the implications of regulatory contexts within the context of site and architectural design. As part of the evaluative process, students discern, analyze, and interpret relevant site and context conditions and characteristics through the production of research documents that serve in the preparation of architectural design proposals. The course content engages issues including life safety and contemporary regulations that influence site and building design. The course **Arch 5006 Professional Practice** investigates and discusses principles of life safety, related laws and regulations in several forms. Course lectures and assignments outline the necessary guidelines and application of techniques to address specific regulatory conditions. The Louisiana Licensing law is shared and analyzed to demonstrate the Architects obligation to their client, as well as the community at large. A high level review of the impact of planning, zoning and building codes is also addressed to accentuate their influence in the design process. Additionally the AIA Standard Owner Architect Agreement is used as the basis of discussion to further define the roles of the Owner and Architect as well as to provide a platform to discuss the obligation to provide professional services. An important course objective is for students to understand a professional code of ethics, as well as legal and professional responsibilities.

**Assessment**

Students’ ability to integrate safety regulations in design projects is also assessed with surveys. More specifically the surveys assess their understanding of the variability of regulations in relation to water systems and ecological processes pertaining to the Mississippi river watershed and coastal regions of Louisiana. This knowledge is also assessed through direct (S3.6-8) and indirect measures (S3.4-5).

<table>
<thead>
<tr>
<th>SC3 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC3.1 Understand the regulation related to water systems and ecological processes; specifically pertaining to Mississippi river watershed and the coastal regions of Louisiana.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC3.2 Ability to integrate safety regulations in design projects.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC3.3 Understand the variability of regulation in different ecological and political contexts.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC3.4 Ability to develop design in relation to regulations of the coastal regions and river watersheds</td>
<td>Course Evaluation</td>
<td>ARCH 4002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>SC3.5 Understand the way life safety, land use, and laws and regulations impact building design.</td>
<td>Course Evaluation</td>
<td>Arch 3001</td>
<td>Arch 7003</td>
</tr>
<tr>
<td>SC3.6 Understand the process of licensing in the state of Louisiana and the U.S.</td>
<td>Student Work</td>
<td>ARCH 5006</td>
<td></td>
</tr>
<tr>
<td>SC3.7 Analyze and respond to regulations governing land use and urban development in a design project.</td>
<td>Student Work</td>
<td>ARCH 4002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>SC3.8 Ability to design in accordance to natural and human systems regulating water-dominated regions.</td>
<td>Student Work</td>
<td>ARCH 4002</td>
<td>ARCH 7004</td>
</tr>
</tbody>
</table>
SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
Constructing buildings is a complex phenomenon, where a large number of technological trades need to be coordinated. Architecture design is a type of innovation in which architects are responsible to bring to life the building form while conceptually integrating all the professions that are involved in its construction. These professions include structural design, material assembly, environmental controls, sustainable design, building performance, specifications,...etc. This requires the architect to develop the skill of thinking across different technical disciplines and develop the capacity to collaborate with engineers, contractors, builders, construction managers and others. These skills are essential to the creative process of design and fundamental to architectural innovation. Hence, architects needs to continuously update their knowledge on technical innovation in these various fields that can impact the production of building design and its construction.

Alignment with School Goals and University Drivers
School Goal 1: The school is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations with humanists, scientists, social scientists and artists to produce integrated knowledge on the built environment through multi-, inter- and trans-disciplinary methods of inquiry and action. [Listed under Discover and Learn Holistically]
University Driver 1: Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.
University Driver 2: Catalyze the Innovation Cycle. LSU will develop a strong culture of invention and discovery by supporting, incentivizing , and showcasing technology commercialization and university-industry interaction.

Curriculum
[B Arch: Arch 3003/CM 2501, Arch 3004, 3007, 3008, 4031, 5001, 5005]
[M Arch: Arch 3003/CM 2501, Arch 3004, 3007, 3008, 4031, 5005, 7006]
Students are exposed to architectural technical knowledge set through various courses in different levels under the two categories -- structure and building science. The structural studies consist of Arch 3003 (CM 2501) Structures I (B Arch & M Arch), Arch 3004 Architectural Structures II (B Arch & M Arch), and Arch 4031 Architectural Structures III (B Arch & M Arch). The building science studies consist of Arch 3007 Architectural Systems (B Arch & M Arch) and Arch 3008 Environmental Control Systems (B Arch & M Arch). In addition to these courses, Arch 5001 Comprehensive Architectural Design (B Arch), Arch 7006 Graduate Design Studio VI (M Arch), and Arch 5005 Advanced Architectural Techniques (B Arch & M Arch) offer students an opportunity to apply the knowledge gained through the courses to their own design process.

Emerging level courses present the primary principles critical to developing an understanding of architectural technologies. The structural studies begin with Arch 3003/CM 2501 Structures I (B Arch & M Arch) that aims to introduce the basic principles of statics and mechanics of materials, and the application of these principles to the fundamentals of structural analysis. This course addresses various structural systems such as timber, reinforced concrete, and steel along with structural forces including external loads, internal loads and stresses. As an outcome of the course, students are expected to understand the basics of building structure and to be able to design a simple beam based on loading and selection limiting criteria. The building science studies begin with Arch 3007 Architectural Systems (B Arch & M Arch). In this course, students work on detailed treatment of
construction materials and assemblies with emphasis on building envelope systems. The topics of the course include key/common materials (concrete, masonry, wood, steel, and glass) as well as the major building construction systems (foundations, structure, enclosure) with emphasis on material characteristics and fabrication, standard practices and assemblies, and sustainable and innovative applications. Learning these topics, students are expected to frame building construction and the practice of architecture in context with its history and regulatory practices as an outcome of this course. **Arch 3008 Environmental Control Systems** (B Arch & M Arch) focuses on technical knowledge of environmental systems and passive design strategies. This course aims to introduce mechanical, electrical, and plumbing (MEP) systems in architectural design including the terminology, the principles, and the functions. By the conclusion of the course, students are expected to identify various building systems and recognize their impact on construction. Based on the knowledge set covered in the course, students will be able to interpret construction standards to estimate the use of various building systems and apply basic MEP design concepts to their projects. In addition to MEP systems, students will be exposed to various passive design strategies and data collection and interpretation processes including climate data studies. Exploring these topics, students will be capable of selecting and illustrating fundamental passive design strategies.

**Broadening** level courses reinforce this knowledge by enabling students to understand the application of materials, systems, and assemblies in building construction. **Arch 3004 Architectural Structures II** (B Arch & M Arch) focuses on the design and application of timber and steel structure in architecture expecting students to understand the relationship between the effects of applied loads (shear, moment, tension, and compression) and the resistance of timber and steel. Throughout the course, students learn fundamental calculations for timber and steel structural design including vertical and lateral load considerations and practice the methodologies such as Allowable Stress Design (ASD) and Load and Resistance Factored Design (LRFD). **Arch 4031 Architectural Structures III** (B Arch & M Arch) explores the behavior of complex structural systems, specifically focusing on structural form as a design factor. This course employs the ISA (Intent, Skills, Analysis) approach that requires an understanding of the designers’ intent (I) through the readings, Skills learning (S) within Autodesk Revit, and Analysis (A) of documented diagrams. Based on this approach, students are expected to understand the designers’ intent through assigned readings, essays, and in-class discussions. Also, students can gain a skill set for computational modeling of structural components utilizing Revit’s Adaptive Families. Finally, comparative analysis of the impact of formal variations on the structural efficacy through diagramming load-path and lateral resistance is another outcome of this course.

**Refining** level courses allow students apply their knowledge gained from the structure and building science courses to their own architectural design processes in **Arch 5001 Comprehensive Architectural Design** (B Arch) and **Arch 7006 Graduate Design Studio VI** (M Arch). These design studios emphasize the holistic design of a single building integrating material selection, mechanical, acoustical, structural, and lighting. In these courses, students develop details and wall-sections for environmental and structural responses, also, actively integrate mechanical, lighting, plumbing, and life safety systems into their design. As an outcome of this course, students are expected to design and document a complex building program and its context including the integration of the environmental building systems. Taught concurrently with Arch 5001 and Arch 7006, **Arch 5005 Advanced Architectural Techniques** (B Arch & M Arch) lectures ensure that students are exposed to the basic components, organization, and structure of construction documents and the legal and practical protocols that ensure representation is accurately and safely translated into construction.

**Assessment**
The ability to analyze building technology and its impact on building design is assessed through the annual course evaluation of the structures and building science courses.
However the detailed integration of building technology is assessed with indirect measures through the graduating class survey and with direct measures of evaluating student design projects in the final semester design and construction document courses.

<table>
<thead>
<tr>
<th>SC4 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC4.1 Understand structural analysis and technology and their contribution to design.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC4.2 Understand environmental analysis and technology and their contribution to design.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC4.3 Understand material assembly and methods of construction and their contribution to design.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC4.4 Understand the contribution of engineering and social science knowledge to building design.</td>
<td>Survey</td>
<td>5th year</td>
<td>3rd year</td>
</tr>
<tr>
<td>SC4.5 Ability to analyze building technology criteria to assess and understand its impact on buildings.</td>
<td>Course Evaluation</td>
<td>ARCH 3004</td>
<td>ARCH 3008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 3007</td>
<td>ARCH 4031</td>
</tr>
<tr>
<td>SC4.6 Utilize sound structural analysis in the development of the design project.</td>
<td>Student Work</td>
<td>Arch 5001 Arch 5005</td>
<td>Arch 7006 Arch 5005</td>
</tr>
<tr>
<td>SC4.7 Utilize sound environmental analysis in the development of the design project.</td>
<td>Student Work</td>
<td>Arch 5001 Arch 5005</td>
<td>Arch 7006 Arch 5005</td>
</tr>
<tr>
<td>SC4.8 Utilize sound material assembly techniques in the development of the design project.</td>
<td>Student Work</td>
<td>Arch 5001 Arch 5005</td>
<td>Arch 7006 Arch 5005</td>
</tr>
</tbody>
</table>
SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:
Architecture design synthesis is not only based on drawing conclusions from multiple criteria and research investigation but it is also based in integrating a multidisciplinary concepts and measures into the holistic process of making space. This requires flexibility in seeking diverse resources that are led by the project inquiry and an ability to develop conceptual framework that integrated these resources together and understand their manifestations at various scales (architectural, urban, ecological, global...etc.). This multi-scalar, integrated, synthetic skill is what makes architecture design thinking unique among the design disciplines, and hence necessitates seeking its application where it can be mostly effective for positive change. The school aims to strengthen the student's ability to conduct broad ranging research and investigations, develop integrated conceptual framework to guide making space at multiple scales and in different geographic settings. Identifying where positive impact can be utilized through architecture skills is as important as learning the skill itself.

Alignment with School Goals and University Drivers

School Goal 1: The School is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations with humanists, scientists, social scientists, and artists to produce integrated knowledge on the built environment through multi-, inter-, and trans-disciplinary methods of inquiry and action. [listed under Discover and Learn Holistically]

School Goal 2: The School is dedicated to extend the mission of Louisiana State University as a land-grant and sea-grant institution by investing in curricula and research that exploit the uniqueness of the design process to trigger positive change for the communities of Louisiana and beyond. [listed under Advance Applied Research]

University Driver 1: Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.

University Driver 2: Develop a Campus-wide Culture of Cross-disciplinary Teaching and Research. LSU will encourage faculty and students collaboration across academic disciplines while eliminating bureaucratic barriers.

Curriculum
[M Arch: Arch 4003, 7001, 7002, 7003, 7004, 7006]
The B Arch and M Arch curriculum ensures that students understand the importance of design synthesis as a critical step towards defining the built environment. Studio culture, which is an essential component of design synthesis, allows for a shared environment in which students engage and share their understanding of the many systems involved in the development of architectural proposals. This student criteria may be tested in every design studio but it manifest more comprehensively in the Refining level studios.

Emerging level courses initially inspire in students the importance of design synthesis in understanding and shaping the built environment. Arch 2001 Architectural Design III (B Arch) introduces students to the integration modes of representation and building typology at the infrastructural and architectural scales. In Arch 2002 Architectural Design IV (B Arch) students begin to move through the process of design synthesis by engaging materials and site analysis to inform the design of architectural interventions. The schematic design of an architectural proposal is developed through the use of plans, sections, diagrams, vignettes, and site studies. Arch 4003 Intensive Design Studio (M Arch) introduces students to design, analysis, and the development of basic architectural skills. Generative tools guide decision-making along with a self-reflective critical process guided by intuition and discovery.
In Arch 7001 Graduate Design Studio I (M Arch), students engage explorations of making, materials, and systems in constructed assemblies that adapt to dynamic conditions of sites and programs.

Broadening level courses reinforce this knowledge by enabling students to understand the methods by which multiple factors can be incorporated into a design proposal. In Arch 3001 Architectural Design V (B Arch) students develop design proposals that combine programming, site analysis, and planning to inform the design of architectural interventions that incorporate structural and architectural systems. Projects are a mid-size urban program sited in a water-based location outside of Louisiana. Arch 3002 Architectural Design VI (B Arch) enables students to develop architectural proposals that incorporate studies in the technologies of materials, structure, and environmental controls and systems. Projects are a mid-size urban program sited in Louisiana. In Arch 7002 Graduate Design Studio II (M Arch) students further engage design synthesis, allowing materials theory to inform the design of architectural interventions. Emphasis is placed on developing an understanding of contextual systems and the ways in which they influence a site specific design response. In Arch 7003 Graduate Design Studio III (M Arch) students employ the process of design synthesis, allowing program and site analysis to inform the design of architectural interventions that include structural and architectural systems. Students develop schematic designs that are thoroughly represented and communicated in a competition format. Arch 7004 Graduate Design Studio IV (M Arch) reinforces the process of developing an architectural proposal that incorporates multiple technologies inherent to building design. Projects investigate a set of broad contextually complex systems and their influence on a specific design that integrates site, program, structure, materials, and environmental systems.

Refining level courses allow students to refine and critically examine architectural design synthesis and integrate complex contextual parameters in the design of projects at varying scales. Arch 4002 Architectural Design VIII (B Arch) exposes students to the study of socially responsible approaches to the development of buildings in an urban system. The Projects are often located in the Gulf of Mexico region, particularly Puerto Rico, addressing issues such as rising sea level in San Juan (2020) or Shrinking Cities in Ponce (2019) and Mobile Bay in Alabama (2021). In Arch 5001 Comprehensive Architectural Design (B Arch) and Arch 7006 Graduate Design Studio VI (M Arch) students design and communicate a single building that integrates material, mechanical, acoustical, structural, and lighting systems. The culminating semester long project represents the synthesis of conceptual framework with the very tangible mechanics and tectonics of an architectural project. Students work through iterative and generative modalities to comprehensively develop integrative designs for buildings that respond to the unique context of Southern Louisiana.

Assessment
Student Learning Outcomes are assessed with all architectural design course level with indirect measures conducted through the annual course evaluation. Students’ ability to integrate all of the following in one design process: user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts are assessed at the 3rd year M Arch and 5th year B Arch levels with a survey. Direct measures, i.e. evaluating student work, are done by the NAAB visiting team at the refining level courses. However, in order to track the development of this student criteria, the School assess this direct measure internally at the Broadening and Refining level.

<table>
<thead>
<tr>
<th>SC5 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC5.1 Ability to integrate all the following in one design process: user requirements, regulatory requirements, site</td>
<td>Survey</td>
<td>5th YEAR</td>
<td>3rd YEAR</td>
</tr>
</tbody>
</table>
conditions, accessible design, and measurable environmental impacts.

**SC5.2** Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.

**SC5.3** Design project was developed with an integrated approach that included: user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 2001</td>
<td>ARCH 7001</td>
</tr>
<tr>
<td>ARCH 2002</td>
<td>ARCH 7002</td>
</tr>
<tr>
<td>ARCH 3001</td>
<td>ARCH 7003</td>
</tr>
<tr>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>ARCH 4002</td>
<td>ARCH 7005</td>
</tr>
<tr>
<td>ARCH 5000</td>
<td>ARCH 7006</td>
</tr>
<tr>
<td>ARCH 5001</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td>ARCH 5001</td>
<td>ARCH 7006</td>
</tr>
</tbody>
</table>
SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
Architecture is primarily about shaping space. While the curriculum divides components of space into areas of focus, space remains holistic in its human, technological, material, environmental, and political dimensions. As such, architectural design should develop the capacity to address all these dimensions equally and responsibly through the act of shaping space. This framework permeates throughout the curriculum especially the design studios but its complexity expands with the advancement of the integration skills that the students develop.

Alignment with School Goals and University Drivers
School Goal 1: The School is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations with humanists, scientists, social scientists and artists to produce integrated knowledge on the built environment through multi-, inter- and trans-disciplinary methods of inquiry and action. [Listed under Discover and Learn Holistically]

School Goal 2: The iterative process of architectural design has the capacity to promote action by integrating quantitative and qualitative data/parameters through visual, textual, and digital forms of analysis and representation. [Listed under ADVANCE applied research]

University Driver 1: Grow Interdisciplinary Research. LSU will foster transformational fundamental science and grow interdisciplinary research prioritizing current and emerging focal areas.

Curriculum
[B Arch: Arch 3002, 5001, 5005]
[M Arch: Arch 5005, 7004, 7006]
All design courses in the B Arch and M Arch curriculum aim to gradually build the students capacity to make integrated design decisions by increasingly expanding the complexity of social, technological, environmental and life safety factors that the projects are required to integrate. The below courses are two design studios from each degree that were selected as a threshold for the assessment of the ability of building integration in building design. In this case, Emerging level courses are not included since most of the design courses address building integration at that level.

Broadening level courses reinforce knowledge gained in previous courses by enabling students to understand the integration of multiple building systems in the design process. Arch 3002 Architectural Design VI (B Arch) places an emphasis on spatial planning of buildings while incorporating studies in technologies of materials, structure, environmental controls, lighting, and acoustics. In this course students explore the expressive implications of architectural space through a considered response to a context and the design inspired by prescribed systemic terms (structural, programmatic, environmental control). The course focuses on an understanding of human comfort and the variables that affect architectural environments. Arch 7004 Graduate Design Studio IV (M Arch) reinforces the process of developing an architectural proposal that incorporates multiple technologies inherent to building design. Projects investigate a set of broad contextually complex systems and their influence on a specific design that integrates site, program, structure, materials, and environmental systems.

Refining level courses allow students to practice their advanced design skills in developing a comprehensive approach to building design that integrates environmental, technological and social systems. Arch 5001 Comprehensive Architectural Design (B Arch) and Arch 7006
**Graduate Design Studio VI** (M Arch) studios emphasize the holistic design of a single building integrating material selection, mechanical, acoustical, structural, and lighting. In these courses, students develop details and wall-sections for environmental and structural responses, while actively integrating mechanical, lighting, plumbing, and life safety systems. Projects in these studios were selected to ground the holistic design process in a contested urban area in Baton Rouge, which highlights the a sense of comprehensive responsibility that architects are expected to have towards the craft of building and its effectiveness, the environmental impact of building systems and their efficiencies, and finally the society as a whole and its wellbeing. Taught concurrently with Arch 5001 and Arch 7006, Arch 5005 **Advanced Architectural Techniques** (B Arch & M Arch) students develop, in conjunction with their Arch 5001 or Arch 7006 studio project, a sample set of construction documents to better understand how their integrated design can be communicated to other design professionals and builders.

