

**Arizona State University
Herberger Institute for Design and the Arts**

Visiting Team Report

M. Arch

Track I (Pre-professional degree + 56 graduate credit hours)

Track II (Undergraduate degree + 99 graduate credit hours)

The National Architectural Accrediting Board
11 April 2012

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team found the Master of Architecture program at the Arizona State University to be a vibrant learning environment with energetic students and dedicated faculty. The school director and program coordinator are excited about the architecture program and are extremely caring of its future development. The alumni and local professionals are proactive on the school's behalf, and supportive of the architecture program through internships and studio collaborations. The strengths within the program include the following:

The Faculty:

- Dedicated to teaching and mentorship
- Accomplished faculty that exhibit diverse work in their academic research and professional practices

The Students:

- Strongly involved in school-wide leadership
- Advanced ability in the digital presentation of architecture
- Diverse student body

The Design School:

- Devotion to review, assessment, and coordination of the program
- Provides outstanding regional and international off-campus learning opportunities for the entire student body

Since 2005 *The School of Architecture and Landscape Architecture* has gone through continuing and extensive organizational and administrative changes to transform it into The Design School (in the Herberger Institute for Design and the Arts at ASU). This transformation is critical to the understanding of the architecture program. The reconfigured Design School includes Architecture, Landscape Architecture, Urban Design, Interior Design, Industrial Design, Environmental Systems Design, Visual Communication Design and Design Research.

Arizona State University is organized into colleges, however the Design School is under the umbrella of the *Herberger Institute for Design and the Arts*. The Herberger Institute includes the schools of art, dance, music, theater & film and arts media & engineering. This organization along with the full support of the administration has opened opportunities for cross-discipline collaboration unavailable to stand-alone architecture programs. The director is committed to making The Design School the most innovative, collaborative design school in the country. It is abundantly apparent that the school has shaped its collaborative structure through the integration of architecture and other disciplines of the Design School, along with the creation of "clusters" and "bundles" (described later in the VTR), encouraging concurrent Masters degree programs and by requiring regional and international travel for every student in the program.

The Design School faculty has established six curricular design imperatives (history, context, program, technology, construction and representation) that are repeated in every design problem in every year and become more complex as they move from year to year and from local to global. The objective is to develop an understanding of design as a non-linear set of conditions that are synthesized towards possible solutions. New course developed at the graduate level are inclusive of the five core disciplines and are focused around research methods, sustainability for design, storytelling/branding/communications and entrepreneurship.

During the second year of the M Arch program, the school focuses on the issues of the greater good, community outreach, 21st century challenges and sponsored research and international travel. The cost of required travel outside of the country is included in the schools program fees.

This outstanding program of collaboration, design excellence, and community involvement has managed to provide a superb architectural education to its students despite funding cuts and a faltering economy.

2. Causes of Concern

- A. **Program Autonomy:** The restructuring to create the Herberger Institute for Design and the Arts has created a measurable loss of identity and autonomy that will be hard to regain. The Design School has lost control of its website which was its interface and outreach with the general public, the profession and potential students. The Herberger Institute Research Center which was housed in the Design School was relocated to the Herberger Institute facilities and has subsequently ceased to function. The Design School is left without research staff support with its attendant grant writing expertise and ultimately, this relocation will diminished the programs standing in the research community.
- B. **Outreach:** The Council of Design Excellence was a major force for community outreach to professionals, developers and community leaders from the Design School. With the creation of the Herberger Institute, the Council was relocated from the Design School to the Herberger Institute, resulting in a significant reduction in capability for community outreach by the School.
- C. **Outline Specifications:** The team could not find any evidence of an ability to write outline specification as required in the student performance criteria.
- D. **Intern Development Program:** The program has appointed an IDP Education Coordinator, however, student awareness of the IDP requirements remains unclear. NAAB Conditions require clear communication of the requirements of IDP to all students at an appropriate time in the professional program. The team, in discussions with the student body, did not find evidence of this communication.