**Assessment**
Building integration is assessed mostly through direct measures. The ability to develop integrated building design decision can be fully assessed by the NAAB visiting team through student work from the Refining level courses (Arch 5005, Arch 5001 & Arch 7006). However, For the purpose of tracking the development of this ability, the school will assess this criteria internally at the Broadening level courses (Arch 3002 and Arch 7004) as well.

<table>
<thead>
<tr>
<th>SC6 Student Learning Outcomes</th>
<th>Measure</th>
<th>B Arch</th>
<th>M Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC6.1 Ability to develop an integrated design process that addresses structural, environmental, life safety systems.</td>
<td>Survey</td>
<td>5TH YEAR</td>
<td>3RD YEAR</td>
</tr>
<tr>
<td>SC6.2 Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors.</td>
<td>Student Work</td>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 5001</td>
<td>ARCH 7006</td>
</tr>
<tr>
<td>SC6.3 Ability to develop an integrated design process that addresses structural, environmental, life safety systems.</td>
<td>Student Work</td>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 5001</td>
<td>ARCH 7006</td>
</tr>
<tr>
<td>SC6.4 Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors.</td>
<td>Student Work</td>
<td>ARCH 3002</td>
<td>ARCH 7004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCH 5001</td>
<td>ARCH 7006</td>
</tr>
</tbody>
</table>
4—Curricular Framework

This condition addresses the institution’s regional accreditation and the program’s degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional 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.

See appendix B.

4.2 Professional Degrees and Curriculum

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

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

*Programs must include a link to the documentation that contains professional courses are required for all students.*

Bachelor of Architecture (B Arch):
https://design.lsu.edu/architecture/admissions/bachelor-of-architecture/bachelor-of-architecture-curriculum/
https://catalog.lsu.edu/preview_program.php?catoid=23&poid=11024

Master of Architecture (M Arch):
https://design.lsu.edu/architecture/admissions/master-of-architecture/

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants’ prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

*Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.*

Bachelor of Architecture (B Arch):
All undergraduate students at LSU are required to take a series of General Education courses totaling 39 hours. The minimum number of credits for general education required by SACSCOC is 30 hours. https://sacscoc.org/app/uploads/2019/08/Interpret-CR-9.3.pdf.
Undergraduate transfers from other institutions are reviewed by the university admission office before they are reviewed by the School of Architecture. The admission office identify any general studies course equivalence, and the courses needed to complete their general studies at LSU.

All transcripts from applicants to the M Arch program are reviewed to comply with the general studies requirement. Domestic applicants hold accredited U.S. degree that fulfill the general studies requirements of their regional accrediting agency. International degrees are reviewed for comparable total number of general studies that cover humanities, arts, social sciences, natural sciences and communication.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Bachelor of Architecture (B Arch):
The undergraduate curriculum includes a variety of course options providing students with the opportunity to uniquely orient their educational path. In the fall of the fourth- and fifth-year students are able to select from several Option Design Studios (Arch 5000) based around the distinct expertise of the faculty. These include options studios in Interior Design and Landscape Architecture as well as a study abroad semester in Paris. Five required Free Electives give students the opportunity to explore interests outside or within the College of Art and Design. Five required Professional Electives give students the opportunity to focus on a particular area of interest within history, theory, sustainability, building technology, digital fabrication, and urbanism. Two of these electives may be taken in the College, allowing students to explore other disciplines and/or completing a minor. Minors available in the College include:

Architectural History minor: 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 2007 and 2008. 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.

Interior Design minor: to graduate with a minor in interior design, students in the College of Art & Design must complete 18 hours of designated courses. To complete the minor, students are required to take ID 1051, ID 2770, ID 2775, and ID 2776. In addition, to complete the required number of credits, students may select two additional courses from the following list: ID 3777, ID 4741, ID 4742, ID 4751, or ID 4772.

Master of Architecture (M Arch):
The graduate curriculum includes fifteen credits of approved electives that allow students to explore different themes in Architecture and/or focus on a particular area of interest. In the fall of the third-year, students select from several Option Design Studios (Arch 5000) based on the distinct expertise of the faculty. These include options studios in Interior Design and Landscape Architecture as well as a study abroad semester in Paris.
NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

None.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution’s regional accreditor. Programs must provide accredited degree titles, including separate tracks.

### 4.2.4 Bachelor of Architecture

The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

<table>
<thead>
<tr>
<th>Bachelor of Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Prof Courses</td>
</tr>
<tr>
<td>Courses</td>
</tr>
<tr>
<td><strong>Design (60)</strong>*</td>
</tr>
<tr>
<td>ARCH 1001</td>
</tr>
<tr>
<td>Arch Design I</td>
</tr>
<tr>
<td>ARCH 1002</td>
</tr>
<tr>
<td>Arch Design II</td>
</tr>
<tr>
<td>ARCH 2001</td>
</tr>
<tr>
<td>Arch Design III</td>
</tr>
<tr>
<td>ARCH 2002</td>
</tr>
<tr>
<td>Arch Design IV</td>
</tr>
<tr>
<td>ARCH 3001</td>
</tr>
<tr>
<td>Arch Design V</td>
</tr>
<tr>
<td>ARCH 3002</td>
</tr>
<tr>
<td>Arch Design VI</td>
</tr>
<tr>
<td>ARCH 4002</td>
</tr>
<tr>
<td>Arch Design VIII</td>
</tr>
<tr>
<td>ARCH 5000</td>
</tr>
<tr>
<td>Arch Design off-campus /or</td>
</tr>
</tbody>
</table>

National Architectural Accrediting Board
Architecture Program Report
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 4001</td>
<td>Arch Design VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 5000</td>
<td>Option Studio /or Arch Design</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ARCH 5002</td>
<td>Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 5001</td>
<td>Comprehensive Arch Design</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>History &amp; Theory (9)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 2006</td>
<td>Arch Topics</td>
<td>3</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>ARCH 4007</td>
<td>History of Arch III</td>
<td>3</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>ARCH 4062</td>
<td>Urban Design and Planning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Practice (24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 2003</td>
<td>Arch Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 3003</td>
<td>Arch Structures I /or CM 2501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 3004</td>
<td>Arch Structures II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 3007</td>
<td>Arch Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 3008</td>
<td>Environmental Control Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 4031</td>
<td>Arch Structure III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 5005</td>
<td>Advanced Arch Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 5006</td>
<td>Professional Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total req Prof</td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Total Elec Prof</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total Gen St</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Total Opt St</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total Number of Design Credits</td>
<td></td>
<td>162</td>
<td></td>
</tr>
</tbody>
</table>

* All Design studio courses except for Arch 1001 are also offered in an honors section. The honors section includes an additional requirement, such a final paper and/or project that fulfill the Honors College requirements. However, honors students are integrated in the same studio space as the regular section and are required to complete all projects and student learning objective of the regular section. Undergraduate honors student can choose to register for the honors section at any semester during their studies. The honors section number include the number “1” in the hundredth digit; i.e. Arch 2101 is the honors section of Arch 2001 and Arch 4102 is the honors section of Arch 4002. For clarity the honors section of all design studios was not included in this document.

+ Arch 2007, 2008, and 2401 are general studies courses as well as required History & Theory courses.
4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

<table>
<thead>
<tr>
<th>Master of Architecture</th>
<th>Elective Prof Courses</th>
<th>General Studies</th>
<th>Optional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Cr</td>
<td>Courses</td>
<td>Cr</td>
</tr>
<tr>
<td>Design (42)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 4003 Intensive Design</td>
<td>6</td>
<td>Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 7001 Grad Studio I</td>
<td>6</td>
<td>Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td>Arch 7002 Grad Studio II</td>
<td>6</td>
<td>Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td>Arch 7003 Grad Studio III</td>
<td>6</td>
<td>Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td>Arch 7004 Grad Studio IV</td>
<td>6</td>
<td>Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 5000 Option Studio</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 7006 Grad Studio V</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History &amp; Theory (12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 7007 Modern Arch</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 7008 Contemporary Arch</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 5003 Advanced Arch Topics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 4700 Research Methodology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Practice (27)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 7600 Media &amp; Repres</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 3003 Arch Structures I or CM 2501</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 3004 Arch Structures II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 3007 Arch Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 3008 Environmental Control Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 4031 Arch Structure III</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Master of Architecture with Advanced Standing

<table>
<thead>
<tr>
<th>Required Prof Courses</th>
<th>Elective Prof Courses</th>
<th>General Studies</th>
<th>Optional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Cr Courses</td>
<td>Cr Courses</td>
<td>Cr Courses</td>
</tr>
</tbody>
</table>

Undergraduate degree in Architecture. Elective credits and credits in Technology & Practice are determined pending student undergraduate program course review. Below curriculum is the most common among M Arch students.

#### Design (24)
- **Arch 7003**
  - Grad Studio III
  - 6 Approved Elective
- **Arch 7004**
  - Grad Studio IV
  - 6 Approved Elective
- **ARCH 5000**
  - Option Studio
  - 6 Approved Elective
- **ARCH 7006**
  - Grad Studio V
  - 6 Approved Elective

#### History & Theory (12)
- **ARCH 7007**
  - Modern Arch
  - 3
- **ARCH 7008**
  - Contemporary Arch
  - 3
- **ARCH 5003**
  - Adv Arch Topics
  - 3
- **ARCH 4700**
  - Research Methodology
  - 3

#### Technology & Practice (9)
- **ARCH 4031**
  - Arch Structure III
  - 3
- **ARCH 5005**
  - Advanced Arch Techniques
  - 3
- **ARCH 5006**
  - Professional Practice
  - 3

Total req Prof 81
Total Elec Prof 15
Total Gen St 0
Total Opt St 0

Total Number of Design Credits 96

### 4.2.6 Doctor of Architecture

The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the...
required professional studies classes (course numbers, titles, and credits), the elective 
professional studies classes (course numbers, titles, and credits), the required number of 
credits for general studies and for optional studies, and the total number of credits for the degree.

Not Applicable.

4.3 Evaluation of Preparatory Education
The NAAB recognizes that students transferring to an undergraduate accredited program or 
entering a graduate accredited program come from different types of programs and have different 
needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it 
utilizes a thorough and equitable process to evaluate incoming students and that it documents the 
accreditation criteria it expects students to have met in their education experiences in non-
accredited programs.

4.3.1 A program must document its process for evaluating a student’s prior academic 
coursework related to satisfying NAAB accreditation criteria when it admits a student to the 
professional degree program.

See also Condition 6.5

Bachelor of Architecture (B Arch)
No prior academic work satisfying NAAB criteria is expected from B Arch applicants.

Master of Architecture (M Arch)
M Arch applicants are expected to fulfill general education requirements and the following 
degree pre-requisites: Math, Physics, and Architectural History. For advanced standing 
placement see 4.3.2. below.

For B Arch and M Arch application and admission information, see 
https://design.lsu.edu/architecture/admissions/

4.3.2 In the event a program relies on the preparatory education experience to ensure that 
admitted students have met certain accreditation criteria, the program must demonstrate it 
has established standards for ensuring these accreditation criteria are met and for 
determining whether any gaps exist.

Bachelor of Architecture (B Arch)
The undergraduate program does not rely on preparatory education experience. Applicants 
must apply and be accepted by the University to be considered for admission to architecture. 
The School of Architecture does not have admission criteria beyond what is required by the 
University.

Master of Architecture (M Arch)
All graduate students are accepted into the same master’s degree program. International 
students are required by the Graduate School to complete an English proficiency test, which 
will require them to 0 to nine credits of English. These English credits are not counted 
towards the M Arch degree required 96 credits. Students with pre-professional degrees in 
architecture or international students with professional non-NAAB accredited degree in 
Architecture are usually admitted with advanced standing. The Graduate Coordinator reviews 
the undergraduate transcript of each applicant for advanced standing placement and 
accordingly waives up to 36 credits from the required 96 credits to complete the degree. 
Other than the design work included in the portfolio, students provide syllabi of
undergraduate courses that fulfil NAAB criteria such as structures, material assembly, environmental control, architecture history. Each syllabi is reviewed by the faculty that teaches the course at LSU for equivalence.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Bachelor of Architecture (B Arch)
The B Arch program admission’s page details the evaluation process and length of the professional degree program for interested students to review in advance of applying and accepting admission. The text indicates that the program requires five years of study (162 credit hours). It also details the process by which transfer credits from other NAAB-accredited programs is evaluated. https://design.lsu.edu/architecture/admissions/bachelor-of-architecture/

Master of Architecture (M Arch)
The M Arch admission page clearly articulate the application requirements and the degree credits requirement and pre-requisites https://design.lsu.edu/architecture/admissions/master-of-architecture/. The number of credits required and the number of terms are also articulated in the admission letter.
5—Resources

5.1 Structure and Governance
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

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 four schools constituting the College of Art & Design. Most actions relating to academic, personnel, or budget operations of the School are first directed to the College. The administrative subdivisions of the College are:

- The School of Architecture,
- The School of Art,
- The School of Landscape Architecture
- The School of Interior Design.
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. Each of the four schools has an administrative head that is appointed by the LSU Board of Supervisors, based upon the recommendations of the Dean of the College. 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 appoints the Director based upon the recommendation of the Dean and Provost. The Director’s appointment is approximately 85% administrative and 15% instructional.

The Director is assisted by two staff members: Administrative Specialist for HR and Budget, Erica Hinyard, and Administrative Coordinator for student affairs and scheduling. The latter position is currently vacant. The director appoints two faculty members to serve as Graduate and Undergraduate program coordinators respectively. The undergraduate Coordinator is Kristen Kelsch and the Graduate Coordinator is currently the director Marwan Ghandour. The Graduate Coordinator and the Undergraduate Coordinator are ex-officio member of the School-wide Curriculum Committee.
5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

The University Policy Statement 50, Responsibilities and Concerns of University Personnel, provides an organizational chart, shown above, that depicts the University’s administrative structure and defines the role and function of the mutually supportive components comprising the faculty, the students, the administrative structure, and the support structure.

Faculty: The faculty of the University consists of all full-time members of the academic staff having the rank of Instructor or higher (or equivalent ranks). Collectively, the faculty determines the educational policy of the University. Within colleges, schools and departments, the faculty determines educational policy for its respective unit insofar as those policies do not conflict with the policies of other units. Matters over which a faculty has authority (subject to the superior authority of the Board of Supervisors) include:

1. Criteria for membership on the faculty itself.
2. Criteria for admission of students.
3. Degree requirements.
4. Courses and curricula.
5. Student honors.
7. Faculty meetings (at the College and University level).

The faculty has proper concern, but not legislative authority, over any aspect of University life, including:

8. Academic freedom.
9. Faculty personnel policies.
10. Faculty grievances.
11. Salaries and support funds.
12. University organization.
13. Student affairs.
14. The University's role, scope and mission.

Non-Academic Staff: The non-academic staff is part of the support structure of the University. Individual members of the non-academic staff have substantial authority and responsibility to the University community because of their offices, but the Board of Supervisors has not charged the staff as a whole with policy-making authority for the University. As with students and faculty, deliberative recommendations from staff organizations are encouraged, however.

Students: The students of the University comprise all persons who have been duly admitted to at least one course and who are participating in the academic life of the University. Only full-time students in good academic standing may represent the University in any dramatic, musical, athletic, literary, or other LSU organization. Students have no authority beyond that of ordinary citizens in determining University policy. Their primary concern as students is the advancement of their own understanding. Students can make valid contributions to the academic wellbeing of the University by arriving at deliberate positions on any aspect of University life. Thus, student parliamentary or conciliar expression is strongly encouraged by the University.”

(for a full text of PS50 see https://www.lsu.edu/policies/ps/ps_50.pdf)
The School of Architecture Bylaws explain the opportunities that faculty, staff and students have to participate in the governance of the program. The school includes two standing committees, namely the Curriculum Committee and the Faculty Development Committee. The Curriculum Committee is charged with reviewing and updating the curriculum every year. The committee is comprised of five faculty members (four tenured and one tenure-track) elected by the school faculty and one student appointed by the committee chair. The Faculty Development committee is comprised of all tenured faculty and one non-voting tenure-track faculty elected by their peer. This committee is responsible for evaluating and making recommendations to the director of applications for advancement in academic rank and/or tenure and reappointment. This committee also reviews the school bylaws. All tenured faculty review annually the tenure-track faculty and submit a report to the director that is integrated in the annual review of said faculty, which is prepared by the director.

The Faculty Development Committee, Curriculum Committee and the director of the school may establish ad-hoc and special committees as required to conduct the business of the school. Such as, for each faculty search that is conducted by the School, a committee of faculty members and students are appointed. 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. Other ad-hoc committees included review of technology curriculum and the proposal for new degree.

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

For more information see the School of Architecture bylaws in appendix G in this document and LSU Policy Statement PS 36T; Tenure-Track and Tenured Faculty: Appointments, Reappointments, Promotions, Tenure, Annual Reviews, and Enhancement of Job Performance.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program’s multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

The 2018 School of Architecture strategic plan articulated four major objectives with multiple goals. The school goals were mapped against the university strategic plan as well as NAAB program and student criteria (see section 3 of this APR). Eighty eighty learning outcomes were developed which integrated the school goals and the NAAB program and student criteria. The resulting process of assessment uses direct and indirect measures to assess the individual courses and the programs as whole as well as meeting the NAAB program and student criteria. A full cycle of program assessment is complete every three years based on indirect measures collected annually and direct measures assessed every third year. Given the new 2020 NAAB conditions, which initiated this new assessment process, the first data collection started in spring 2021. While the annual indirect measures provide feedback for improvement in course learning outcomes and general programing, the first comprehensive recommendations based on this assessment process will be developed in spring 2024 and the first full cycle of program assessment will conclude in spring 2026. For a full discussion of the assessment process, see introduction to section 3 of this APR. For a full text of the School of Architecture 2018 strategic plan see appendix C.
**5.2.2 Key performance indicators used by the unit and the institution**

The following performance indicators are being tracked:

- Increase in the diversity of students
- Increased teaching and research addressing contemporary global issues that are locally and regionally relevant such as spatial justice, design for the Caribbean, water ecology, coastal urbanism and community resilience, innovative fabrication.
- Increase in quantity and diversity of faculty research output and collaborations
- Overall positive course evaluation and graduating student survey results.
- Good performance in the evaluation of the student learning outcomes associated with the fourteen NAAB program and student criteria.

**5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.**

*Diversity*

The School of Architecture aims to increase the diversity of student backgrounds to reflect the diversity of the student population of the state of Louisiana as well as to engage architectural knowledge from diverse perspectives. As seen in the charts below the number and percentage of underrepresented students in the 2021-2022 academic year is at an all-time high. Furthermore, the gender and ethnic/racial diversity of faculty steadily increased in recent years. On student and faculty diversity see section 2 and 5.5.3 of this APR.

![School of Architecture Students by Race](image)

*Student and faculty numbers*

A seven-year plan was developed in 2017 to increase student enrollment and faculty of the School of Architecture. Since 2011, the school and the College as a whole had a steady decrease in student enrollment, which was a major concern at the college and university level. As a school of the flagship university of Louisiana, it was important to provide excellence in architectural education by retaining the school competitiveness in Louisiana and the region. The reduction in student numbers was also accompanied with an increase in vacant faculty lines. The seven-year plan was to increase enrollment and request faculty hires in order to increase the diversity of expertise and scholarship in the school and provide excellence in all architecture subspecialities. Since then, eight tenure-track faculty and 8 full-time instructors (on annual contract) were hired. These new faculty members introduced new expertise into teaching and research that complimented the expertise of the existing faculty. The growth in student numbers is close to complete in the 2021-2022 academic year. The table and charts below show the progress in student enrollment in the School as projected in 2017, updated annually for actual numbers. The faculty: student ratio is now at 20.63:1 and 18.27:1 when Graduate student instructors are included. This latter ratio is slightly above the
The current increase in diversity of faculty expertise resulted in expanded professional elective offerings and option studio themes as well as a better correlation between faculty teaching assignments and their academic and/or professional expertise.

### LSU SCHOOL OF ARCHITECTURE

#### Seven Year Growth

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>SFR: Student-Faculty Ratio</th>
<th>Faculty Total (FTE)</th>
<th>Student Total</th>
<th>Student # Change</th>
<th>UG Students</th>
<th>Grad Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2018</td>
<td>14.11</td>
<td>13.75</td>
<td>194</td>
<td>+</td>
<td>171</td>
<td>23</td>
</tr>
<tr>
<td>FY2019</td>
<td>15.15</td>
<td>15.38</td>
<td>233</td>
<td>+39</td>
<td>206</td>
<td>27</td>
</tr>
<tr>
<td>FY2020</td>
<td>18.62</td>
<td>14.5</td>
<td>270</td>
<td>+37</td>
<td>249</td>
<td>21</td>
</tr>
<tr>
<td>FY2021</td>
<td>21.82</td>
<td>14.25</td>
<td>311</td>
<td>+41</td>
<td>292</td>
<td>19</td>
</tr>
<tr>
<td>FY2022</td>
<td>20.63</td>
<td>16.38</td>
<td>338</td>
<td>+27</td>
<td>309</td>
<td>29</td>
</tr>
<tr>
<td>FY2023</td>
<td>21.37</td>
<td>16.38</td>
<td>350</td>
<td>+12</td>
<td>316</td>
<td>34</td>
</tr>
<tr>
<td>FY2024</td>
<td>21.71</td>
<td>16.38</td>
<td>356</td>
<td>+6</td>
<td>316</td>
<td>40</td>
</tr>
<tr>
<td>FY2025</td>
<td>22.16</td>
<td>16.38</td>
<td>363</td>
<td>+7</td>
<td>316</td>
<td>47</td>
</tr>
</tbody>
</table>

#### LSU SCHOOL OF ARCHITECTURE

**Student-Faculty Ratio**

<table>
<thead>
<tr>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
<th>FY2025</th>
</tr>
</thead>
</table>

Curriculum
In 2017 two ad-hoc committees were appointed to review the M Arch and B Arch curriculum. This resulted in recommendations, that resulted in the introduction of option studios in the B Arch and M Arch programs, revision of multiple course objectives across the curriculum and a proposal to revise the technology course sequence in both programs to bring it up to date with contemporary methods of analysis and applications. These recommendation are still under study.

Research
The school aimed to increase architecture research activity in quantity and diversity. This was addressed by the diversity of research and background of the new faculty hires as well as the introduction of a new research graduate degree. In 2018 The school developed and proposed a new research degree (Master of Science in Architecture) that would augment the research activity and course offerings in the school, which would provide B Arch and M Arch students with wider exposure to innovative and dynamic research and learning opportunities. The degree is in the process of approval at the Board of Regents level.
5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

The School is housed in LSU, Louisiana research hub. This will continue to provide new opportunities for faculty and students to advance and innovate in the field through collaborations and increased support. The region of South Louisiana is extremely rich in its demographic diversity and environmental conditions, which will provide ample design opportunities for architects to engage and make an impact. The main challenges of the school are related to limitations in the budget needed to upgrade the facilities and continue on increasing the faculty numbers and expertise.

Atkinson Hall, the home of the School of Architecture, requires major maintenance and upgrading to optimize the spaces for architecture learning and school strategic objectives. University budget limitations resulted in a long deferred-maintenance list for all the historical buildings on campus. Upgrading of spaces has been done incrementally such as installing the elevator in 2013, creating a seminar space room 142 in 2018 and room 107 in 2020, 24/7 access computer lab in 102 in 2019, ceiling electric outlets in all studios in 2019, basement lighting and hallway review boards in 2019 and recently acquiring more spaces in Atkinson basement for studio teaching, which will be available in fall 2022. However, as the building was designed as an engineering building in 1926, it still requires major alterations to create the best environment for professional architectural learning.

Studio furniture is outdated. Through applying to university grants, the school has been acquiring major upgrade in equipment such as high performing computers, 3-D printers, fabrication machines, large projection screens and touch TVs...etc. However, the basic studio furniture is in dire condition and needs replacement, which is done inclemently on an annual basis.

Retain a student to faculty ratio comparable to regional institutions. The ratio in the 2021-2022 academic year is 20.63:1 when only faculty are included. With the exponential rise in first year B Arch student numbers in fall 2020, the first-year studio teaching shifted to include multiple graduate student instructors. When graduate student instructors are included in the count the ratio goes down to 18.27:1, which is still higher than the regional average of 17:1 as per ACSA report.

5.2.5 Ongoing outside input from others, including practitioners.

Outside input is currently received informally through the multiple professional and academic that visit the school to lecture, review student projects or participate in workshops. The School Advisory Board, which was the formal mechanism for outside input, has been suspended in 2015 and has not been revived yet.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Currently the first feedback on students learning outcomes, as per the newly developed assessment plan, was received in spring 2021 (see appendix F). This feedback, which is conducted through the course evaluation mechanism will provide faculty information that they can consider in the next iteration of the course. The first comprehensive curricular recommendation will be generated in spring 2024 (see discussion of self-assessment mechanism in the introduction for section 3 of this APR).
5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Following the university assessment process, each program at LSU should assess all its goals every three years. Subsequently, the assessment reports for fourteen NAAB criteria are distributed over three years, which results in producing four to five reports every year with recommendation for course and/or curriculum development.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

To ensure continuous review and development of the NAAB program and student criteria and their alignment with the School of Architecture strategic plan and LSU strategic plan, the criteria are mapped against the school goals and the university drivers as articulated in the school and university strategic plans respectively. The assessment process of the programmatic and curricular learning outcomes provides ongoing feedback for improvement and revision of the school professional programs and curriculum. The assessment process is based on three types of feedback where indirect measures are collected annually through graduating B Arch and M Arch student surveys as well as course-specific student learning outcomes that are collected through the online course evaluation system conducted at the end of every semester. The third type of feedback are direct measures, which are collected every three years through the evaluation of course-specific student products (projects, essays, exams and papers). The data collected from the above annual indirect measures and the three-year direct measures are studied by an assigned faculty group in association with the curriculum committee that develop a holistic report with recommendation for improvement. (for further clarity on the assessment process, see diagram and discussion in the introductory text to section 3 above).

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

All curricular changes need to be approved by majority architecture faculty vote, the director, the college Courses and Curricula Committee and the dean. M Arch curricular changes need to additionally be approved by the Graduate Council of LSU Graduate School. Below is a list of the School personnel and committees responsibilities cited from the university policy and school bylaws documents (see also appendix G for school bylaws).

Director

The general responsibilities of the Director are defined in PS-50 Responsibilities and Concerns of University Personnel and additional responsibilities may be assigned by the Dean of the College. In addition, the Director may establish rules and procedures relative to the operation of the School and has the responsibility of preparing and distributing agendas for Faculty meetings, meeting minutes, and notices of concern to the Faculty in a timely manner. Director responsibilities are:

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.

Undergraduate Program Coordinator responsibilities are:

1. Organizing and coordinating advising and registration procedures.

2. The implementation of the undergraduate curriculum.

3. Coordination of initial and transfer admissions.
4. Implementing the process for admission to the upper division, tabulating results, and forwarding them to the Director of the School for review, selection and student notification.

5. Reviewing transcripts for students transferring from other programs and/or Institutions.

6. Approving course substitutions.

7. Advising and counseling prospective and matriculated students.

8. Advising the Director of the School on program matters related to the undergraduate curriculum.

9. Serving as an ex-officio member of the School’s Curriculum Committee.

10. Coordinating transfer student admission with Admissions Office and College of Design.

11. Consulting with director on first-year selective admissions.

12. Advising the Director on faculty teaching assignments for undergraduate courses.

13. Coordinating with the Director and office staff on room assignments/reservations and semester schedule book preparations.

**Graduate Program Coordinator responsibilities:**

1. The implementation of the graduate curriculum.

2. Coordination of graduate student admissions.

3. Making Graduate Assistantship appointments and assignments.

4. Approving course substitutions.

5. Advising and counseling graduate students.

6. Advising the Director on program matters related to the graduate curriculum.

7. Serving as an ex-officio member of the School’s Curriculum Committee.

8. Coordinating recruitment and admissions for the Graduate Program with the Director and staff.

9. Overseeing coordination between the School of Architecture and the Graduate School concerning admissions, students, and graduate faculty status.

10. Advising the Director on faculty teaching assignments for graduate courses.

**School of Architecture Curriculum Committees:**

The Curriculum Committee is comprised of four tenured faculty (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.

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

The School of Architecture faculty members are supported by an administrative coordinator and an administrative finance, human resource, and development specialist. Teaching assignments are equally allocated across tenure and tenure-track faculty and typically consist of 9 credit hours (or two courses) per semester. On the occasion of excessive service responsibilities faculty are granted a course release during the semester of such service. Course releases are typically granted during the first two years of a new faculty hire to assist with research and in the semester leading up to the submission of the promotion and tenure packet. Graduate assistants are assigned to classes with large enrollment to help balance the faculty workload. Faculty research and scholarship is supported through annual conference funding and occasionally in seed funding. The director conducts annual reviews for each faculty member during the spring semester to help faculty assess their successes, and outline future goals. The review track academic development of each faculty member along their teaching, research and service responsibilities.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

The school Architect Licensing Advisor for the National Council of Architectural Registration Board serves a three-year term and may be reappointed. Currently the AXP Advisor is Professor Kristen Kelsch, who regularly attends the NCARB Licensing Advisor Summit. The Architect Licensing Advisor is responsible for dissemination of information concerning the NCARB AXP Program, the ARE, and licensure and reciprocity requirements. They hold information sessions in the fall and spring semester as well as a one-hour presentation to second-year undergrads and first year graduate students. Individual meetings are also held with students interested in signing up for AXP upon request.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Each faculty member is funded to attend and present at academic conferences when requested; typically up to three events a year. The University, College, and School hold colloquia at the beginning of the academic year to address contemporary topics relevant to the faculty and staff. Campus wide organizations such as Communication across the Curriculum (CxC) offer workshops regularly to help maintain and refine faculty and staff.
proficiency. Annual diversity and ethics training is maintained by human resources and search committee members receive equity training prior to evaluating potential candidates. All new faculty and staff hires are given extensive orientation presentations by the university and the school.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

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

Undergraduate Academic Advising
All undergraduate students are assigned a faculty advisor who they meet with at least two times a year, once in the fall and once in the spring. Every tenure and tenure-track faculty member in the School is assigned approximately 18 students to advise throughout their academic careers. The Undergraduate Coordinator advises all pre-architecture majors and mentors faculty advisors when needed. Incoming students are advised by the Undergraduate Coordinator and the College counselors. College of Art & Design counselors provide services for prospective students, undergraduates, and transfer students pursuing degrees in architecture, art, interior design, and landscape architecture. (for more information on College student services see https://design.lsu.edu/student-life/student-services/)

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. 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 graduate students, including advice and counseling.

Communication across the Curriculum
As the first program of its kind in the nation, LSU Communication across the Curriculum (CxC) is a university-wide academic excellence program that works to improve the written, spoken, visual, and technological communication skills of undergraduates while deepening students’ understanding of discipline-specific course content. One of the four LSU CxC Studios is located in the College of Art and Design which caters for the specific needs of art and design students (see https://design.lsu.edu/programs-and-initiatives/communications-across-the-curriculum/).

Center for Academic Success
LSU’s central learning center, promotes self-efficacy and lifelong learning by empowering individuals with transformational strategies and resources that foster critical thinking and metacognitive development in order to advance student persistence and success. The LSU Center for Academic Success (CAS) helps students achieve the higher levels of learning necessary for academic success in college and beyond. CAS offers services such as free tutoring, Supplemental Instruction (SI), Academic Coaching, workshops and online resources. Students who use our strategic academic support resources increase their GPAs, stay in their majors of choice and graduate on time. (reference, https://www.lsu.edu/cas/about/index.php)
Mental Well-Being
Mental Health Service (MHS) provides clinical services that enhance LSU students' personal growth and development, address psychological needs, and support the pursuit of academic goals. Located within the Student Health Center, MHS seeks to collaborate with campus partners and community resources to enhance the overall wellbeing of LSU students. Our staff includes licensed professionals and graduate students from the fields of clinical psychology, clinical social work, professional counseling and psychiatry. (see https://www.lsu.edu/shc/mental-health/mhshome.php). Through the office of Student Advocacy and Accountability, LSU maintains a reliable system (LSU CARES) for identifying, reporting, and helping students of concern (see https://www.lsu.edu/saa/lsu-cares/index.php). The recently reconfigured Office of the Title IX Coordinator established all university employees as mandatory reporters for any witnessed or disclosed Civil Rights and/or Title IX (sexual misconduct) violation or concern (see https://www.lsu.edu/titleix/resources/mandated-reporter.php).

Career Guidance, Internship, and Job Placement
Career advising is conducted through the faculty, the Undergraduate and Graduate Program Coordinators and the faculty AXP/Architecture Licensing Advisor. 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. The School provides a variety of career development opportunities including workshops on the following topics: resume and cover letter writing; interviewing skills; portfolio design and review. These workshops are mostly conducted in collaboration with AIAS.

Olinde Career Center is a critical part of LSU's vision of leading Louisiana and impacting the world, our career-readiness programming, coupled with on-campus access to employers, directly enhances Tigers' social mobility and prepares them to make important contributions to research, infrastructure, the economy, and our knowledge base in every industry, everywhere in the world (see https://www.lsu.edu/careercenter/about/index.php). In Collaboration with Olinde Career Center, the College of Art + Design Career Networking Day invites design firms to conduct on-campus student job interviews. In recent years this program has brought around forty firms to campus for interviews. The School of Architecture website includes link to “Internships and Jobs” which is a live database of available professional job openings (see https://design.lsu.edu/student-life/internships-jobs/).

The LSU Cale P. & Katherine Smith Student Financial Management Center, located within the LSU Olinde Career Center in the LSU Student Union, encourages, educates and empowers LSU students to become financially literate, make good financial decisions and form fiscally responsible habits (see https://pas.lsu.edu/sfmc/about/index.php).

5.5 Social Equity, Diversity, and Inclusion
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

All faculty pay is assessed in accordance with years of experience and rank and it is consistent across difference in gender, race, and ethnic background. Similarly access to office space and all other university and college resources is consistent among all students, staff and faculty. To increase the number of underrepresented faculty members, the university created the Opportunity Hire program, which financially supports schools that are hiring underrepresented faculty https://www.lsu.edu/diversity/resources/opportunity-hire/.
Section 5.4.4. below lists all the university initiatives that support faculty and students of diverse sexual, gender, racial and ethnic background.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program’s faculty and staff demographics with that of the program’s students and other benchmarks the program deems relevant.

The School of Architecture continually seeks highly qualified individuals from a wide range of cultural backgrounds and expertise. Since the last NAAB visit in 2013, the diversity of the faculty has increased in gender and ethnic background. In 2013, the faculty consisted of 13 full-time faculty with 4 women and 9 men who ethnically identified as 1 Asian, 10 White and 2 unspecified. In 2021-2022 full-time faculty consists of 6 women and 8 men with the following ethnicities: 1 Black, 1 Latinx, 1 MENA, 2 International and 9 white. The two school staff were two African American women in 2013 and continue to be so until spring 2021. One staff position is currently vacant.

Currently, the percentage of underrepresented faculty (including international) 35.7% is less than the percentage of underrepresented students 43.9%. The school plan in increasing the diversity of faculty is first, to make sure that the school showcase, through its strategic plan, the courses taught, and research conducted its commitment to equity and spatial justice in architectural education and research. Second, ensure that the faculty search ads confirms this commitment and is widely distributed on platforms that target diverse audience. Third, continue to reinforce the recently adopted guidelines for all LSU faculty searches where search committees are needs to include diversity advocate that reports on equity of the search process and alert to conscious or unconscious bias. All search committee members are required to participate in professional development on diversity, inclusion, and unconscious bias (see https://www.lsu.edu/academicaffairs/resources/faculty/guidebook-2020.pdf).

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program’s student demographics with that of the institution and other benchmarks the program deems relevant.

![School of Architecture Students by Race](chart.png)
The charts above show a steady increase in underrepresented students in the School of Architecture since the last accreditation visit in 2013. This has been the result of multiple initiatives at the university, college and school level.

University
In 2018, the university admission shifted towards a holistic admission process where undergraduate applicants are evaluated not only based on standardized tests but also on a ‘deep dive’ into the applicants’ high school transcript and activities. This change has resulted in increasingly more diversity in the admitted freshman students, while still retaining a higher average for standardized test than previous years.

The TOPS program is a state-wide program in Louisiana where high-performing high school students are granted a tuition waiver for four years of undergraduate education. This program has provided many first generation students and students with financial needs access to higher education.

School
The College of Art and Design dedicated its central atrium with an installed mural to Architecture Professor Julian White, who was the first African American Professor at LSU. This act symbolically centered underrepresented communities within the college. The school, and the college, is increasingly offering studios and courses that address issues relevant to marginalized communities such as spatial injustice, urban segregation, race and the American city... etc. Even though it cannot be easily quantified but creating an academic environment where the architectural discussion is broad and diverse and engaged with diverse communities and racial issues, does create an environment where underrepresented students feel represented in the field and the school. Such academically inclusive environment helps in recruiting underrepresented students and aids in their retention.
Furthermore, the school distributes around $33,000 a year on scholarships, ranging from $500 to full annual tuition, that target students with financial need and/or from underrepresented background. Upon admission, underrepresented graduate students can be nominated by the school for full tuition award for two years from the graduate school. In the last four years, all graduate students from underrepresented background have been granted this award.

To help alleviate the impact of educational background on competency in design, the school in collaboration with Studio Culture student organization initiated the mentorship program, where Freshman students can be coupled with senior and graduate students to help them...
navigate the unfamiliar requirements of design education, and the particularities of studio culture. Around fifty Freshman students signed up for the program.