3. Conditions Not Met

- I.1.4 Long Range Planning
- I.2.1 Human Resources & Human Resource Development
- SPC.B.2 Accessibility
- SPC B.5 Life Safety

4. Progress Since the Previous Site Visit (2006)

2004 Condition 12, Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2006): Through one analysis, the program has 44 credit hours of general education and non-architectural electives in a student's 6-year course of study. However, at least 3 and as many as 9 of these credits are debatable as "real" electives according to the NAAB language. An overview of the course requirements shows that the program seems heavy with required courses, and some degree of consolidation and merging several courses would yield additional electives. Some students have expressed the desire to take various electives but

don't have time in their schedule to do so. These electives are very important for students, allowing them to exercise choice in forming the unique direction of their education in architecture.

2012 Visiting Team Assessment: The team reviewed the responses to deficiencies identified in the 2006 report. The team's assessment is that this deficiency has now been corrected. Page 151 of the APR identifies that students in the BSD program will use 21 credit hours to meet ASU general studies requirements, 19 unrestricted electives, for a total of 40 credit hours. There are 6 hours of unrestricted electives in the M. Arch program. Considered together, there are a total of 46 credit hours allocated to general studies and electives, which meets the 45 hour threshold.

2004 Criterion 13.7, Collaborative Skills: Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Previous Team Report (2006): Although students are somewhat working together to design (ADE 322), not enough evidence was presented to show that students have the ability to work in collaboration with other students or with other disciplines on design problems. The team heard from students that there are limited opportunities for substantive collaboration on design project teams (beyond building site models for example). The College of Design is fortunate to include four disciplines other than architecture. Students expressed the desire to work with other disciplines on design problems.

2012 Visiting Team Assessment: A reconfigured studio has created a collaborative environment incorporating the respective skills of an interdisciplinary group of students (e.g., architecture, industrial design, landscape architecture, interior design, visual communications design). The team evaluated *Collaboration* under SPC C.1 and found that the program now meets this criterion with distinction.

2004 Criterion 13.9, Non-Western Traditions: Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (2006): As reported in the APR, the program has introduced non-Western examples into the survey history course (APH 313) at the level of awareness, but there is very little evidence at the level of "understanding." This criterion increased from awareness to understanding in the *NAAB Conditions and Procedures*, 2004 edition. The team felt that the new course of study within APH 314 has the potential to fulfill the criterion of "understanding," but evidence was not available at the time of the visit.

2012 Visiting Team Assessment: This criterion has been redefined as the new SPC A.9 *Historical Traditions and Global Culture*. The program now meets this criterion through multiple international traveling studios as well as the revised curriculum for APH 313 *History of Architecture I* and APH 314 *History of Architecture II* and APH 509 *Foundation Seminar*.

2004 Criterion 13.25, Construction Cost Control: Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Previous Team Report (2006): There is a reference to this in the syllabi, but no current evidence of student's engaging this criterion at the level of understanding.

2012 Visiting Team Assessment: Evidence was found that this criterion is now met through coursework in AAD 552 *Architectural Management* and ADE 522 *Comprehensive Design Studio*.

2004 Criterion 13.34, Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Previous Team Report (2006): These important issues are introduced in the professional practice classes, but there was no substantial evidence of student work associated with this in the class. While students clearly engage issues of social importance, there is no indication that they are working through specific problems of ethics and professional judgment in design and practice.

2012 Visiting Team Assessment: Evidence was found that this criterion is now met in AAD 552 *Architectural Management*.

II. Compliance with the Conditions for Accreditation

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

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

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

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

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

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

2012 Team Assessment: The narrative describing the *History and Mission* for Arizona State University; The Herberger Institute for Design and the Arts; The Design School; and the Architecture Program is extensively documented in the Architecture Program Report (APR) prepared for the 2012 NAAB accreditation visit and can be found on pp.4-14, p. 39 & p.40. The evolution of the program is complex and the changes are carefully described in the APR. It is clear that the university has benefited from its relationship to the architecture program. The faculty and administration of the program has much influenced the architecture and urban development of the 800 acre Tempe campus.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

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

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

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

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning*

disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

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

2012 Team Assessment: The narrative describing *Learning Culture and Social Equity* is found in the Architecture Program Report prepared for the 2012 NAAB accreditation visit found on pp.15 & 16 clearly provides evidence of compliance. In addition:

Learning Culture:

- A supportive relationship exists between the faculty, students and staff. Faculty has a professional and mentor-like connection to the students, which clearly benefits their architectural education.
- Students have a great appreciation of the Director and his "get things done" attitude which inspires engagement in the program and engenders student growth.
- The Director meets with the student body at the beginning of every semester and AIAS serves as a direct line to the administration.
- The interaction between students of the same year has greatly improved due to the "lofting" of studio spaces. Interaction between disciplines has been encouraged through studio classes but has not yet been successful outside of the studio environment.
- Students feel safe and comfortable in their studio environment. Students feel that studio culture is one that is centered on collaboration, respect and support.
- The team could not find evidence, however, that a studio culture document or explanation of studio culture has been developed in concert with the student body.

Social Equity:

- Student diversity has increased and mirrors the diversity of the university. There has been a significant increase in the admission and matriculation of Latino students. There is a large diversity of international students specifically in the masters level program.

I.1.3 *Response to the Five Perspectives:* Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: The narrative describing *Architectural Education and the Academic Community* is found in the APR on pp.17–35. The program has focused on collaboration, both within and among the programs in the Design School, and with other components of the institution. Efforts to improve and strengthen professional education for the architecture program are very strong.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: The narrative describing *Architectural Education and Students* is found in the APR on pp. 26–27. A recent restructuring of the curriculum has provided a broadened opportunity to engage in electives and other classes outside the architectural program and the design school. The dual degree program provides broader opportunities for students.

Students are exposed to practicing architects in the design curriculum, leading to increased understanding of building systems in their own work. There is a rich mix of design, research and theory evident in the program.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: The narrative describing *Architectural Education and the Regulatory Environment* is found in the APR on p.28. Discussion with the student body and through review of coursework (APR 584 *Clinical Internship* and APR 598 *Architectural Professional Practice*) the team is assured that this perspective is being addressed. There is still more work for the faculty to do to fully inform and prepare students for the IDP program.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: The narrative describing *Architectural Education and the Profession* is found in the Architecture Program Report on pp.28–29. A strong relationship exists between the school and the profession in Phoenix. Practitioners are frequent studio critics, and are engaged with students on a regular basis. Design projects focused on local planning and architectural issues provide students with opportunities to engage in the needs of the community.

The school has designed a structured internship program which provides students the opportunity to gain work experience and exposure to practice and the profession. In the current economy, not all students have been able to be employed in an office, so the school has created an innovative internship class that simulates the internship experience on campus, and includes local firm representatives to assist the students in understanding firm environments.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: The narrative describing *Architectural Education and the Public Good* is found in the APR on pp.28 – 32 and p.41.

A key principle of the mission of the School is the idea that tomorrow's designers will "catalyze transformation for the public good". There is exceptional evidence to support this in studio projects, lectures, and research labs within the School. Issues such as environmental design, social justice, and community development are evident throughout the program.

Significant community developments in the Phoenix metropolitan area initiated within the School include the Rio Salado Project, Sonoran Preserve, the Pedestrian Amenities along Seventh Avenue, and the Capitol Mall District in downtown Phoenix. These community engagement efforts included collaboration between the School, design professionals, civic leaders, and community organizations.

The International Traveling Studios have further engaged the School in global issues related to public good. Key examples of this are the Ethiopia Studio which worked with a village in Ethiopia to design an orphanage and a new school that will be constructed in coming years. The Rwanda Studio worked with the village to build a community center. Studios in Spain, Berlin, Panama, and Buenos Aires have also worked to address key public issues relating to the environment, social justice, and community development.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

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

2012 Team Assessment: The narrative describing *Long Range Planning* was found in the APR on p. 33 and is further developed in the Curricular Diagrams following the text however the team found the information inadequate.

The program has undergone significant change which began in 2006. The initial focus was to increase collaboration between Architecture and Landscape Architecture, and to create greater opportunities for international studies. In 2009, due to economic conditions in the university, the College of Design was merged with the College of the Arts to create the Herberger Institute for

Design and the Arts. The architecture program is one of six programs of the Design School, which resides within the Herberger Institute.

The Design School has developed curricular changes to increase the types of Masters Degrees offered, and particularly to provide opportunities for multidisciplinary collaboration and to undertake double majors.