The table below document the School of Architecture student population by percentages. The table also shows the university percentages of 2020-2021 next the school percentages in the last column. The school population is significantly more diverse than the university with percentages higher for American Indian, Asian, Black, and Hispanic (Latinx) demographics. White architecture students constituted 80.6% in 2013, while in 2021, they are at 56.1%. Being part of the flagship university of Louisiana, the school aims to represent a similar percentage to the state population in underrepresented groups. While the school student demographics is higher than the state in Asian and Latinx population, it is significantly lower in Black and African American population which is around 32% statewide and more than 50% in South Louisiana.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.7%</td>
<td>4.3%</td>
<td>3.4%</td>
<td>5.0%</td>
<td>6.1%</td>
<td>7.0%</td>
<td>8.8%</td>
<td>7.6%</td>
<td>6.9%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Black</td>
<td>5.2%</td>
<td>8.6%</td>
<td>12.2%</td>
<td>11.4%</td>
<td>14.3%</td>
<td>15.5%</td>
<td>11.6%</td>
<td>11.4%</td>
<td>16.5%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.7%</td>
<td>5.9%</td>
<td>6.8%</td>
<td>8.0%</td>
<td>8.2%</td>
<td>13.0%</td>
<td>14.9%</td>
<td>14.1%</td>
<td>13.7%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Non Resident Alien</td>
<td>2.1%</td>
<td>2.7%</td>
<td>2.0%</td>
<td>5.0%</td>
<td>5.6%</td>
<td>4.0%</td>
<td>3.6%</td>
<td>4.9%</td>
<td>4.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>1.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two races</td>
<td>1.6%</td>
<td>2.7%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>2.0%</td>
<td>3.0%</td>
<td>2.0%</td>
<td>1.9%</td>
<td>0.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>White</td>
<td>80.6%</td>
<td>75.7%</td>
<td>72.7%</td>
<td>67.7%</td>
<td>63.3%</td>
<td>57.0%</td>
<td>58.2%</td>
<td>58.9%</td>
<td>56.1%</td>
<td>65.6%</td>
</tr>
</tbody>
</table>

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

**LSU Equal Opportunity 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 https://www.lsu.edu/policies/ps/ps_1.pdf

**College of Art and Design**

The College of Art & Design has recently established a new position to address this initiative, Assistant Dean for Diversity and Recruitment. In 2020 the college activated its Diversity Committee made up of faculty, students, and staff from each of the schools.
The college’s 2020-2021 lecture series was its most diverse lecture series ever. Ten underrepresented lecturers presented topics focused on diversity, equity and inclusion principles and practices in art and design. https://design.lsu.edu/news-and-events/view-past-lectures/. In April of 2020, the College of Art and Design created a diversity statement that is prominently posted on its website https://design.lsu.edu/who-we-are/diversity-inclusion/. The College has bolstered its recruiting efforts with an intentional focus on prospective students from historically underrepresented groups interested in the fields of landscape architecture, interior design, architecture, and art.

University
The breakdown of LSU enrollment numbers by race, ethnicity and gender can be found at https://www.lsu.edu/bgtplan/trend/dashboards/race.php). The Office of Diversity 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. The LSU Strategic Plan 2025 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 its 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.” (see https://www.lsu.edu/diversity/about_us/mission_vision.php).

LSU Diversity Initiatives
Below is a list of centers and initiatives that support Office of Diversity, Equity and Inclusion https://www.lsu.edu/diversity/index.php

The African American Cultural Center (AACC) https://www.lsu.edu/diversity/aacc/index.php


LatinX Affairs https://www.lsu.edu/diversity/oma/latinx.php

LGBTQ+ Project https://www.lsu.edu/lgbtqproject/index.php

Genesis Mentoring https://www.lsu.edu/diversity/oma/programs/genesis/mentor.php

Genesis Tutoring https://www.lsu.edu/diversity/oma/programs/genesis/tutoring.php
5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

The office of Disability Services provides individualized services to ensure that all students have equal access to learn and live at LSU, enabling achievement for students with learning, mental, physical, or psychological disabilities throughout the LSU experience and beyond. They are committed to providing appropriate auxiliary aids and services to students with disabilities to ensure they receive full participation in all activities, programs and services at the university. The office of Disability Services is dedicated to promoting the self-advocacy of students with disabilities and are committed to working with the LSU administration on the development and revisions and policies and procedures relevant to students with disabilities. They serve as a source of disability-related information for the university. (see https://www.lsu.edu/disability/about/index.php)

5.6 Physical Resources
The program must describe its physical resources and demonstrate how they safely and equitably support the program’s pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

Architecture students, faculty and staff use mainly three buildings in their learning, advising, and administration. Namely Atkinson Hall, Art Building and Design Building. Atkinson Hall is the home of School of Architecture where the main administration office, all architecture faculty offices, and all architecture studios are. Currently, Atkinson Hall is hosting School of Art in few spaces in the basement because of the renovation at the School of Art main building, due for completion in spring 2022. In Fall 2022, the School of Architecture will have additional studio, office, and research space in the basement as the School of Art relocate to the Studio Arts Building. Since the NAAB visit in 2013, an elevator has been installed with ramp accessibility through the basement.

The Design Building is the College of Art and Design home, which includes the dean's office, the shared learning and support facilities, as well as the School of Interior Design, the School of Landscape Architecture, and temporarily the School of Art main office. the three buildings share the design quad open area where the design café is located. Atkinson Hall fronts the historical quad to the north and the sculpture quad to the South. These three quads are heavily used by architecture students and faculty for outdoor learning and break time.

Below are the plans of the three buildings with the spaces that are used by architecture students faculty, and staff highlighted as per the color legend.
5.6.1 Space to support and encourage studio-based learning.

The majority of the design studios are on Atkinson Hall second floor, albeit with one large studio in the basement and two small studios on the ground floor. All design studio courses are assigned rooms in which students have a secured workstation that is accessible 24/7. With the exception of the pandemic year of 2020-2021, workstations are cold-board, i.e. dedicated to one student. Currently, only first year B Arch are assigned hot-board studio, where two students share one workstation at different times of the week. The buildings are unlocked from 7:00am to 8:00pm. However, all students, faculty and staff have access to the Atkinson, Design and Art buildings at all times to work and study, using their university ID card to unlock the entrance doors.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Architecture lecture and seminar courses can be scheduled in different lecture halls and classrooms across campus. The majority of seminar and lecture classes, however, are assigned in the College of Art and Design building such as lecture hall Design 103 with a
capacity of 155, Design 201 and 313 with a capacity of 50, Atkinson 107 with a capacity of 48, Atkinson 142 with a capacity of 24 and Atkinson 150 with a capacity of 10. All rooms, except Design 103, have flexible seating to accommodate different learning styles/methods and are equipped with screens, projectors and/or large TVs. In addition to lecture and seminar rooms the school and the college include the following support learning spaces:

- The **C-Lab**, which has 8 PC and 8 Mac computers regularly updated with software to complement the student’s personal computer needs; the C-Lab includes basic printing services. The C-Lab is located in Atkinson 102 and is accessible 24/7 to College of Art and Design students.

- The **Design Shop**, provides students with a workspace, hand tools, and power machinery for a variety of uses and materials. Under the supervision of the Design Shop Manager this large and comprehensive workshop is available for student use to complete class projects. In addition to a top-of-the-line woodworking area, the shop houses 2 60 wall Universal laser cutters and 1 150-watt BOSS. The Design shop is located in room Art 110.

- The **Communication across the Curriculum (CxC) studio**, where students can rent photography and lighting equipment and access 3D printers and a 3D scanner while learning affective communication skills specific to their individual disciplines. The CxC studio is located in room Design 215.

- The **Fabrication Laboratory**, a new digital laboratory where students and faculty have the capacity to create a multidisciplinary, active, team-learning environment by leveraging large-scale digital fabrication equipment for cutting, shaping, and forming, metal, wood, and plastic toward the resolution of creative design problems. The Fab Lab is located in Atkinson 145 and Art 123.

- The **Viz-Lab** is dedicated to teaching and research in the areas of computer-aided design, image-processing, and more applications in architecture, art, interior design, and landscape architecture. VizLab also offers services ranging from large-format printing and scanning to visual development using virtual and augmented reality. The VizLab is located in rooms Design 216 and 217.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Each professor has a private office, which ranges in area from 200 to 320 square feet. Instructors and Professional-in-Residents share two offices. Preparation for teaching, research, mentoring, and student advising are primarily conducted in the faculty office. Faculty members have also access to the Fabrication Laboratory and the other college workshops to conduct their research if relevant. Upon request, faculty members may also acquire dedicated spaces for their research and/or teaching support such as the Earth Lab (Atkinson 229) and the Concrete Lab (Atkinson 19).

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

All learning formats and pedagogies are supported through the different room sizes available for teaching, flexible seating as well as access to variety of media such as the large format projections, personal computers, ipads, book projector, video conferencing equipment, stationary and mobile TV screens (touch and regular) in all studios, and conferencing platforms.

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

Not Applicable.
5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Below are School of Architecture annual allocations.

<table>
<thead>
<tr>
<th>Salaries Accounts</th>
<th>Allocation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$1,218,306</td>
<td></td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>$82,205</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant Pay</td>
<td>$98,360</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Budget Accounts</th>
<th>Allocation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$94,327</td>
<td></td>
</tr>
<tr>
<td>Student Workers</td>
<td>$1,992</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$21,250</td>
<td>Faculty travel, registration and per diem for presenting at conferences and academic events.</td>
</tr>
<tr>
<td>Operating Services</td>
<td>$22,585</td>
<td>Facility Maintenance, copier, mailing, membership, dues, guest parking.</td>
</tr>
<tr>
<td>Telecom</td>
<td>$10,000</td>
<td>Telecom services, long distance, network ethernet connection, voice mail.</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$6,000</td>
<td>Office supplies, software subscription, computer accessories.</td>
</tr>
<tr>
<td>Professional Services</td>
<td>$10,000</td>
<td>Final review crits, background check, visitors/reviewers honoraria.</td>
</tr>
<tr>
<td>Equipment and Major Repairs</td>
<td>$22,500</td>
<td>Computers, Furniture, and Building Renovation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endowed Professorship</th>
<th>Annual Disbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$10,000</td>
</tr>
<tr>
<td>Emogene Pliner</td>
<td>$5,000</td>
</tr>
<tr>
<td>A Hays Town</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Accounts</th>
<th>Annual Disbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$95,282</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>$22,394</td>
</tr>
<tr>
<td>Annual Fund</td>
<td>$13,420</td>
</tr>
<tr>
<td>Student Scholarships</td>
<td>$59,468</td>
</tr>
</tbody>
</table>
5.8 Information Resources

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

LSU Libraries offers students and faculty strong support for instruction and research through collections of print and electronic books, print and electronic journals, microform holdings, and a vast manuscript collection. It is also a U.S. Regional Depository Library and an official depository for U.S. patents.

LSU is part of the LOUIS: The Louisiana Network. LOUIS is comprised of five library systems: LSU System (7 libraries + Pennington Biomedical Research Center, Library and Information Center); Southern University System (4 libraries); University of Louisiana System (9 universities); Louisiana’s Community & Technical Colleges (11 community colleges); and Louisiana Association of Independent Colleges & Universities (8 institutions, 2 seminary colleges, and 2 law schools).

LSU Libraries is one of 124 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, and the LOUIS Consortium.

LSU 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.

The LSU Libraries’ Strategic Plan, 2017-2022 can be located at https://www.lib.lsu.edu/sites/default/files/info/lsulibrariesstrategicplan17-22.pdf

Access and Support:

During the regular semester, LSU Library opens on Sunday at 11 a.m. and remains open through Saturday morning at 2:00 a.m. The library reopens at 10:00 a.m. and then closes at 5:00 p.m. Electronic resources and the Online Catalog are available around the clock. Electronic resources subscribed the LSU Libraries are accessible to authorized patrons off-campus via the Libraries’ Ezproxy server.

- **Research & Instruction Services.** On-site assistance is offered through the Research & Instruction Services the department’s staff, including subject liaisons. Research service is also offered from the Hill Memorial Library. Off-site assistance is available by telephone and e-mail. LSU Libraries also fully supports Distance Education and LSU Online.
  - The School of Architecture shares a liaison with the College of Art & Design. The librarian is a tenured librarian with over eight years of experience. She reports to the Head of Reference and Instruction 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.
  - Contact: Marty Miller, martmiller@lsu.edu

- **Consultations.** The Liaison, or subject specialist for a given discipline, is usually available on-call and always by appointment. This individual provides research 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 LSU 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 for a semester; graduate students for 90 days; undergraduates for 7 days. Most library materials may be renewed online. The most currently available policies are available at [https://www.lib.lsu.edu/services/borrowing](https://www.lib.lsu.edu/services/borrowing)

• **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.

• **Study carrels.** A limited number of study carrels are available for graduate and faculty use. Applications may be made at the Access Services Desk or you can request a study carrel online using the form at [https://www.lib.lsu.edu/services/study-carrels](https://www.lib.lsu.edu/services/study-carrels). A $5.00 refundable deposit is required for the faculty and graduate study carrels. Undergraduates may reserve an individual study space on the 3rd or 4th floor for up to 2 weeks. No $5.00 deposit is required for the individual study spaces because the patron doesn't receive a key.

• **Collaborative Group Study Rooms.** Group collaborative rooms, group study quiet rooms, and presentation practice rooms are available in Middleton, third and fourth floors. Faculty, graduates, and undergraduates are eligible to reserve these rooms. The instructions are available at [https://www.lib.lsu.edu/services/study-rooms](https://www.lib.lsu.edu/services/study-rooms).

• **Distance Education.** The LSU Libraries is committed to providing students enrolled in Distance Education and LSU Online courses 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 (Interlibrary Borrowing),
  - reciprocal borrowing agreements with many other academic libraries in the state,
  - Distance Education services are noted at [https://www.lib.lsu.edu/services/distance](https://www.lib.lsu.edu/services/distance);
  - a link to subject specialists who can provide assistance with locating resources ([https://www.lib.lsu.edu/about/staff/specialists](https://www.lib.lsu.edu/about/staff/specialists)) for individual assistance and problem-solving.

• **Facilities, Equipment, and Technology Services.** LSU 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. Print materials are housed in the general stacks, room 126 (Current Periodicals), and Compact Shelving. Government documents are classed according to the Superintendent of Documents (SuDoc) system. Access to the Government Documents collection is available through the Online Catalog and can be retrieved at the Access Services Desk, 2nd floor, LSU Library. The Documents/ Microforms collection is still housed in the basement of LSU Library.
In cooperation with Information Technology Services (ITS), the library maintains an Information Commons in Room 141. This room houses the Library’s research help desk and one ITS help desk for providing in-site services. On the second floor of LSU Library, an additional public access computers lab (room 241) is available; a separate print help desk is available in the hallway/across from the stairwell. Many of these stations are equipped with scanners.

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.

- **Gear 2 Geaux.** The LSU Student Technology Fee fund the purchase of mobile computing devices available for check-out at the LSU Library Access Services, second floor. A student ID is required to check out these items. This service is only available for LSU students; faculty and staff are not eligible to use these services. Gear that can be checked out includes Apple Macbooks, Chromebooks, and phone chargers. An overview of the program is available at [https://grok.lsu.edu/Article.aspx?articleid=3494](https://grok.lsu.edu/Article.aspx?articleid=3494).

- **Collection Development.** Requests from faculty, graduates, and undergraduates for monograph purchases are forwarded to the library liaison for the School of Architecture. Recommendations for serials titles must be considered within the broader scope of serial cancellations and recommendations across a wide array of disciplines.

**Collections**
The LSU Library and the Hill Memorial Library collections both contain resources relevant to the School of Architecture. The LSU Library 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**
A portion of 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 the current spending freeze at LSU.

**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 2 for overall materials expenditures for the LSU Libraries.

See Table 3 for actual book expenditures for the School of Architecture.

**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. Faculty and the students may submit journal and database requests to the liaison to the School of Architecture. These requests are included in a library wishlist of sources to be considered when funding is available.

See Table 4 and commentary for the cost of current print subscriptions.

The Association of Architecture School Librarians (AASL) provides a core periodical list of architecture titles. This list is available at https://www.architecturelibrarians.org/coreperiodicalslist/. Below is a sampling of titles, and the respective formats, of materials available through the LSU Libraries:

**Print Only**
- A + U (Architecture and Urbanism)
- Landscape Architecture
- Japan Architect

**Print and Electronic Access**
- AA Files – (electronic access–JSTOR)
- Domus – (electronic–publisher site)
- Topos: European Landscape Magazine (electronic–publisher site)

**Electronic Access Only**
- Architects’ Journal (Ebsco Art & Architecture Complete)
- Architectural Design (Wiley Online Library)
- Architectural History (JSTOR)
- Architectural Record (Ebsco Academic Search Complete)
- Architectural Review (Ebsco Art & Architecture Complete)
- Canadian Architect (Ebsco Art & Architecture Complete)
- Environment and Behavior (Sage)
- Grey Room (Ebsco Art & Architecture Complete)
- Journal of Architectural and Planning Research (JSTOR)
- Journal of Architectural Education (Wiley Online Library)
- Journal of the American Planning Association (Ebsco Art & Architecture Complete)
- Journal of the Society of Architectural Historians (JSTOR)
- Journal of Interior Design (Wiley Online Library)
- Journal of Urban Design (Ebsco Academic Search Complete)
- Landscape Journal (Ebsco Art & Architecture Complete)
- Perspecta (JSTOR)
- Planning (Ebsco Art & Architecture Complete)

In addition, many architecture journals are now available open access, including this select list:

**Open Access**
- A+BE: Architecture and the Built Environment (PhD thesis series)
- ACE: Architecture, City and Environment (Spanish)
- Amps: Architecture Media Politics Society
- Architect
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 the School of Architecture Resources LibGuide prepared by the school’s library liaison at https://guides.lib.lsu.edu/ArchID/databases.

Document Delivery: Books and Serials
If books and journals are not available in the print or electronic collection, they can be provided accessed via the Libraries’ Interlibrary Loan Services. The interlibrary borrowing and lending of materials is a courtesy service between libraries. LSU Libraries’ Interlibrary Loan Services 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.

The main vehicle for submitting a request is through an ILLiad account. A faculty, staff, or student member can create an ILLiad account and submit requests for books and journal articles. Electronic book chapters can be requested, but whole electronic books are not loaned through the service due to license restrictions. Should a special need arise for a substantial amount of material, it is recommended the individual discuss the needs with Interlibrary Loan Services.

Interlibrary Loan Services’ policies are documented at https://www.lib.lsu.edu/services/ill/.

Budget:
LSU Libraries’ materials budget for the past three fiscal years is shown in Table 2. During 2019-2020, Louisiana State University directed all campus units to freeze spending due to the coronavirus virus pandemic, the governor’s order to close all but essential businesses (March 2020-May 2020), and the financial impact on the state’s budget.