The team was unable to determine that the Herberger Institute has a long range plan in place. The Design School has worked to develop long-range initiatives, but, without the context of long term goals at the institute level, it is difficult for the architecture program to establish multi-year objectives for continuous improvement.

The current program director is stepping down and a search is concluding for the selection of a new director. This may create opportunities for strategic and long-range planning initiatives.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching,*
 - *learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

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

2012 Team Assessment: The Design School provided evidence in the APR on pp. 34–38 and during the visit addressing the program's mission, strengths, challenges, and procedures for self-assessment. The School has faced significant challenges and opportunities in recent years with the transition into the Herberger Institute. In addition there have been significant economic restraints in the past years. The program has continued to thrive within this challenging environment.

There are multiple levels of self-assessment procedures that have been demonstrated including assessments from the points of view of students, faculty, and the local professional community.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

Faculty & Staff: *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.*

- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

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

2012 Team Assessment: *The narrative describing Human Resources and H.R. Development for Faculty and Staff is found in the APR on pp.49–53. Although the program has adequate support for some of the requirements, the team found the following items to be inadequate.*

- *Faculty: The faculty is engaged with the students and there is a high level of respect. Two vacant faculty positions remain unfilled, placing a strain on existing faculty, but searches may be initiated when the new director is in position.*
- *A concern exists that advancement opportunities are not available. An expectation of 12 months performance has been established for the Program Coordinators, yet they are compensated on a nine month basis plus stipend.*
- *An IDP Coordinator has been appointed and has attended training sessions, however, students identified a lack of communication on IDP information.*
- *Staff: Although they support the Design School very well, staff for the Design School is not adequate. The merger has left the school with seven staff to do the work that previously was*

handled by ten. Some staff members are working weekends to meet the increased demands of their position.

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

2012 Team Assessment: The narrative describing *Human Resources and H.R. Development for Students* is found in the APR on pp. 53– 60 and was found adequate by the team.

1.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2012 Team Assessment: The narrative describing *Administrative Structure* is found in the Architecture Program Report prepared for the 2012 NAAB accreditation visit on p.70 followed by administrative organizational chart for the Herberger Institute for Design and the Arts. The program has sufficient autonomy to meet the conditions for accreditation, however, sufficient autonomy for the program to thrive establishes a cause of concern.

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

[X] Governance opportunities are adequate for the program

2012 Team Assessment: Through discussion with administrators, faculty and students, the team believed there are equitable opportunities to participate in governance of the program and institution. The university president recognizes the importance of design and has created opportunities for participation in university initiatives.

1.2.3 Physical Resources:

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

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

[X] Physical Resources are adequate for the program

2012 Team Assessment: The narrative describing *Physical Resources* is found in the Architecture Program Report prepared for the 2012 NAAB accreditation visit on pp. 72–77. The team found that physical resources are adequate to support the program.

- I.2.4** *Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2012 Team Assessment: The narrative describing *Financial Resources* is found in the Architecture Program Report prepared for the 2012 NAAB accreditation visit on pp.83 – 84. Financial Resources are adequate to support student learning and achievement. The program has instituted a program fee that supplements institutional support, and has provided scholarships that support travel and internship.

- I.2.5** *Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the program

2012 Team Assessment: The narrative describing *Information Resources* is found in the Architecture Program Report prepared for the 2012 NAAB accreditation visit on pp. 86–89. The team found the information to be accurate.

PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

[X] Statistical reports were provided and provide the appropriate information

2012 Team Assessment: The appropriate statistical reports for both students and faculty are found in the Architecture Program Report prepared for the 2012 NAAB accreditation visit.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Post-secondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

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

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

[X] Met

2012 Team Assessment: Evidence that the ability to read, write, speak and listen effectively is found in APH 515 *Current Issues and Topics*.

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

[X] Met

2012 Team Assessment: ADE 510 *Foundation Architectural Studio* introduces students to design thinking skills and further evidence that this criterion is met is found in ADE 622 *Advanced Architectural Studio IV*.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2012 Team Assessment: Evidence that students have the ability to visually communicate is found in ADE 510 *Foundation Architectural Studio*. The team found outstanding student work displayed in the team room and throughout the building.

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

[X] Met

2012 Team Assessment: ADE 521 and ADE 522 *Advanced Architectural Studio I and II* provide evidence that the students achieve ability in technical documentation. However, there is a lack of evidence that shows the ability to prepare outline specifications.

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

[X] Met

2012 Team Assessment: ADE 512 *Core Architectural Studio II* and ADE 522, ADE 621, ADE 622 *Advanced Architectural Studios II, III, and IV*, provide evidence that this criterion is met.

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

[X] Met

2012 Team Assessment: Evidence that the ability to use basic architectural and environmental design principles is found in ADE 510 *Foundation Architectural Studio*.

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

[X] Met

2012 Team Assessment: Evidence of the ability to comprehend and incorporate relevant design precedents is found in ADE 522 *Advanced Architectural Studio II*.

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

[X] Met

2012 Team Assessment: Evidence of the understanding of the fundamentals of ordering systems is found in ADE 521, *Advanced Architectural Studio I*.

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

[X] Met

2012 Team Assessment: Evidence of the understanding of historical traditions and global culture as defined in this criterion is found in APH 314 *History of Architecture II* and ADE 621 *Advanced Architectural Studio III*.

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

[X] Met

2012 Team Assessment: The evidence that the understanding of the cultural diversity criterion can be found in ADE 621 *Advanced Architectural Studios III (Argentina Studio)*, ADE 622, *Advanced Architectural Studio IV (Ethiopia Studios – Housing)*. The team found this criterion to be met with distinction.

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

[X] Met

2012 Team Assessment: Evidence that the understanding of the role of applied research is found in ADE 512 *Core Architectural Studio II* and ADE 622 *Advanced Architectural Studio IV*.

Realm A. General Team Commentary: The team found clear evidence of comprehension of fundamental architectural design, critical thinking, and visual communication skills. These skills are increasingly developed as the program progresses. In addition, there is an initiative to advance the students understanding of cultural diversity and to have them actively engage in learning within real life constraints of local and global communities. ADE 621 *Advanced Architectural Studio III – Topical Studios* and ADE 622 *Advanced Architectural Studio IV – Applied Research Collaborative Studios* display the school's commitment to design in accordance with evidence of significant applied research.

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

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

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

[X] Met

2012 Team Assessment: Evidence of the ability of students to research, assemble, and document the various components of architectural programming and related pre-design activities is found in ADE 621 *Advanced Architectural Studio III*.

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

[X] Not Met

2012 Team Assessment: The team found elements of accessible design throughout projects reviewed, however, evidence of a comprehensive approach to accessibility was not found in a single design solution.

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

[X] Met

2012 Team Assessment: Evidence exists in ADE 522 *Advanced Architectural Studio II* and further through ATE 598 *Sustainability and the Built Environment* that students have the ability to assess and incorporate appropriate elements into sustainable design solutions. The team found this criterion to be met with distinction.

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

[X] Met

2012 Team Assessment: Evidence exists in both ADE 422 *Architectural Studio IV* and ADE 512 *Core Architectural Studio II* that students have the ability to respond to various site characteristics in the generation of successfully planned sites.

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

[X] Not Met

2012 Team Assessment: Some components of life-safety systems were found in student work but the team was unable to find examples of code review and analysis and a consistent approach to life safety systems was lacking in student coursework ADE 522 *Advanced Architectural Studio II* as indicated in the Course Matrix.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.5. Life Safety

A.9. Historical Traditions and Global Culture

B.7. Environmental Systems

B.9. Structural Systems

[X] Met

2012 Team Assessment: Students demonstrate a theoretical integration of the comprehensive design criteria. The work exhibited a rich variety of design solutions, clearly demonstrating an integrative approach to design and delineating solutions with technological dexterity. Evidence is found in ADE 522 *Advanced Architectural Studio II*.

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

[X] Met

2012 Team Assessment: Evidence exists in the professional practice course AAD 552 *Architectural Management II* that students possess the understanding of the financial issues related to project delivery costs including project funding and cost-benefit analyses.

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

[X] Met

2012 Team Assessment: Evidence exists in ADE 522 *Advanced Architectural Studio II* that students have the understanding of the principles of environmental systems' design and how to use appropriate assessment tools.