<table>
<thead>
<tr>
<th></th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$ 300,471</td>
<td>$ 430,932</td>
<td>$ 758,061</td>
</tr>
<tr>
<td>Serials</td>
<td>$ 5,700,273</td>
<td>$ 5,406,863</td>
<td>$ 5,522,358</td>
</tr>
<tr>
<td>Document Delivery</td>
<td>$ 49,571</td>
<td>$ 41,824</td>
<td>$ 33,704</td>
</tr>
<tr>
<td>Total</td>
<td>$ 6,050,315</td>
<td>$ 5,879,619</td>
<td>$ 6,314,123</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 titles received on the library’s approval plan and discretionary fund purchases by the library liaison. 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.
Table 3: Actual Book Expenditures for the School of Architecture

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Title Count</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>31 titles</td>
<td>$1,460.42</td>
</tr>
<tr>
<td>2018-2019</td>
<td>37 titles</td>
<td>$1,761.43</td>
</tr>
<tr>
<td>2019-2020</td>
<td>49 titles</td>
<td>$2,865.09</td>
</tr>
<tr>
<td>2020-2021</td>
<td>44 titles</td>
<td>$3,176.07</td>
</tr>
</tbody>
</table>

Expenditures for serials in support of the School of Architecture are shown in Table 4. The figure provided in Table 4 represents the funds being spent on print periodicals/journals. The title list for this expenditure includes:
- AA Files: Annals of the Architectural Association School of Architecture (plus electronic access)
- Architecture and Urbanism (A + U)
- ARTnews
- Artforum International
- Burlington Magazine
- Crit: Journal of the American Institute of Architecture Students
- Domus (includes electronic access)
- Japan Architect
- Landscape Architecture
- Metropolitan Museum of Art Bulletin
- Topos (includes electronic access)

Table 4: Current (Print) Serial Expenditures for the School of Architecture 2021

<table>
<thead>
<tr>
<th>Number of Current (Print) Subscriptions</th>
<th>Annual Subscription Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 titles</td>
<td>$2,178.94</td>
</tr>
</tbody>
</table>

Table 5 notes the FY2020 database expenditures for resources subscribed solely by the LSU Libraries:

Table 5: LSU Libraries Database Expenditures for the School of Architecture 2021

<table>
<thead>
<tr>
<th>Current Databases</th>
<th>Annual Subscription Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTstor</td>
<td>$23,155</td>
</tr>
<tr>
<td>Avery Index to Architectural Periodicals</td>
<td>$3,908</td>
</tr>
<tr>
<td>Building Green</td>
<td>$995</td>
</tr>
<tr>
<td>IBA (International Bibliography of Art)</td>
<td>$2,691</td>
</tr>
<tr>
<td>MADCAD</td>
<td>$3,798</td>
</tr>
<tr>
<td>Oxford Art Online</td>
<td>$3,512</td>
</tr>
<tr>
<td>Sustainability Watch</td>
<td>$5,914</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$43,973</strong></td>
</tr>
</tbody>
</table>

LSU Libraries subscribes to other indexes and full-text journal databases that provide important access to architectural research material. Some of these databases include:
- Project Muse
- Sage Journals Online
- SpringerNature
- Web of Science
- Wiley Online Library

LSU Libraries is a member of the LOUIS: The Louisiana Library Network consortium. The
consortium cost shares access to a multitude of databases, including many full-text databases. Core electronic resources in support of the School of Architecture that fall within the LOUIS consortium include:
Academic Search Complete
Art & Architecture Complete
Art Full-Text
Art Index Retrospective
Business Source Complete
JSTOR (Arts & Sciences)

The complete list of databases provided through LOUIS can found at: https://www.louislibraries.org/az.php.

LSU Libraries contributes an annual membership fee for participating in LOUIS:
FY2018 $556,405
FY2019 $569,720
FY2020 $571,403
FY2021 $591,136

For Visual and Digital resources, the main resource is LSU Communication Across the Curriculum (CxC) (see https://www.lsu.edu/academicaffairs/cxc/). The College of Art and Design CxC studio is located in 215 Design building. The staff of the CxC studio consists of the studio coordinator and multiple graduate students employed to mentor undergraduate student (see https://design.lsu.edu/programs-and-initiatives/communications-across-the-curriculum/).

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Architecture Librarian:
Marty Miller
Art & Design Librarian
martymiller@lsu.edu

As previously stated, the School of Architecture shares a liaison with the College of Art & Design. The librarian is a tenured librarian with over eight years of experience. She reports to the Head of Reference and Instruction 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. The Liaison, or subject specialist for a given discipline, is usually available on-call and always by appointment. This individual provides research 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.

Visual resource professional:
Josef Horáček
CXC Studio Coordinator
jhoracek@lsu.edu

Josef Horáček oversees the Communication across the Curriculum (CxC) Studio in the College of Art & Design. His responsibilities include developing the writing, speaking, visual, and technological communication skills of undergraduates, supporting faculty in the design and teaching of communication-intensive courses, training peer writing and speaking mentors, coaching Distinguished Communicator Medal candidates, and providing access to studio resources and technologies.
6—Public Information
The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees
All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program’s website.

https://design.lsu.edu/architecture/about/accreditation/
https://catalog.lsu.edu/preview_entity.php?catoid=23&ent_oid=5237
https://catalog.lsu.edu/preview_program.php?catoid=23&poid=11174

6.2 Access to NAAB Conditions and Procedures
The program must make the following documents available to all students, faculty, and the public, via the program’s website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

https://design.lsu.edu/architecture/about/accreditation/

6.3 Access to Career Development Information
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

College of Art + Design Internship and Job Board:
https://design.lsu.edu/student-life/internships-jobs/

Olinde Career Center:
https://www.lsu.edu/careercenter/index.php

Career Networking Day Event Flyer:
6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture, the program and the public, via the program’s website:

a) All Interim Progress Reports and narratives of Program
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program
   Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program’s optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

https://design.lsu.edu/architecture/about/accreditation/

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

https://www.lsu.edu/financialaid/index.php
https://design.lsu.edu/student-life/scholarships/architecture-scholarships/

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

Such information is available at the university admission portal, links below. Costs specific to completing NAAB-accredited degree program is not available yet on the school website.
https://lsu.edu/admission/index.php
https://lsu.edu/graduateschool/funding.php
Name: Traci Birch

Courses Taught (Four semesters prior to current visit):
Fall 2021  ARCH 4062-Urban Design & Planning
Spring 2021  ARCH 4002-Studio VIII, ARCH 4072-Community Design
Fall 2020  ARCH 5000 Speculative Urbanism option studio, ARCH 4062-Urban Design & Planning
Spring 2020  ARCH 4002-Studio VIII, ARCH 4072-Community Design

Educational Credentials:
2011  Ph.D. in Urban Studies, University of New Orleans
2003  Master of Urban and Regional Planning, University of New Orleans
1995  Bachelor of Arts, Baldwin-Wallace College

Teaching Experience:
2018-present  Assistant Professor, School of Architecture, Louisiana State University.
2013-2015  Assistant Professor, Department of Geography, Planning & Environment, East Carolina University.
2012  Adjunct Professor, Department of Planning & Urban Studies, University of New Orleans.

Professional Experience:
2015-2018  Assistant Professor Research, Coastal Sustainability Studio, Louisiana State University.

Licenses/Registration:  American Institute of Certified Planners (AICP)

Selected Publications and Recent Research (first author and PI funding):

Professional Memberships:  Urban Affairs Association; American Association of Geographers; American Planning Association (APA); American Institute of Certified Planners; Louisiana APA; Baton Rouge APA; New Orleans APA.
Name: Irene E. Brisson

Courses Taught (Four semesters prior to current visit):
Fall 2021   ARCH5000-Dwelling Otherwise option studio; ARCH4700-Research Methods

Educational Credentials:
2021   Ph.D in Architecture University of Michigan, Ann Arbor
2021   M.S. in Architecture University of Michigan, Ann Arbor
2011   M.Arch Columbia University, Graduate School of Architecture, Preservation and Planning
2005   B.S. in Art and Design, Massachusetts Institute of Technology

Teaching Experience:
2021   Lecturer, University of Michigan, Ann Arbor
2014-2020   Graduate Student Instructor, University of Michigan, Ann Arbor
2012-2014   Instructor, Bowling Green State University
2010-2011   Adjunct Lecturer, Parsons the New School for Design

Professional Experience:
2012   Designer, Société d’Aménagement et de Développement, Port-au-Prince
2010-2013   Vice-President, Focus on Art, Architecture, Research & Making (FAARM)
2006-2008   Architectural Designer, Ann Beha Architects
2005-2006   Program Coordinator, Student & Artist-in-Residence Programs, Office of the Arts, MIT

Licenses/Registration:
n/a

Selected Publications and Recent Research:
Brisson, Irene E., “Tracing a plan in Kreyòl” Feminist Architectural Histories of Migration, Canadian Center for Architecture, eds. Rachel Lee and Anooradha Siddiqi (forthcoming)

Professional Memberships:
Haitian Studies Association
Association of Collegiate Schools of Architecture
Society of Architectural Historians
Name: Fabio Massimo Capra Ribeiro

Courses Taught (Four semesters prior to current visit):

Educational Credentials:
2015 – 2019 PhD in Urbanism // Università IUAV di Venezia - Italy
2007 – 2013 Master of Science in Architectural Design // Universidad Central de Venezuela
2001 – 2006 Bachelor in Architecture // Universidad Central de Venezuela - Venezuela

Teaching Experience:
2021-present Assistant Professor, Louisiana State University, School of Architecture

Professional Experience:

Licenses/Registration:
Registered Architect // Colegio de Ingenieros de Venezuela – Venezuela.

Selected Publications and Recent Research:
- Capra Ribeiro, Fabio; Belandria, Daniel, Espacios Sucre: Interdisciplinary program to develop a system of small- and medium-scale interventions in public spaces, *Creative Adjacencies*, (Ghent: ADU2020, 2014)
- Capra Ribeiro, Fabio, Disquisición sobre las contradicciones del paisaje urbano contemporáneo, caso Caracas, *Cuaderno Urbano*, #17 (La Plata: Univiersidad Nacional de la Plata, 2014)
Name: Michael Desmond

Courses Taught (Four semesters prior to current visit):

Fall 2021  ARCH 7007-Modern Arch; DART 7001-Theory & Processes of Cultural Preservation; DART 9001-Thesis Definition; DART 8003-Advanced Research
Spring 2021  ARCH 2008-History of Arch II, ARCH 5003-Interpreting Nature/Wright, DART 8003
Fall 2020  ARCH 7007-Modern Arch; DART 7001; DART 9001; DART 8003
Spring 2020  ARCH 2008-History of Arch II, ARCH 4051-Conceptions of the Organic, DART 8003

Educational Credentials:
1996  Doctor of Philosophy in History, Theory & Criticism, Massachusetts Institute of Technology
1979  Bachelor of Architecture, Louisiana State University

Teaching Experience:
1991-present  Professor, Louisiana State University, School of Architecture
1995, spring  Virginia Tech, Washington-Alexandria Architectural Center (full-time adjunct)
1994, fall  Tulane University, School of Architecture (part-time)
1990-1991  Harvard University, Department of Fine Arts & Extension School (part-time)
1990-1991  University of Massachusetts, Art Department (part-time)
1990, fall  Rhode Island School of Design, Department of Liberal Arts (part-time)
1989-1991  Boston Architectural Center (part-time)

Professional Experience:
2000-2012  Desmond/Cuddeback Architects, Baton Rouge, LA, Founding Partner
1985, summer  Jung Brannen Architects, Boston, MA, Project Architect

Licenses/Registration:
1983  Louisiana State License
1984  Massachusetts State License

Selected Publications and Recent Research:
2017  “Abstracting the Landscape: Galesburg Above and Below the Surface,” chapter in the Museum of Modern Art, New York, catalog for Frank Lloyd Wright at 150: Unpacking the Archive.
Name: Meredith Gaglio

Courses Taught (Four semesters prior to current visit):
Fall 2021  ARCH 1001-Architectural Design I; ARCH 2007-History of Architecture I
Spring 2021  ARCH 2002/2102-Architectural Design IV; ARCH 7008: Contemporary Architecture
Fall 2020  ARCH 2007-History of Architecture I; ARCH 2401-Appreciation of Architecture

Educational Credentials:
2019  Doctor of Philosophy in Architecture, Columbia University, New York
2010  Master of Design Studies, Harvard University, Massachusetts
2005  Master and Bachelor of Architecture, Tulane University, Louisiana

Teaching Experience:
2020–present  Louisiana State University, School of Architecture, Assistant Professor
2019–2020  Swarthmore University, Department of Art and Art History, Visiting Assistant Professor
2019  Bard College, Visiting Lecturer
2018–2019  School of Visual Art, Lecturer
2018  Parsons School of Design, Lecturer
2012–1014  Columbia University, Teaching Fellow

Selected Publications and Recent Research:
2018  Meredith Gaglio, “RAIN” and “New Alchemy Institute” in “Now What?! Advocacy, Activism, and Alliances in American Architecture since 1968” Exhibition
http://pioneeringwomen.bwaf.org/

Professional Memberships:  ASAH, ACSA
Name: Marwan Ghandour

Courses Taught (Four semesters prior to current visit)
Fall 2020 ARCH 5000-Design Ugly option studio.
Summer 2020 ARCH 5003-Urbanism, ARCH 7002-Grad Design Studio II

Educational Credentials:
1988 Master of Science in Architecture & Building Design, Columbia University, New York
1986 Bachelor of Architecture, American University of Beirut

Teaching Experience:
2017-present Louisiana State University, School of Architecture, Director & Professor
1988-2003 American University of Beirut, Senior Lecturer

Professional Experience:
2005-2011 Zaatari Residence, Saida, Lebanon; Moustapha and Nazek Zaatari. BUA=1000m². Principal designer with Bawader Architects.
2005-07 Scientific Research Building, AUB Campus-Beirut, Lebanon; American University of Beirut. BUA=4500m². Principal Designer with Bawader Architects.
2004-08 Hariri 2 Elementary School, Beirut, Lebanon; Hariri Foundation. BUA=6200m². Principal Designer with Bawader Architects.
2003-08 AUB School of Nursing, AUBMC-Beirut, Lebanon; American University of Beirut. Historic building rehabilitation. Co-designer with Bawader Architects.
1998-01 Hariri 3 Elementary School, Beirut Lebanon; for Hariri Foundation, Beirut. BUA=6500m². Co-designer with Bawader Architects.
1996-99 Nahr al Bared Kindergarten, North Lebanon; for Ghassan Kanafani Cultural Foundation, Beirut. BUA=900m². Principal Designer with Bawader Architects.

Licenses/Registration:
Lebanese Order of Architects and Engineers (1988-2005)

Selected Publications and Recent Research:

Professional Memberships: Associate AIA, ACSA, ARCC.
Name: Gary Gilbert AIA Architect, MBA

Courses Taught (Four semesters prior to current visit):
Fall 2021 Arch 5000-Design in Cultural Contexts
Fall 2020 Arch 5000-Design in Cultural Contexts

Educational Credentials:
1983 MBA, Louisiana State University, Baton Rouge
1981 Bachelor of Architecture, Louisiana State University, Baton Rouge

Teaching Experience:
2020-present Professional in Residence, Louisiana State University, School of Architecture

Professional Experience:
Partner and Director of Design, Coleman Partners Architects, 40-plus years of professional practice

Licenses/Registration:
1984 Louisiana Licensed Architect #3407

Selected Publications and Recent Research:
Numerous projects/completed commissions published in local, regional, national magazines and on-line articles.

Professional Memberships: AIA Louisiana; AIA Committee on Design
Name: Paul Holmquist

Courses Taught (Four semesters prior to current visit):
Fall 2021      ARCH 2401-Appreciation of Architecture, ARCH 5003-Action Architecture
Spring 2021    ARCH 4007-History of Arch III, ARCH 7004-Grad Design IV
Fall 2020      ARCH 3001/3101-Arch Design V, ARCH 5003-Action Architecture
Spring 2020    ARCH 2401-Appreciation of Architecture, ARCH 7004-Grad Design IV

Educational Credentials:
2016        Doctorate in Architecture, History and Theory | McGill University
2009        Master of Architecture, History and Theory | McGill University
1999        Master of Architecture | Southern California Institute of Architecture
1990        Bachelor of Arts, Art | University of California, Los Angeles

Teaching Experience (abbreviated):
2018 - present Assistant Professor | School of Architecture, Louisiana State University
2012 – 2018 Sessional Instructor | Azrieli School of Architecture and Urbanism, Carleton University
2011-12, 2014, 2017 Sessional Instructor | McGill University, School of Architecture
2007-2008 Visiting Assistant Professor | Kansas State University, College of Architecture, Planning and Design

Professional Experience (abbreviated):
2016-2018 Project Manager | Institute for Urban Futures, Concordia University, Montreal
2000-2003, 2007 Project Designer | Nicholas Budd Dutton, Architects, Los Angeles

Licenses/Registration: Candidate in State of California

Selected Publications and Recent Research:
2020        “Designing Dissensus: Exposing the Common.” Contour 6, Politics and the City.

Professional Memberships: Association of Collegiate Schools of Architecture (ACSA), Society of Architectural Historians (SAH), College Art Association (CAA), American Society for Eighteenth-Century Studies (ASECS)
Name: Robert Holton

Courses Taught (Four semesters prior to current visit):
2021 fall  ARCH5202-Arch Design Paris, ARCH 5004-Beton Brute
2021 spring ARCH7001-Grad Design Studio I
2020 fall ARCH5000-Earthen Architecture option studio, ARCH4221-Architectural Perfomativity
2020 spring ARCH3002/3102-Architectural Design VI

Educational Credentials:
1999 Masters of Architecture, Columbia University,
1993 Bachelor of Science, University of North Carolina,

Teaching Experience:
2013-present Associate Professor, Louisiana State University, School of Architecture
2011-2013 Visiting Professor, Virginia Tech University, School of Architecture
2010-2011 Adjunct Instructor, Florida International University, School of Architecture
2004 Adjunct Instructor, Pratt Institute, Undergraduate School of Architecture

Professional Experience:
2009-present Design GH, Baton Rouge, LA, Founding Partner
2008-2009 Oppenheim Architects, Miami, FL, Project Leader
2007-2008 Peter Marino Architect, New York, NY, Project Leader
2003-2006 Peter Gluck Architects, New York, NY, Project Leader
2002-2003 Bernard Tschumi Urbanistes Architectes, Paris, Project Leader
1993-1996 Gensler, New York, NY, Project Designer

Licenses/Registration:
2015 Louisiana State License, #8486

Selected Publications and Recent Research:

Professional Memberships:
2015-present Building Technology Educators Society
2013-present Association of Collegiate Schools of Architecture
1999-present National Council of Architectural Registration Boards
Name: William Hunter

Courses Taught (Four semesters prior to current visit):
2021 Fall  ARCH4221-learning from the Global South; ARCH5000-De-Seg Option Studio, ARCH7600-Media & Representation
2021 Spring ARCH2006-Arch Topics; ARCH 4002-Arch Design VIII
2020 Fall  ARCH 4221-Learning from the Global South

Educational Credentials:
2009  University College London (The Bartlett), Master of Science
2004  Louisiana State University, Bachelor of Architecture

Teaching Experience:
2020-present  Louisiana State University, School of Architecture
2020-21        University of Louisiana Lafayette, School of Architecture and Design
2014-15        University of Nevada Las Vegas, School of Architecture
2009-13        University College London, The Bartlett - Development Planning Unit

Professional Experience:
2015-18  Architects Southwest-ASW (Lafayette, LA) Senior Urban Designer / Planner / Project Manager
2014-15  UNLV Downtown Design Center (Las Vegas, NV) Senior Urban Strategist / Community Designer
2011    Heatherwick Studio (London) Architectural and Urban Design Consultant
2010    Foster + Partners (London) Architectural and Urban Design Consultant
2008    Holzer Kobler Architekturen (Zurich) Associate Project Designer
2005-07  Studio Daniel Libeskind (New York) Designer / Associate Project Manager

Licenses/Registration:
n/a

Selected Publications and Recent Research:
2013  “Sectarian divide, socio-urban fragmentations and the case for interdisciplinary research and observation in Beirut” in The Journal of Space Syntax (JOSS), Volume 4 – No.1
2013  “Reclaiming the Right to the City in Dharavi” in Les Cahiers D’Architecture- The City as a Common Good: Urban Planning and the Right to the City, La Cambre-Horta No. 9, with C. Boano and M. Garcia-Lemarca

Professional Memberships:
Associate AIA, American Institute of Architects (2014-2019)
Congress for the New Urbanism (CNU) (2016-2018)
Name: Soo Jeong Jo

Courses Taught (Four semesters prior to current visit):
2021 fall    ARCH 7003-Grad Design Studio III, ARCH 4041-Issues in Sustainability
2021 spring  ARCH 5001-Comprehensive Arch Design, ARCH 3008-Environmental Control Systems
2020 fall    ARCH 7003-Grad Design Studio III
2020 spring  ARCH 7006-Grad Design Studio VI, ARCH 3008-Environmental Control Systems