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

[X] Met

2012 Team Assessment: Evidence exists in both ADE 522 *Advanced Architectural Studio II* and ATE 361 and ATE 362 *Building Structures I and II* that students have the understanding of basic principles and forces of contemporary structures and their engineering.

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

[X] Met

2012 Team Assessment: Evidence exists in both ADE 522 *Advanced Architectural Studio II* and ATE 451 *Building Systems I* that students understand of the basic principles involved in building envelope system design.

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

[X] Met

2012 Team Assessment: Evidence exists in both ADE 522 *Advanced Architectural Studio II* and ATE 553 *Building Systems III* that students understand of the basic principles and appropriate application of integrating building service systems.

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

[X] Met

2012 Team Assessment: Evidence is found in ATE 452 *Building Systems II* that students possess an understanding of the characteristics of various building materials and assemblies and their environmental impact and reuse.

Realm B. General Team Commentary: The team found that SPC's within Realm B were met with the exceptions of two performance criteria. B.2 *Accessibility* and B.5 *Life Safety*. The team was impressed with the overall efforts of the application of systems integration, and materials assembly was cohesively

merged into the design studio requirements. The Accessibility and Life Safety criteria were not developed consistently among the studio projects.

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

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

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

[X] Met

2012 Team Assessment: Met with distinction. Evidence that students have the ability to work in collaboration with others and in multi-disciplinary teams is found in ADE 422 *Architectural Studio IV (Integral Studio or "bundle" studio)*, ADE 522 *Advanced Architectural Studio II*, and ADE 622 *Advanced Architectural Studio IV (Applied Research Collaborative Studio)*. These studios represent collaborative transdisciplinary learning within The Design School. The collaborative environment incorporates the respective skills of an interdisciplinary group of students (architecture, industrial design, landscape architecture, interior design, visual communications design) to create a holistically developed project. Additional collaboration efforts have been developed in the creation of studio "clusters." In a "cluster" studio, an architecture student along with four other students from across design disciplines are charged to find a qualitative and quantitative design response to a "wicked" problem (*As defined by The Design School: a problem with complex inter-dependencies and a non-linear formulation which has more than one possible solution*) by each contributing to the project using their specific proficiencies.

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

[X] Met

2012 Team Assessment: Evidence of the understanding of the relationship between human behavior, the natural environment and design is found in ADE 521 *Advanced Architectural Studio I* and ADE 622 *Advanced Architectural Studio IV*.

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

[X] Met

2012 Team Assessment: Evidence exists in ADD 552 *Architectural Management II* that students understand both the clients role in the design process as well as the various responsibilities of the architect to the client(s).

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

[X] Met

2012 Team Assessment: Evidence of the understanding of the basics of Project Management exists in coursework ADD 552 *Architectural Management II*.

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

[X] Met

2012 Team Assessment: Evidence of understanding of the basic principles of managing an architectural practice is found in coursework ADD 552 *Architectural Management II* along with ARP 584 *Clinical Internship* or ARP 598 *Architectural Professional Practice*.

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

[X] Met

2012 Team Assessment: Evidence of the understanding of leadership skills of architects in their communities exists in coursework ADE 621 *Advanced Architectural Studio III* along with ARP 584 *Clinical Internship* or ARP 598 *Architectural Professional Practice*.

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

[X] Met

2012 Team Assessment: Evidence of understanding of the legal responsibilities of the architect and the regulations that control and inform the profession exists in coursework ADD 552.

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

[X] Met

2012 Team Assessment: Evidence of understanding of ethical issues, professional judgment and the responsibilities of the architect is found in AAD 552 *Architectural Management II*.

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

[X] Met

2012 Team Assessment: Evidence of the understanding of the architects community and social responsibilities is found in coursework ADE 621 *Advanced Architectural Studio III* and ADE 622 *Advanced Architectural Studio IV*.

Realm C. General Team Commentary: The team found that the requirements for Realm C – *Leadership and Practice* were favorably met in the sources identified in the APR. The course, AAD 552 *Architectural Management II*, provides a strong foundation in many of the leadership and practice issues while clinical internship provides an opportunity for hands-on experience with these same issues. The various design studios provide opportunity to synthesize many of the performance criteria into their research and design.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2012 Team Assessment: The Architecture Program Report prepared for the 2012 NAAB accreditation visit contains a letter certifying current accreditation by the The North Central Association of Colleges and Schools (NCACS). This can be found on p.121 and the two following pages.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2012 Team Assessment: The Architecture Program Report prepared for the 2012 NAAB accreditation visit and related information on the school's website indicate that the curriculum follows a structure and distribution of general, professional and elective credits common to NAAB accredited programs. The degrees awarded (M Arch Track I and M Arch, Track II) are appropriate. See APR pp.124 – 132.

II.2.3 Curriculum Review and Development

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

[X] Met

2012 Team Assessment: The Architecture Program Report prepared for the 2012 NAAB accreditation visit on pp.133-134 describes the process by which the curriculum is evaluated and modified.

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

II.3 *Evaluation of Preparatory/Pre-Professional Education: Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2012 Team Assessment: The Architecture Program Report, p.135, prepared for the 2012 NAAB accreditation visit describes the process by which Preparatory and Pre-Professional education is evaluated.

Evaluation of student's Preparatory / Pre-Professional Education for the 3+ years Master of Architecture program is provided by faculty to identify deficient coursework. The 2 years Master of Architecture program admission is similarly evaluated by reviewing applicant's undergraduate degree transcripts and portfolio. The Team urges the program to retain review documentation representing their findings.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2012 Team Assessment: The exact language of the 2009 NAAB Conditions for Accreditation, Appendix 5 was found on the school's website, in catalogs and in promotional material.

II.4.2 Access to NAAB Conditions and Procedures

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

*The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)*

[X] Met

2012 Team Assessment: The 2009 NAAB Conditions for Accreditation and the most recent version of the NAAB Procedures for Accreditation are available on the schools website through a link to the NAAB website.

II.4.3 Access to Career Development Information

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

*www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aiaa.org
www.acsa-arch.org*

[X] Met

2012 Team Assessment: The career development information listed above are available on the schools website through a link to the NCARB website.

II.4.4 Public Access to APRs and VTRs

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
All Annual Reports, including the narrative*

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

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

[X] Met

2012 Team Assessment: Public access to Architectural Program Reports (APRs) and Visiting Team Reports (VTRs) are available on the school's website as well as at the school's administrative offices.

II.4.5 ARE Pass Rates

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

[X] Met

2012 Team Assessment: The Architectural Registration Exam (ARE) pass rates are available on the school's website through a link to the NCARB website and are provided in the APR on p.137.

III. Appendices:

1. Program Information:

- A. History and Mission of the Institution (I.1.1)**
Reference Arizona State University, *APR*, pp. 2-7
- B. History and Mission of the Program (I.1.1)**
Reference Arizona State University, *APR*, pp. 7-12
- C. Long-Range Planning (I.1.4)**
Reference Arizona State University, *APR*, pp. 31-35
- D. Self-Assessment (I.1.5)**
Reference Arizona State University, *APR*, pp. 35-40

2. Conditions Met with Distinction

- A.10. Cultural Diversity
- B.3 Sustainability
- C.1. Collaboration

3. The Visiting Team

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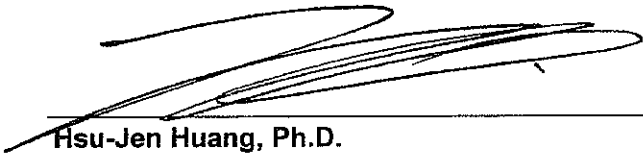
IV. Report Signatures

Respectfully Submitted,



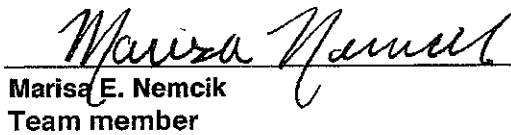
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Team Chair

Representing the NCARB



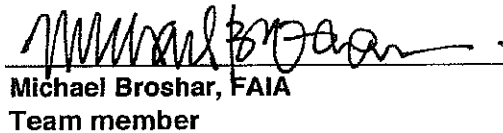
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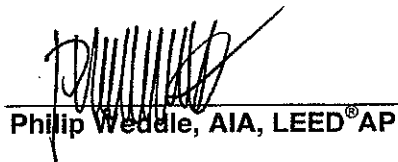
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