Educational Credentials:
2021    Ph.D. Candidate, Virginia Tech
2008    Master of Architecture, ENSAPLV (École Nationale Supérieure d'Architecture de Paris La Villette)
2004    Bachelor of Science in Architecture, Ewha Womans University

Teaching Experience:
2019-present  Assistant professor, Louisiana State University, School of Architecture
2015-2019    Graduate Teaching Assistant, Virginia Tech, School of Architecture

Professional Experience:
2017-2019    Hill Studio, Roanoke, Virginia, Project Designer
2016    Oak Ridge National Lab (ORNL), Oak Ridge, Tennessee, Intern
2011-2014    BAUM Architects, Seoul, South Korea, Project Architect
2008-2010    GRADE Architecture and Interior Design, New York, NY, Project Designer
2008    OBRA Architecture, New York, NY, Intern
2007    BUFFI Associés, Paris, France, Intern

Licenses/Registration:
2013    Licensed Architect in South Korea, #18756
2008    Licensed Architect in France, #516372

Selected Publications and Recent Research:

Professional Memberships:
2012-present    LEED AP
Name: Kristen Kelsch

Courses Taught (Four semesters prior to current visit):
Fall 2021 ARCH 4003-Intensive Design Studio
Spring 2021 ARCH 2002- Architectural Design IV
Fall 2020 ARCH 4003-Intensive Design Studio
Spring 2020 ARCH 2002- Architectural Design IV

Educational Credentials:
2010 Master of Architecture, Louisiana State University, 2010;
2007 Bachelor of Arts, History of Art & Architecture and Classical Civilization, cum laude, Boston University, 2007

Teaching Experience:
2021-present Associate Professor of Practice, School of Architecture, Louisiana State University, Baton Rouge
2015-2021 Professional-in-Residence, School of Architecture, Louisiana State University, Baton Rouge
2011-2015 Instructor - Full-Time, School of Architecture, Louisiana State University, Baton Rouge
2010 Instructor - Part Time, School of Architecture, Louisiana State University, Baton Rouge

Professional Experience:
2015-2018 Project Manager, Jahncke & Burns Architects, New Orleans, LA
2012-2015 Designer, Jahncke & Burns Architects, New Orleans, LA
2008 Intern Architect, Communityworks, Baton Rouge, LA

Licenses/Registration:
Licensed Architect #9022, State of Louisiana (2018-present)
National Council of Architectural Registration Boards Certificate Number #95190, (2019-present)

Selected Publications and Recent Research:

Professional Memberships:
National Council of Architectural Registration Boards (record holder: 143333)
Name: Micah Morgan, AIA, LEED AP

Courses Taught (Four semesters prior to current visit):
Spring 2021 ARCH 5005-Advanced Architectural Techniques
Spring 2020 ARCH 5005-Advanced Architectural Techniques

Educational Credentials:
2005 Masters of Architecture, Rice University, Houston, Texas
2002 Bachelor of Architecture, Louisiana State University, Baton Rouge, Louisiana

Teaching Experience:
2020-Present Instructor, Louisiana State University, School of Architecture

Professional Experience:
2021-Present WHLC Architecture, Partner
2006-2020 WHLC Architecture, Senior Project Architect Baton Rouge, LA
2005-2006 Praxis 3, Intern Architect Atlanta, GA
2000-2002 WHLC Architecture, Senior Project Architect Baton Rouge, LA
2004 Gensler, Intern Architect Houston, TX
2000 Eskew +, Intern Architect New Orleans, LA

Licenses/Registration:
2012 State of Louisiana, Registered Architect

Selected Publications and Recent Research:
2017 “A Flood of Knowledge” Quad Magazine - LSU College of Art and Design, 2017

Professional Memberships:
National Council of Architectural Registration Boards, NCARB
American Institute of Architects, AIA
Name: Sergio Padilla

Courses Taught (Four semesters prior to current visit):
Fall 2021 ARCH 2001, Architectural Design III; ARCH 4221, Selected Topics in Architecture
Spring 2021 ARCH 3002, Architectural Design VI
Fall 2020 ARCH 2001, Architectural Design III
Spring 2020 ARCH 1002, Architectural Design II; ARCH 4002, Architectural Design VIII

Educational Credentials:
2003 Tulane University, Master of Architecture

Teaching Experience:
2020-present Louisiana State University, School of Architecture, Instructor
2016 fall Tulane University, School of Architecture, Guest Instructor

Professional Experience:
2020-present Civic Studio, New Orleans, LA, Co-founder / Worker-Owner
2017-2020 studioWTA, New Orleans, LA, Project Manager
2016-2017 Tulane Regional Urban Design Center, New Orleans, LA, Project Manager
2014-2016 TEN Arquitectos, Mexico City, Mexico, Project Manager
2013-2014 Matt Garcia Design, Austin, TX, Project Manager
2012-2013 Office of the University Architect & Campus Planning, Tulane University, New Orleans, LA, Project Administrator
2008-2011 studioWTA, New Orleans, LA, Project Manager
2007-2008 bbs | brad bell studio, Dallas, TX, Project Designer
2006-2007 Dick Clark Architecture, Austin, TX, Project Designer
2004-2006 BottinoGrund Architects, Austin, TX, Intern Architect/Project Designer

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
2021-present National Organization of Minority Architects
Name: Kristopher M. Palagi, AIA

Courses Taught (Four semesters prior to current visit):
Fall 2021 Arch 1001-Arch Design I; Arch 4031-Arch Structures III
Spring 2021 Arch 4032-Advanced Arch Technology; Arch 7006-Grad Design Studio VI
Fall 2020 Arch 1001-Arch Design I; Arch 4031-Arch Structures III
Spring 2020 Arch 5001-Comprehensive Arch Design

Educational Credentials:
2015 Master of Architecture II, Cornell University
2000 Master of Architecture, Montana State University
1999 Bachelor of Art and Environmental Design, Montana State University

Teaching Experience:
2015- Associate Professor, Louisiana State University, School of Architecture
08-14 Assistant Professor, University of Hawaii at Manoa, School of Architecture

Professional Experience:
2011- Palagi Made_ Principle Architect
2003-2010 Cogent Design_ Principle Designer
2000-2003 DeJesus Architecture and Design_ Project Manager

Licenses/Registration:
2016- State of Louisiana_ (#8543)
2012- Registered Architect_ (NCARB CERTIFICATION #106006)
2011- State of Hawaii_ (#14686)

Selected Publications and Recent Research:

Professional Memberships:
2019- State of Louisiana, Facility Planning & Control, Architects Selection Board
2017- Director, AIA Baton Rouge Chapter 2017-current
2018- Building Technology Educators Society
Name: Christopher Simon

Courses Taught (Four semesters prior to current visit):
2021 fall    ARCH 3001-Arch Design V
2021 spring  ARCH 4993-Advanced CAD
2020 fall    ARCH 3001-Arch Design V
2020 spring  ARCH 4993-Advanced CAD

Educational Credentials:
2006    Louisiana State University, Masters of Architecture
2001    Louisiana State University, Bachelor of Fine Arts

Teaching Experience:
2018-present  Louisiana State University, School of Architecture

Professional Experience:
2019-present  Digital Fabrication Lab Manager, Louisiana State University
2015-2019    Handsome Industries, Baton Rouge LA, Owner / Chief Designer
2011-2015    Steel House MFG, Austin TX, Senior Project Manager
2010 -2011   Michael Hsu Office of Architecture, Austin TX, Project Designer
2009-2010    Bercy Chen Studio, Austin TX, Project Designer
2006-2008    Trahan Architects, Baton Rouge LA, Project Designer

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
2020-present  ACADIA The association Computer Aided Design in Architecture
2019-present  SSMC Student Shop managers Consortium
Name: Tom Sofranko

Courses Taught (Four semesters prior to current visit):
- Fall 2021  ARCH 3007
- Spring 2021 ARCH 1002
- Fall 2020  ARCH 3007
- Spring 2020 ARCH 1002

Educational Credentials:
- M Arch 1991 Kent State
  Thesis: *Teaching an Understanding of Three-Dimensional Space: a Basic Architecture Course*
- B Arch 1990 Kent State
- BS 1989 Kent State

Teaching Experience:
- 1992-present Louisiana State University
  2009-present - Associate Dean
  2015-2016 - Interim Director of Interior Design
  2004-2008 - Interim Director of Architecture
- 1989-1991 Kent State University

Professional Experience:
- Richard Fleischman Architects. Cleveland, OH
- Norman Gross | Architect. Panama City, FL

Licenses/Registration:
- OHIO #0914966

Selected Publications and Recent Research:
*Developing Creative Thinking in Beginning Design*; editor S. Temple

*Remembrance & the Design of Place*; author F. Downing

Approximately 30 papers and conference proceedings. My Research focuses on the history of
architecture education, and studies in pedagogy for instruction of novice learners.

Professional Memberships:
- ACSA
- Fellow of the SEC Leadership Consortium
Name: Tara Street, AIA, LEED AP

Courses Taught (Four semesters prior to current visit):
Fall 2019  ARCH 3001-Architectural Design V
Spring 2020  ARCH 5001-Comprehensive Architectural Design
Fall 2020  ARCH 3001-Architectural Design V
Spring 2021  ARCH 5001-Comprehensive Architectural Design

Educational Credentials:
2003 Bachelor of Architecture, Louisiana State University, Baton Rouge, Louisiana

Teaching Experience:
2019 - present Instructor, Louisiana State University, School of Architecture,

Professional Experience:
Street Collaborative, Principal/Owner, Baton Rouge, LA; 2014 to present
Holden Architects, Project Architect/Studio Manager, Baton Rouge, LA; 2009 -2016
Trahan Architects, Intern Architect, Baton Rouge, Louisiana; 2002-2005

Licenses/Registration:
Registered architect (date/state): 2010, Texas; 2014, Georgia; 2014, North Carolina; 2015, Florida;
2015, Indiana; 2015, Louisiana; 2015, New Mexico; 2015, New York; 2015, Utah; 2016, Alabama;
2016, Colorado; 2016, Maryland; 2016, Mississippi; 2016, Ohio; 2016, South Carolina; 2017,
Massachusetts; 2017, New Jersey; 2017, Tennessee; 2018, Arkansas; 2021, Washington; 2021
Michigan

Selected Publications and Recent Research:
https://www.archdaily.com/163181/first-presbyterian-church-colorado-springs-trahan-architects


Professional Memberships:
National Council of Architectural Registration Boards, NCARB
American Institute of Architects, AIA
Foodservice Consultant Society International, FCSI
Name: Annicia Streete

Courses Taught (Four semesters prior to current visit):
Fall 2021 ARCH 2001-Arch Design III, ARCH 4221-Afrofuturism

Educational Credentials:
May 2007 Master of Architecture, University of Colorado Denver
Dec 2003 Bachelor of Science, Civil and Environmental Engineering; Emphasis in Structures, South Dakota School of Mines and Technology

Teaching Experience:
2021 – present Louisiana State University, Baton Rouge LA
2010 – 2021 University of Colorado Denver, Denver CO
2015 Arapahoe Community College, Littleton CO

Professional Experience:
2014 – 2020 Sprocket Design Build, LLC, Catena Construction, LLC
2008 – 2014 H+L Architecture, LLC
2006 – 2007 Sprocket Design Build, LLC

Licenses/Registration:
–

Selected Publications and Recent Research:
2021 “Where Corners Meet: Architecture Professors and Students Exhibit at History Colorado.” Modern in Denver

Recent Research: Informal Building Practices of African Diasporic Communities in the Caribbean and Latin America – Use of informal building technologies; Afrofuturism in Architecture.

Professional Memberships:
National Organization of Minority Architects (NOMA)
Appendix B: SACS Accreditation Letter
SACS COC
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 13, 2015

Dr. F. King Alexander
President and Chancellor
Louisiana State University and A&M College
University Administration
3810 W. Lakeshore Drive
Baton Rouge, LA 70808

Dear Dr. Alexander:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

The SACSCOC Board of Trustees reaffirmed accreditation. Your institution's next reaffirmation will take place in 2024 unless otherwise notified.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of SACSCOC on Colleges regarding the specific due date. Directions for completion of the report will be included with the notification.

In order to ensure continuing compliance with the Principles of Accreditation, the Board also requested that the institution provide an additional report due at the time of the Fifth-Year Interim Report that addresses the following referenced standard of the Principles of Accreditation:

CS 3.2.1 (CEO evaluation/selection)
This standard expects an institution's governing board to be responsible for the selection and periodic evaluation of the chief executive officer.

The Board of Supervisors has a new policy on evaluation of CEOs and has shown that they have evaluated the CEO. However, the Committee would like to see that the LSU A&M Board continues to implement and enforce the new policy.

Please submit to your Commission staff member a one-page executive summary of your institution's Quality Enhancement Plan. The summary is due February 16, 2015, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4550
www.sacscoc.org
Dr. F. King Alexander  
January 13, 2015  
Page Two  

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.  

Sincerely,  

Belle S. Wheelan, Ph.D.  
President  

BSW: ktf  

cc: Dr. Barry D. Goldstein
Appendix C: School of Architecture Strategic Plan
The School of Architecture is a leader in building exemplary professional expertise and rigorous scholarship on the built environment through diverse perspectives, knowledge integration and applied research emerging from the Mississippi delta and engaging global environments.

The School of Architecture adopts the following four interrelated objectives:

**REINFORCE**
*a culture of diversity & innovation*

Geographically, the Mississippi delta in which LSU is located hosts diverse cultures and peoples that settled and developed the land and produced cultural innovations. This diversity was generated through the intersection of coast and river with links to the Caribbean, Latin America and far-reaching cities in the northern states and Canada. The School of Architecture aims to cultivate the richness of this interaction through academic programs and initiatives that uncover the contribution of these diverse cultures in developing the hybrid environment that characterizes the state of Louisiana. The school is committed to recruit faculty and students with diverse perspectives and backgrounds to generate architectural innovation that is supported and enhanced through a continuing dialogue on racial, cultural, gender, and economic difference.

**ADVANCE**
*applied research*

The iterative process of architectural design has the capacity to promote action by integrating quantitative and qualitative data/parameters through visual, textual and digital forms of analysis and representation. By developing initiatives of embedded design, service learning and community engagement, architects are able to employ their design skills to convert theoretical research produced by diverse actors and methods to implement strategies for spatial transformation. The School of Architecture will extend the mission of Louisiana State University as a land-grant and sea-grant institution by investing in curricula and research that exploit the uniqueness of the design process to trigger positive change for the communities of Louisiana and beyond.

**DISCOVER**
*and learn holistically*

The built environment is a locus of multiple challenges that face our society today such as environmental degradation, energy depletion, post-disaster recovery and social inequities. Situated within the flagship research university of the State of Louisiana, the School of Architecture will continue to build partnerships with various departments and centers around campus, and the wider community, in order to develop holistic approaches to address these complex contemporary challenges. The school is dedicated to the advancement of architectural expertise while seeking teaching and research collaborations with humanists, scientists, social scientists and artists to produce integrated knowledge on the built environment through multi-, inter- and trans-disciplinary methods of inquiry and action.

**ENRICH**
*the world*

The School of Architecture will participate in shaping the future by producing models of architecture practice and research that are locally rooted and globally engaged. Emerging from the geographic, cultural, ecological and technological context of Louisiana, these models will be showcased through scholarship, academic partnerships and design competitions at national and international venues. The school will continue to consolidate and expand understanding of the world through study abroad programs, international visitors, institutional partnerships, global studios and seminars. Positioned within one of the most dynamic regions that shaped the contemporary world, the school is dedicated to advance the role of the architecture profession in building a more equitable and hopeful global future for all.
Appendix D: All-School Workshop
Virtual Frictions
Louisiana State University School of Architecture
FEB 13 FEB 14 FEB 15
OPEN TO PUBLIC
KICK-OFF LECTURE
BRANDON CLIFFORD
—— 7 WORKSHOPS
OPEN TO PUBLIC
ROUND TABLE & RECEPTION

"Virtual craft still seems like an oxymoron; any fool can tell you that a craftsperson needs to touch [their] work. This touch can be indirect—indeed no glassblower lays a hand on molten material—but it must be physical and continual, and it must provide control of whole processes ... more abstract endeavors such as conducting an orchestra or composing elegant software have often been referred to as craft, this has always been in a more distant sense of the word ... Our digital practices seem more akin to traditional handicrafts, where a master continuously coaxes a material."

Digital technologies have provided watershed moments for innovation and progress (promised and realized). Innovations in computation have offered exciting new possibilities for the construction, consideration, and design of the built world. Architects tackling this new area of expertise have long grappled with the challenge of reconciling the new languages of scripting, software, and virtual environments with the established traditions of material craft, physical drafting and measure, and tactile response. At the same time that the discipline has seen digital fabrication shift from niche specialization towards a new status quo, some architects and designers have shifted their investigations from exploring the potentials new computational and fabrication technologies present towards possible reciprocities between computational processes and traditional crafts or insights.

How can digital technologies learn from physical craft? This is the sincere and challenging question which Virtual Frictions proposes as a launching point for a series of investigations exploring the reciprocities between digital craft and physical materials and tools. Seven invited workshop instructors will lead investigations into timely questions in digital fabrication. Through their work, students will learn new skills, explore new aspects of technologies, and be introduced to making in new and exciting ways. The three-day event will be kicked-off with a lecture by Brandon Clifford, of MIT and Massachussetts Institute of Technology.

[WORKSHOPS]

[CROP CIRCLES]

analog algorithms
Brandon Clifford
Massachusetts Institute of Technology
Mystery and speculation surround the nocturnal creations of geometries in the landscape: Crop Circles. As cryptic as their creation stories are, the geometries that describe them are universally rule-based. Students will begin by establishing their rule-based geometries at the desk, then translate them into a computation method that constructs a code to deploy a drawing at a geological scale.

[ZIP FORM]
digital curved forms
Emily Baker
University of Arkansas
The mathematical concept of parallel transport will be physicalized as students design and create curving steel forms that “zip” together from flat parts. Students will digitally model unique forms using a provided parametric strategy. Simple analog jigs will enable the fabrication of these complex forms at large scale. This workshop aims to reveal how analog fabrication techniques paired with computational design strategies can make fabrication of complex geometries easy, efficient, and fun.

[REFLATE]
digitally designing inflatables
Jonathan Desi-Olive
Kansas State University
In teams, workshop participants will design and build their own inflatable environments under a very simple premise: the structures must be made of HDPE plastic sheeting and must fit within a volume of 5m x 5m x 5m with the whole team inside. Upon completion, the “village” of inflatable pavilion-like structures will be exhibited across the LSU campus.

[CONSTRUCTING TEXTILES]

parametric knit forms
Shelby Doyle
Iowa State University
In groups of five to six people, students will design and construct textile installations that explore the friction between digital simulations of garments and physical fabrication. This will include modeling proposals in Kangaroo Physics for Grasshopper then fabricating large peg looms, knitting panels, and installing the knits to reflect the initial design proposal.

[INTER-DIMENSIONAL NARRATIVES]

VR designed 3D forms
Olga Mesa
Roger Williams University
In pairs, students will respond to prompts to construct a spatial inter-dimensional narrative within a virtual environment. They will examine the frictions and reciprocities inherent in traveling between physical and digital space, and the spatial perception and physical sensations triggered by visual stimuli. Participants are encouraged to test the connection between the body and its movements to measure, model, and control phenomena. A portion of their scenes will be translated into 3D printed objects that embody their spatial constructs and appeal to our imagination.

[ROBOTIC “AUGMENTED” VISION]

robotically captured AR videos
Ebrahim Poustitinch
Kent State University
RAV investigates a possible medium to establish a workflow between a custom-made AR application and a curated robotic motion. Enhanced through the lens of the existing contemporary discourse about representation, students use RAV workflow to develop a hybrid actual/virtual video, that is half digital and half physical. As an outcome of the workshop, students will develop a robotic videography path for the UR5 robot arm to capture a curated video of the AR scene.

[GRAVITY-ASSISTED CASTING]

variable parametric casting molds
Lavender Tesmer
Massachusetts Institute of Technology
The workshop will focus on casting as a scalable form of production, examining the trade-offs between geometric complexity, variation, and timing. Projects will investigate a “gravity-assisted” casting technique, using multiple possible orientations of a partially filled casting mold to generate different geometric permutations. Each team will produce a mold that is capable of producing more than one geometry using gravity-assisted variation—a casting “machine” for producing an array of unique geometries. Using digital modeling to maximize the potential of geometric relationships in the mold design, students will explore the interior and exterior mold geometries along with different volumes of casting material and number of separate material deposits.

Funding provided by:
The LSBAE Mary “Teeny” Simmons Architectural Education and Research Fund
The LSU Center for Collaborative Knowledge
The LSU College of Art & Design

Organized by:
Niloofar Emami, Zachary Angles, and Soo Jeong Jo
sarch@lsu.edu
**LECURE:**
Fonna Forman

**WORKSHOP: THE POLITICAL EQUATOR**
Fonna Forman

**Day 01**
1. Form Mixed-Level TEAMS of Five (5).
2. Visit, Study, and Collect Photographs of One of the Following three (3) Locations:
   - Baton Rouge Redevelopment - Plank Road
   - MLK Parade Route - Gus Young Ave.
   - Valuable BR Building Stock - Corana Mall

**Day 02**

**Day 03**

**SYMPOSIUM:**
Bordering On...
Bordering On Symposium

Feb 6, 2019

Art & Design, Research, Landscape Architecture, Events, Coastal Sustainability
Studio, Architecture, Lectures, Faculty, Donors, Doctor of Design

The LSU School of Architecture will host the Bordering On Symposium on Saturday, February 23, 2019 at the Manship Theater, Shaw Center for the Arts in Baton Rouge. The symposium, which brings together international scholars, is free and open to the public.

Organized by architecture assistant professors Kris Palagi and Angeliki Sioli, the symposium features speakers with expertise in the areas of architecture, urbanism, political science, design, landscape architecture, art, geography, sociology, anthropology, law, and more. The keynote speaker is UC San Diego Professor Fonna Forman, the 2019 Nadine Carter Russell Chair of the LSU College of Art & Design.

“Borders can be tangible, solid, concrete, palpable, impenetrable, aggressive,” the organizers stated. “They can be implicit, abstract, undetectable, tacit, porous and soft. Spatial borders – visible or invisible – define our encounter with the world around us, from the small scale of the neighborhood to that of the nation. They define our engagement with the public shared place of human interaction, and shape our social, political, ethical and personal stand as architects and world citizens.”

“This event is an excellent opportunity to bring international scholars to Baton Rouge to exchange ideas,” said Alkis Tsolakis, Dean of the College of Art & Design. “It's a truly interdisciplinary conversation.”

“The symposium opens the conversation on what exists ‘past the buttressed, scavenged and policed’ understanding of borders in a local, national and international scale and aspires to look into borders as the possibility for a meaningful adjacency and spatial interexchange,” Sioli said.

Professor Forman is conducting a workshop with architecture students in tandem with the symposium, exploring borders within the framework of an investigative case study. Architecture students will explore communities in Baton Rouge to better understand the complex issues that border zones face.

https://design.lsu.edu/bordering-on-symposium/
Symposium Program
Appendix E: Studio Culture Policy
Studio Culture 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 (April 2011).

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 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.

The AIAS report, *The Redesign of Studio Culture*:
http://www.aias.org/website/download.asp?id=314

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 that 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 contemporary 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 members have a vital role in navigating a student’s path in a design problem, a project, personal development, and professional direction. Faculty members offer assistance to students in order to maintain their 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 view, 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 a student mediator to resolve the issue through candid discussion. The mediators 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. An ad-hoc committee convened to act as a SCP Review Committee will hear any issues related to the SCP Arbitration System.

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**

- **Step 1: Party to Party Conversation**
- **Step 2: Both Parties meet with Student Mediator**
- **Step 3: Both Parties meet with the Director**
- **File Policy Arbitration Request**: Complete Arbitration Request Form and file with the Director
• **Assemble Committee:** The Director receives request and schedules an Arbitration Session within five days of Request (or at the discretion of the Director)

• **Convene First Arbitration Session:** SCP Review Committee convene a SCP Review Arbitration Session to hear verbal positions presented from both parties

• **Meet to compile Report/Recommendations:** SCP Review Committee meets to complete report and define recommendations

• **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, at the discretion of the Director, 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 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/slas/reslifeweb.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
Appendix F: Annual Course Assessment Sample
Pilot Assessment – Course Evaluation Snapshot

Our assessment conceptualization process was driven by identifying ways in which university supported platforms and offices may be leveraged to collect, store, and study architecture’s assessment data. Ultimately, our assessment plan was developed in consultation and in collaboration with the Office of Institutional Effectiveness and LSU Testing and Evaluation Services. In the spring of 2021, the school piloted this new assessment process in order to test for a seamless way to integrate assessment into our programs.

After faculty-authored, course-specific, NAAB PC- and SC-aligned student learning outcomes were defined, they were incorporated into the University’s online course evaluation system. Students enrolled in a course were given an opportunity to indicate the extent to which they believe the information was covered by the course content and instructional activities. The instructor received this information as part of their end of semester course evaluation, however, the data was also made available in a separate report by LSU Testing and Evaluation Services (see full SLOs list below).

Meanwhile, the Office of Institutional Effectiveness began setting up a custom Planning and Self Study system for the B Arch and M Arch programs. Structured around fourteen NAAB assessment criteria (PCs and SCs categories under which student learning outcomes are nested), this system will also serve as a repository for the reports from the online course evaluation system. Assigned faculty groups charged studying the data and generate reports recommendations for course and program development will gain access to the Planning and Self Study system.

Below is a table which captures pilot year data around PC 4.3 and SC4.5. In both instances, an indirect measure (online course evaluation response) was used to collect information regarding student learning. This information can be tracked across multiple courses. For a full discussion of the assessment process, see introduction to section three in this APR.

### PC 4.3
Learn to interpret the built environment as simultaneously shaped by social, economic, political, cultural, ecological, technological, and aesthetic forces.

#### ARCH 2008

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invited Count</td>
<td>141</td>
</tr>
<tr>
<td>Response Count</td>
<td>32</td>
</tr>
<tr>
<td>Mean</td>
<td>4.25</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.87</td>
</tr>
</tbody>
</table>

Note: At the time the pilot was tested, the definition of PC4.3 was as follows: Understand how urban and architectural strategies were historically shaped by social, political and cultural difference.

#### ARCH 7008

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invited Count</td>
<td>9</td>
</tr>
<tr>
<td>Response Count</td>
<td>6</td>
</tr>
<tr>
<td>Mean</td>
<td>4.02</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.63</td>
</tr>
</tbody>
</table>
Ability to analyze building technology criteria to assess and understand its impact on buildings.

Note: At the time the pilot was tested, the definition of SC4.5 was as follows: Develop the ability to analyze building technology criteria to assess and understand its impact on buildings. It has since been updated.

ARCH 3004 and ARCH 3008 are required courses in both the B.Arch and M.Arch programs.
# Student Learning Outcomes Mapped to Courses

## STUDIO COURSES (undergraduate)

**Measures:**
E: Evaluations (end of semester course evaluations)
A: Artifact (student work)

<table>
<thead>
<tr>
<th>Course</th>
<th>Criteria</th>
<th>Measure</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1001</td>
<td>none</td>
<td>--</td>
<td>n/a</td>
</tr>
<tr>
<td>ARCH 1002</td>
<td>none</td>
<td>--</td>
<td>n/a</td>
</tr>
<tr>
<td>ARCH 1102</td>
<td>none</td>
<td>--</td>
<td>n/a</td>
</tr>
<tr>
<td>ARCH 2001</td>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 2101</td>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 2102</td>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 3001</td>
<td>PC1.4</td>
<td>E</td>
<td>Understand the range of available career opportunities that utilize the discipline’s skills and knowledge.</td>
</tr>
<tr>
<td></td>
<td>PC6.4</td>
<td>E</td>
<td>Understand how to collaborate effectively by incorporating different perspectives of team members.</td>
</tr>
<tr>
<td></td>
<td>PC6.5</td>
<td>E</td>
<td>Assess and evaluate the impact of design actions on stakeholders and communities.</td>
</tr>
<tr>
<td></td>
<td>SC3.5</td>
<td>E</td>
<td>Understand the way life safety, land use, and laws and regulations impact building design.</td>
</tr>
<tr>
<td></td>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 3101</td>
<td>PC1.4</td>
<td>E</td>
<td>Understand the range of available career opportunities that utilize the discipline’s skills and knowledge.</td>
</tr>
<tr>
<td></td>
<td>PC6.4</td>
<td>E</td>
<td>Understand how to collaborate effectively by incorporating different perspectives of team members.</td>
</tr>
<tr>
<td></td>
<td>PC6.5</td>
<td>E</td>
<td>Assess and evaluate the impact of design actions on stakeholders and communities.</td>
</tr>
<tr>
<td></td>
<td>SC3.6</td>
<td>E</td>
<td>Understand the way life safety, land use, and laws and regulations impact building design.</td>
</tr>
<tr>
<td></td>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 3002</td>
<td>PC2.3</td>
<td>E</td>
<td>Engage and experiment with multi-scalar (from human to ecological) spatial analysis and design intention.</td>
</tr>
<tr>
<td></td>
<td>PC2.5</td>
<td>A</td>
<td>Integrate multi-scalar understanding of design</td>
</tr>
<tr>
<td></td>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td></td>
<td>SC5.3</td>
<td>A</td>
<td>Design project was developed with an integrated approach that included: user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts.</td>
</tr>
<tr>
<td></td>
<td>SC6.2</td>
<td>A</td>
<td>Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors.</td>
</tr>
<tr>
<td>Code</td>
<td>Level</td>
<td>Type</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>SC6.3</td>
<td>A</td>
<td>Ability to develop an integrated design process that addresses structural, environmental, life safety systems.</td>
<td></td>
</tr>
<tr>
<td>SC6.4</td>
<td>A</td>
<td>Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors.</td>
<td></td>
</tr>
<tr>
<td>PC2.3</td>
<td>E</td>
<td>Engage and experiment with multi-scalar (from human to ecological) spatial analysis and design intention.</td>
<td></td>
</tr>
<tr>
<td>PC2.4</td>
<td>E</td>
<td>Understand the ability of design actions to creative positive change in communities and the environment.</td>
<td></td>
</tr>
<tr>
<td>PC3.6</td>
<td>A</td>
<td>Understand how design strategies can trigger positive change in the relationship between architecture and the environment in Louisiana and beyond.</td>
<td></td>
</tr>
<tr>
<td>PC6.4</td>
<td>E</td>
<td>Understand how to collaborate effectively by incorporating different perspectives of team members.</td>
<td></td>
</tr>
<tr>
<td>PC6.5</td>
<td>E</td>
<td>Assess and evaluate the impact of design actions on stakeholders and communities.</td>
<td></td>
</tr>
</tbody>
</table>
| PC6.6 | E     | **1.** Understand the value of multidisciplinary perspectives, knowledge and collaboration in addressing complex problems.  
**2.** Design process include investigations at varied scales and multiple media. |
<p>| PC6.7 | A     | Employ multidisciplinary understanding of physical and social context. |
| PC6.8 | A     | Understand the relationship of designer’s actions to diverse stakeholders and user groups. |
| PC8.7 | E     | Understand the role of the built environment in creating equal opportunities for individuals (and groups) of diverse racial, gender, ability and economic backgrounds. |
| PC8.8 | A     | Developed design strategies that promotes equity and equal opportunity in the built environment for different racial, gender, ability and economic individuals. |
| SC2.4 | E     | Understand the ability of design to enhance social equity and responsibility. |
| SC2.5 | E     | Develop project that is designed in relations to social and regulatory context. |
| SC3.4 | E     | Ability to develop design in relation to regulations of the coastal regions and river watersheds. |
| SC3.7 | A     | Analyze and respond to regulations governing land use and urban development in a design project. |
| SC3.8 | A     | Ability to design in accordance to natural and human systems regulating water-dominated regions. |
| SC5.2 | E     | Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project. |
| PC1.4 | E     | Understand the range of available career opportunities that utilize the discipline’s skills and knowledge. |
| PC2.3 | E     | Engage and experiment with multi-scalar (from human to ecological) spatial analysis and design intention. |
| PC2.4 | E | Understand the ability of design actions to create positive change in communities and the environment |
| PC3.6 | A | Understand how design strategies can trigger positive change in the relationship between architecture and the environment in Louisiana and beyond |
| PC6.4 | E | Understand how to collaborate effectively by incorporating different perspectives of team members |
| PC6.5 | E | Assess and evaluate the impact of design actions on stakeholders and communities |
| PC6.6 | E | 1. Understand the value of multidisciplinary perspectives, knowledge and collaboration in addressing complex problems |
| | | 2. Design process include investigations at varied scales and multiple media |
| PC6.7 | A | Employ multidisciplinary understanding of physical and social context |
| PC6.8 | A | Understand the relationship of designer’s actions to diverse stakeholders and user groups |
| PC8.7 | E | Understand the role of the built environment in creating equal opportunities for individuals (and groups) of diverse racial, gender, ability and economic backgrounds |
| PC8.7 | A | Developed design strategies that promote equity and equal opportunity in the built environment for different racial, gender, ability and economic individuals |
| SC2.4 | E | Understand the ability of design to enhance social equity and responsibility |
| SC2.5 | E | Develop project that is designed in relation to social and regulatory context |
| SC3.4 | E | Ability to develop design in relation to regulations of the coastal regions and river watersheds |
| SC3.7 | A | Analyze and respond to regulations governing land use and urban development in a design project |
| SC3.8 | A | Ability to design in accordance to natural and human systems regulating water-dominated regions |
| SC5.2 | E | Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project |
| <strong>ARCH 5000</strong> | PC1.2 | E | Ability to translate contemporary research into diverse design strategies relevant to the project scope and objectives |
| | PC2.2 | E | Engage and experiment with interdisciplinary design |
| | PC5.3 | E | Develop design methods based on extensive research |
| | PC5.4 | E | Develop research by incorporating diverse voices and perspectives |
| | PC5.5 | E | Understand interdisciplinary processes of design and their outcome |
| | PC5.6 | E | Understand the ability of design to produce positive change in local and/or global context |
| | PC5.7 | A | Develop research using diverse sources (scholarly, observational, oral, etc.) |
| | PC6.5 | E | Assess and evaluate the impact of design actions on stakeholders and communities |
| | PC6.6 | E | 1. Understand the value of multidisciplinary perspectives, knowledge and collaboration in addressing complex problems |
| | | 2. Design process include investigations at varied scales and multiple media |
| <strong>ARCH 5100</strong> | PC1.2 | E | Ability to translate contemporary research into diverse design strategies relevant to the project scope and objectives |
| | PC2.2 | E | Engage and experiment with interdisciplinary design |
| | PC5.3 | E | Develop design methods based on extensive research |
| | PC5.4 | E | Develop research by incorporating diverse voices and perspectives |
| | PC5.5 | E | Understand interdisciplinary processes of design and their outcome |
| | PC5.6 | E | Understand the ability of design to produce positive change in local and/or global context |
| | PC5.7 | A | Develop research using diverse sources (scholarly, observational, oral, etc.) |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Criteria</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 5001</td>
<td>SC5.2 E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 5101</td>
<td>SC5.2 E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 4003</td>
<td>none</td>
<td>--</td>
</tr>
<tr>
<td>ARCH 7001</td>
<td>SC5.2 E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>ARCH 7002</td>
<td>SC5.2 E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 7003</td>
<td>PC1.4 E</td>
<td>Understand the range of available career opportunities that utilize the discipline’s skills and knowledge.</td>
</tr>
<tr>
<td></td>
<td>PC8.7 E</td>
<td>Understand the role of the built environment in creating equal opportunities for individuals (and groups) of diverse racial, gender, ability and economic backgrounds.</td>
</tr>
<tr>
<td></td>
<td>SC3.5 E</td>
<td>Understand the way life safety, land use, and laws and regulations impact building design.</td>
</tr>
<tr>
<td></td>
<td>SC5.2 E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>ARCH 7004</td>
<td>PC2.3 E</td>
<td>Engage and experiment with multi-scalar (from human to ecological) spatial analysis and design intention.</td>
</tr>
<tr>
<td></td>
<td>PC2.4 E</td>
<td>Understand the ability of design actions to creative positive change in communities and the environment.</td>
</tr>
<tr>
<td></td>
<td>PC2.5 A</td>
<td>Integrate multi-scalar understanding of design.</td>
</tr>
<tr>
<td></td>
<td>PC3.6 A</td>
<td>Understand how design strategies can trigger positive change in the relationship between architecture and the environment in Louisiana and beyond.</td>
</tr>
<tr>
<td></td>
<td>PC6.4 E</td>
<td>Understand how to collaborate effectively by incorporating different perspectives of team members.</td>
</tr>
<tr>
<td></td>
<td>PC6.5 E</td>
<td>Assess and evaluate the impact of design actions on stakeholders and communities.</td>
</tr>
</tbody>
</table>
|             | PC6.6 E    | 1. Understand the value of multidisciplinary perspectives, knowledge and collaboration in addressing complex problems.  
2. Design process include investigations at varied scales and multiple media. |
<p>|             | PC6.7 A    | Employ multidisciplinary understanding of physical and social context. |
|             | PC6.8 A    | Understand the relationship of designer’s actions to diverse stakeholders and user groups. |
|             | PC8.8 A    | Develop design strategies that promotes equity and equal opportunity in the built environment for different racial, gender, ability and economic individuals. |
|             | SC1.5 E    | Ability to integrate knowledge from multiple disciplines to promote socially-conscious design. |
|             | SC2.4 E    | Understand the ability of design to enhance social equity and responsibility. |
|             | SC2.5 E    | Develop project that is designed in relations to social and regulatory context. |
|             | SC3.4 E    | Ability to develop design in relation to regulations of the coastal regions and river watersheds. |
|             | SC5.2 E    | Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project. |
|             | SC3.7 A    | Analyze and respond to regulations governing land use and urban development in a design project. |
|             | SC3.8 A    | Ability to design in accordance to natural and human systems regulating water-dominated regions. |
|             | SC5.3 A    | Design project was developed with an integrated approach that included: user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts. |
|             | SC6.2 A    | Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors. |
|             | SC6.3 A    | Ability to develop an integrated design process that addresses structural, environmental, life safety systems. |
|             | SC6.4 A    | Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors. |
| ARCH 5000   |            | See undergraduate section |
| ARCH 7006   | PC2.5 A    | Integrate multi-scalar understanding of design. |
|             | SC1.7 A    | Understand construction measures that promote human health, safety and welfare. |
|             | SC4.6 A    | Utilize sound structural analysis in the development of the design project. |</p>
<table>
<thead>
<tr>
<th>SC4.7</th>
<th>A</th>
<th>Utilize sound environmental analysis in the development of the design project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC4.8</td>
<td>A</td>
<td>Utilize sound material assembly techniques in the development of the design project.</td>
</tr>
<tr>
<td>SC5.2</td>
<td>E</td>
<td>Integrate multiple factors (context, building technologies, materiality, research and analysis) in developing the design project.</td>
</tr>
<tr>
<td>SC5.3</td>
<td>A</td>
<td>Design project was developed with an integrated approach that included: user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts.</td>
</tr>
<tr>
<td>SC6.2</td>
<td>A</td>
<td>Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors.</td>
</tr>
<tr>
<td>SC6.3</td>
<td>A</td>
<td>Ability to develop an integrated design process that addresses structural, environmental, life safety systems.</td>
</tr>
<tr>
<td>SC6.4</td>
<td>A</td>
<td>Ability to develop building design that takes into consideration social, ecological, programmatic and technological factors.</td>
</tr>
</tbody>
</table>

### 3 CREDIT HOUR COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Criteria</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH 2006</strong></td>
<td>PC5.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC5.6</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.5</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.6</td>
<td>E</td>
</tr>
<tr>
<td><strong>ARCH 2007</strong></td>
<td>PC5.3</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC4.3</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.5</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.6</td>
<td>E</td>
</tr>
<tr>
<td><strong>ARCH 2008</strong></td>
<td>PC4.3</td>
<td>E</td>
</tr>
<tr>
<td><strong>ARCH 2401</strong></td>
<td>PC8.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.5</td>
<td>E</td>
</tr>
<tr>
<td><strong>ARCH</strong></td>
<td>SC4.5</td>
<td>E</td>
</tr>
<tr>
<td>3004</td>
<td>Ability to analyze building technology criteria to assess and understand its impact on buildings.</td>
<td>SC4.5</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>SC1.4</td>
<td>Understand the impact of design on human health, safety and welfare.</td>
<td>E</td>
</tr>
<tr>
<td>PC3.5</td>
<td>Understand the tools and technologies to analyze and develop design strategies informed by environmental systems</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC1.4</td>
<td>Understand the impact of design on human health, safety and welfare.</td>
<td>E</td>
</tr>
<tr>
<td>SC4.5</td>
<td>Ability to analyze building technology criteria to assess and understand its impact on buildings.</td>
<td>E</td>
</tr>
<tr>
<td>PC3.4</td>
<td>Understand the way modern and contemporary architecture and urban design strategies respond to climate change, ecological systems and environmental responsibility.</td>
<td>E</td>
</tr>
<tr>
<td>PC4.5</td>
<td>Develop a research paper on an original topic on architecture and the built environment drawing upon frameworks of contemporary discourse and current scholarship in the field, utilizing standards of scholarly reference and argument development.</td>
<td>A</td>
</tr>
<tr>
<td>PC5.4</td>
<td>Develop research by incorporating diverse voices and perspectives.</td>
<td>E</td>
</tr>
<tr>
<td>PC5.7</td>
<td>Develop research using diverse sources (scholarly, observational, oral, etc.).</td>
<td>A</td>
</tr>
<tr>
<td>PC8.7</td>
<td>Understand the role of the built environment in creating equal opportunities for individuals (and groups) of diverse racial, gender, ability and economic backgrounds.</td>
<td>E</td>
</tr>
<tr>
<td>SC4.5</td>
<td>Ability to analyze building technology criteria to assess and understand its impact on buildings.</td>
<td>E</td>
</tr>
<tr>
<td>PC3.4</td>
<td>Understand the way modern and contemporary architecture and urban design strategies respond to climate change, ecological systems and environmental responsibility.</td>
<td>E</td>
</tr>
<tr>
<td>PC4.4</td>
<td>Ability to conduct academic research to uncover racial, economic, political, and cultural underpinning of the built environment.</td>
<td>E</td>
</tr>
<tr>
<td>PC8.7</td>
<td>Understand the role of the built environment in creating equal opportunities for individuals (and groups) of diverse racial, gender, ability and economic backgrounds.</td>
<td>E</td>
</tr>
<tr>
<td>SC1.5</td>
<td>Ability to integrate knowledge from multiple disciplines to promote socially-conscious design</td>
<td>E</td>
</tr>
<tr>
<td>SC1.4</td>
<td>Understand the impact of design on human health, safety and welfare.</td>
<td>E</td>
</tr>
<tr>
<td>Course</td>
<td>SC#</td>
<td>Level</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>5005</td>
<td>SC1.7</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>SC4.6</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>SC4.7</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>SC4.8</td>
<td>A</td>
</tr>
<tr>
<td>ARCH 5006</td>
<td>PC1.3</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC6.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC6.5</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>SC2.6</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>SC2.7</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>SC2.8</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>SC2.9</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>SC3.5</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>SC3.6</td>
<td>A</td>
</tr>
<tr>
<td>ARCH 7007</td>
<td>PC4.3</td>
<td>E</td>
</tr>
<tr>
<td>ARCH 7008</td>
<td>PC3.3</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC3.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC4.3</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC4.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC4.5</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>PC4.6</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>PC5.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC5.5</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC5.6</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC5.7</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>PC8.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.5</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.6</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>PC8.7</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>SC1.4</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>SC1.5</td>
<td>E</td>
</tr>
</tbody>
</table>
Appendix G: School of Architecture Bylaws
ARTICLE I PURPOSE

These Bylaws establish the structure and operational procedures for the governance of the School of Architecture, a shared responsibility of the Faculty and Director, and are subordinate to the bylaws and policies of the Louisiana State University System, Louisiana State University and Agriculture and Mechanical College, applicable sections of University and School Accrediting bodies and the Bylaws of the College of Art and Design.

Section 1 - Access
The School’s Director shall retain the official copy of the Bylaws and supporting documentation. An up-to-date reproduction of the Bylaws and supporting documentation shall be maintained in a notebook located in the School’s main office and a digital copy shall be posted on the School’s website.

Section 2 - Maintenance
The Faculty Development Committee is responsible for reviewing the Bylaws at five year intervals, or when requested by the Director. The Recording Secretary is responsible for making all necessary updates to the official and all other published copies of the Bylaws within a reasonable time when changed by the Faculty.

Section 3 - Program Vision, Mission and Strategic Goals
The Faculty shall adopt a program vision and mission for the School, and establish a strategy for achieving them. (See Appendix for program vision and mission) The Faculty Development Committee shall review them every five years or when requested by the Director.
ARTICLE II MEMBERSHIP

The membership shall consist of the academic staff of the School, henceforth referred to as the Faculty, including all tenured and non-tenured faculty, and professionals-in-residence holding a continuing 75% or greater appointment, regardless of rank, and whose primary appointment is in the School of Architecture. All members of the Faculty as defined above have voting privileges on matters before the faculty.

Section 1 - Responsibilities and Expectations

General responsibilities and expectations of a member of the Faculty are referenced in PS-50 Responsibilities and Concerns of University Personnel. In addition, the Faculty is expected to establish, publish, approve, and amend as required:

1. The Bylaws, rules and procedures necessary for the conduct of the School’s business.
2. A vision, mission, and strategic goals for the School and its degree programs.
3. Degree requirements, courses and curricula for the School’s degree or certificate programs (including the development of new degree programs), revisions to existing degree programs, development of new courses, and revisions to existing courses.
4. Criteria and procedures for admission of students, selective admissions, acceptance of transfer credits, and course substitutions.
5. Standards of instruction and grading.
6. Criteria for student awards and honors.
7. Criteria for annual evaluations of faculty appointments, and tenure and promotion procedures in accordance with: the Faculty Performance Evaluation Guidelines: School of Architecture, Louisiana State University (see Appendix), PS-36T Criteria for Evaluating Academic Performance, and Policy and Procedures on Faculty Appointment, Performance Evaluation, Reappointment/Non-reappointment, Promotion and Tenure, Appeal Procedures, or PS-36NT Initial Appointments, Reappointments, Annual Reviews, and Promotions For Faculty Other Than Tenure-Track and Tenured.
8. Collect, catalog, and archive high and low pass student work, each semester, for use during NAAB accreditation visits.

Section 2 - Appointment and Promotion

Appointment and promotion shall be made solely on the basis of PS-36T and PS-36NT. Minimum qualifications for individuals seeking a tenure-track or tenured appointment shall be the terminal degree or its equivalent.
ARTICLE III OFFICERS

The Director of the School, in conjunction with the Faculty, has the responsibility of providing leadership for the School.

Section 1 – The Director of the School
The general responsibilities of the Director are defined in PS-50 Responsibilities and Concerns of University Personnel and additional responsibilities may be assigned by the Dean of the College. In addition, the Director may establish rules and procedures relative to the operation of the School and has the responsibility of preparing and distributing agendas for Faculty meetings, meeting minutes, and notices of concern to the Faculty in a timely manner.

Section 2 - Elected Positions
The Faculty shall elect a recording secretary, NAAB Archivist, and ACSA Coordinator at the last regular meeting of each academic year to serve for the next academic year or other specified term. The Secretary is responsible for recording and distributing the minutes of meetings of the members and maintaining the Minutes Notebook.

The NAAB archivist is responsible for coordinating and assisting the Faculty with the collection, cataloging, and archiving of student work for NAAB accreditation visits.

The ACSA Coordinator is the liaison between the School and ACSA (See Appendix for duties of the ACSA Coordinator).

Section 3 - Appointed Positions
The Director, after consultation with the Faculty, shall appoint a Graduate Program Coordinator, an Undergraduate Program Coordinator, an Intern Development Program Coordinator (IDP), and Directors for School Research Offices (See Appendix for the duties of these positions).

Graduate and Undergraduate Program Coordinators serve a three-year term, and may be reappointed. They assist the Director with the implementation and administration of the graduate and undergraduate programs and curriculums, other assigned activities, and serve as an ex-officio member of the School’s curriculum committee.

Intern Development Program (IDP) Coordinator for the National Council of Architectural Registration Boards, serves a three-year term, and may be reappointed.

School Research Office Directors, See Article VII Offices
Article IV Meetings of Faculty

Faculty shall meet as required to manage the business of the School (usually once a month during the academic year). The Director of the School, or his or her designated representative, shall preside at all meetings and may participate in the deliberations of the Faculty.

Section 1 – Quorum

A quorum of fifty percent of the Faculty is required to transact any School business unless an item has been presented in advance at two successive meetings at which, either a quorum has not been present, or action has not been taken, then the Faculty present shall constitute a quorum for the purpose of acting on that particular item. A quorum of two-thirds of the Faculty is required to amend or change the Bylaws unless an amendment to the Bylaws has been presented in advance at two successive meetings at which either a quorum has not been present, or action has not been taken, then the Faculty present shall constitute a quorum for the purpose of acting on that amendment. All motions, except those to amend the Bylaws, shall carry with a majority vote of the members present.

Section 2 - Procedure

Robert's Rules of Order (latest revision) shall constitute the rules of parliamentary procedure applicable to all meetings of the Faculty.

Section 3 – Decorum

The Faculty shall guide their actions with the respect and civil courtesy appropriate for constructive discourse in an academic community.

ARTICLE V AMENDING THE BYLAWS

Any member or the Director of the School may propose an amendment to the Bylaws. When a quorum is present, the Bylaws of the School may be changed by a two-thirds vote of Faculty present.

Section 1- Procedures for Amending the Bylaws

A proposed amendment to the Bylaws shall be submitted to the Faculty Development Committee (FDC) for review. The FDC shall review the proposal and discuss the merits of the amendment. After deliberations are finished, the Chair shall prepare a report to Faculty including a recommended action. In addition, The Chair shall submit a request to the Director that a proposed amendment to the Bylaws be placed on the agenda of the faculty meeting following the FDC meeting when the amendment was reviewed. The Chair shall present the committee report at the Faculty meeting and be prepared to answer questions as may arise. The Director shall call for a vote if a quorum for the purpose of amending the by-laws is present. If a quorum is not present the action shall be tabled until the next meeting.
ARTICLE V AMENDING THE BYLAWS (CONTINUED)

Section 2 - Revisions to the official copies of the Bylaws
The Recording Secretary shall make all changes to the official copies of the Bylaws, including a notation of the date when the amendment was accepted, as soon as practical after a vote of the Faculty.

ARTICLE VI COMMITTEES

The Faculty and/or the Director may establish Standing, Ad hoc and Special Committees as are required for the orderly operation of the School.

Section 1 - Standing Committees
The School has two standing committees, Faculty Development Committee and Curriculum Committee.

The Faculty Development Committee is comprised of all tenured faculty of the School and one tenure track faculty (non-voting) elected annually by his or her peers. The Chair shall be elected annually from the eligible full professors by a majority vote of the members present. Committee members shall elect the Chair at the last meeting of the academic year to be installed at the first meeting of the following year. The Committee shall meet as the business of the School requires, but not less than once per semester.

The committee is responsible for evaluating the following, and making recommendations to the Director on:
1. Applications for advancement in academic rank and/or tenure and reappointment in accordance with School criteria, policies, and procedures and PS-36T.
2. Proposed amendments to the Bylaws.
3. Issues requested by the Director.
4. The effectiveness and appropriateness of School offices.
5. Annual review of adjunct faculty performance.

The Curriculum Committee is comprised of four tenured faculty (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
ARTICLE VI COMMITTEES: The Curriculum Committee (CONTINUED)
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.

Section 2 - Ad hoc and Special Committees

The Faculty Development Committee, Curriculum Committee and the Director of the School may establish ad hoc and special committees as required to conduct the business of the School.

Article VII Offices

The Director and Faculty may establish School and/or Faculty Research Offices as are appropriate for the orderly operation of the School. Offices serve both the interests of individual faculty research agendas, and the broader interests of the Faculty. Both require a vote of Faculty and approval by the School Director and College Dean to be acknowledged as an Office of the School. The Director of a Faculty or School Research Office shall produce an annual evaluation report outlining the work of the office for each academic year. The report shall be prepared for the Director of the School and the Dean of the College who shall determine the required format and reporting categories. Office Directors shall report to the faculty at the first meeting of the academic year on the activities of their office for the previous year.
Section 1 - Faculty Research Offices

Establishment. Faculty Research Offices serve the research agenda and interests of an individual or group of faculty, and may be proposed by the Director and/or any member of the faculty. The proposal shall be presented by the petitioner at a regular meeting of the Faculty Development Committee for review. The originating petition should include a mission, objectives, request for resources and criteria for evaluation. If considered by the committee to be appropriate and consistent with mission of the School, and requires no resources from the School, the Chair of the FDC shall present a motion to recommend establishment of the office to the School Director at the next official meeting of Faculty. If supported by the Faculty the petition shall be forwarded to the Director for approval. If the petition is not supported by the FDC the petitioner may appeal to the Director of School to place the issue on the agenda of the next Faculty meeting for consideration. Once the faculty has voted to support establishment of an office, the petition will be forwarded to the School Director and then to the College Dean for final approval.

Sunset Provision. Faculty Research Offices shall exist for three academic years, at which time a motion for their renewal for an additional three years will be automatically placed on the agenda of the final regular meeting of the Faculty for the academic year. Renewal procedures should follow the same procedures as establishing the original office. All Faculty Research Offices in existence when these bylaws are adopted shall sunset at the end of the 2013 academic year.

Section 2 - School Research Offices

School Research Offices serve the interests of the Faculty and promote a research agenda that advances the vision and mission of the School.

Establishment. School Research Offices may be proposed by the Director and/or any member of the faculty. The proposal shall be presented by the petitioner at a regular meeting of the Faculty Development Committee for review. The originating petition should include a mission, objectives, request for resources and criteria for evaluation. If considered by the committee to be appropriate and consistent with mission of the School the Chair of the FDC shall present a motion to recommend establishing the office to the School Director at the next scheduled Faculty meeting. If the petition is not supported by the FDC the petitioner may appeal to the Director of the School to place the issue on the agenda of the next Faculty meeting for consideration. The Faculty Development Committee may recommend to the Director of the School that resources (salary, space allocation, graduate assistantships, etc.), if available, be allocated for the operation of the office. Once the faculty has voted to recommend establishment of an office, the petition will be forwarded to the School Director and then to the College Dean for final approval.
Office Director. School Research Office Directors must be elected by the Faculty and forwarded to the Director for approval and appointment. The Director will serve a renewable five-year term pending reappointment by the School Director. The Office Director shall prepare a report each year.

Sunset Provision. School Research Offices shall exist for five academic years, at which time a motion for their renewal for an additional five years will be automatically placed on the agenda of a scheduled Faculty meeting and passed by a majority vote of Faculty. All School Research Offices in operation when these bylaws are adopted shall sunset at the end of the 2015 academic year.
Appendix H: NAAB Matrix
### Program and Student Criteria Matrix

**Louisiana State University**

**Bachelor of Architecture**

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Criteria</th>
<th>Student Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Arch 1001</td>
<td>Arch 1002</td>
</tr>
</tbody>
</table>

### Shared Values
- Design
- Environ. Stewardship & Professional Resp.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

### Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

### Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

### Non-Curricular Activity
- Architecture Council
- Student Organization
- Lecture Series
- All-School Workshop
- Networking Day & Professional Event
- O. J. Baker and Semester-End Celebration
- Faculty Retreat
**Program and Student Criteria Matrix**

**Louisiana State University**

**Master of Architecture**
Track: 96 graduate semester credit hours + Undergraduate degree in non-architecture major.

### Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

### Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

### Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

---

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparatory Education</strong></td>
<td><strong>BABS Courses</strong></td>
<td><strong>Non-Curricular Activity</strong></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>

---

The document provides a structured matrix outlining the curriculum for the Master of Architecture program at Louisiana State University, detailing courses for Years 1, 2, and 3, along with non-curricular activities. The shared values and program criteria are also listed to guide the educational focus and outcomes.

---

The matrix includes specific courses such as Plane Trigonometry, General Physics I, History of Arch I, and Design Studio I, among others, scheduled for different semesters. Non-curricular activities include activities like Architecture Council, Student Organization, Lecture Series, and O. J. Baker and Semester-End Celebrations.
**Program and Student Criteria Matrix**

### Louisiana State University

**Master of Architecture**
Track: 60 graduate semester credit hours + undergraduate degree in Architecture. Note that undergraduate courses waived may change pending detailed review of coursework (see section 4.3.2 of the APR).

<table>
<thead>
<tr>
<th>Preparatory Education</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Non-Curricular Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td><strong>Math 1022</strong></td>
<td><strong>Physics 2001</strong></td>
<td><strong>Arch 2007</strong></td>
<td><strong>Arch 4031</strong></td>
</tr>
<tr>
<td><strong>Physics 2001</strong></td>
<td><strong>Arch 2007</strong></td>
<td><strong>Arch 4031</strong></td>
<td><strong>Arch 6000</strong></td>
</tr>
<tr>
<td><strong>Arch 2007</strong></td>
<td><strong>Arch 4031</strong></td>
<td><strong>Arch 6000</strong></td>
<td><strong>Grad Design Studio V</strong></td>
</tr>
<tr>
<td><strong>Arch 4031</strong></td>
<td><strong>Arch 6000</strong></td>
<td><strong>Grad Design Studio V</strong></td>
<td><strong>Non-Curricular Activity</strong></td>
</tr>
<tr>
<td><strong>Arch 6000</strong></td>
<td><strong>Grad Design Studio V</strong></td>
<td><strong>Non-Curricular Activity</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Shared Values
- Design
- Env. Stewardship & Professional Respons.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

### Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

### Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

---

**NB**: A table or chart that likely represents the program and student criteria matrix, with various courses listed under different terms and years, and criteria and values marked accordingly.