National Architectural Accrediting Board, Inc.

2023 Visiting Team Report

Ball State University
College of Architecture and Planning
Department of Architecture

B.Arch.

Continuing Accreditation Visit
April 5-7, 2023

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the Department of Architecture, the College of Architecture and Planning, Dean David Ferguson, Associate Dean Andrea Swartz, Chair Olon Dotson, NAAB Undergraduate Program Director Kristin Barry, Assessment/Accreditation Manager Julie Kratzner; the university administration, faculty, staff, and students for their extraordinary efforts in preparing for the accreditation visit. The team appreciates your gracious hospitality during the virtual visit.

The Department of Architecture has a reputation throughout Indiana and beyond for preparing students to be leaders within the profession and in society. The program is advancing architectural education on many fronts, reinstating the Bachelor of Architecture degree to provide a cost-effective path to accreditation for students to pursue a degree in architecture. The program instills an understanding of social responsibility combined with knowledge for interpreting and implementing social and environmental justice. Students are provided with extensive career development resources that provide them with technical knowledge of professional practice as well as innovative soft skills training.

The program's student body is unique in its unity within a diverse mix of student demographics. The team was impressed with the students' engagement in its discussions with them regarding their education at Ball State. Many students were proud to be involved in, and to have become leaders in, student groups representing their peers, including AIAS and NOMAS. The program has adopted a studio culture policy that supports student well-being, with potential for further implementation to bolster student success. Student-faculty relationships are strong, with teachers and the program leadership being characterized by students as accessible and willing to help students on their own terms.

Faculty demonstrate mutual respect. Opportunities for further advancement of this relationship are within the strategic vision of the program and the College of Architecture and Planning. The team noted advancements in increasing diversity among contract faculty, with further opportunities to adopt lasting strategic measures to increase diversity among tenure-line and tenured faculty as well. The program provides flexibility for faculty at all levels to pursue research with resources to potentially accommodate increased focus on research in the future.

On behalf of the National Architectural Accrediting Board, the members of the visiting team extend appreciation to the program faculty, staff, students, and institutional leadership for their kind hospitality and cooperation in this accreditation visit.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

- SC.6 Building Integration
- 6.6. Student Financial Information

II. Progress Since the Previous Site Visit

No Conditions were found to be Not Achieved at the previous initial accreditation visit in 2020.

2023 Team Analysis: N/A

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:
The program describes that the 2020 NAAB Conditions resulted in modifications to the assessment process. The team observed that the program has made extraordinary efforts to adapt to the new criteria through active participation in NAAB programs and proactive implementation of changes to support the 2020 Conditions.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☒ Described

2023 Team Analysis:
The APR describes the program's context and mission. These descriptions were subsequently verified through interviews during the team's virtual visit.

Ball State University's (BSU) College of Architecture and Planning (CAP) is situated in Muncie, Indiana, which is approximately one hour's drive northeast of Indianapolis. As such, students are afforded opportunities that bridge these two sites for architectural education as the program has consistently highlighted their strong commitment to travel learning experiences. This was further validated during departmental dialogues with students, faculty, and staff as they highlighted institutional support for trips including, but not limited to, studio travels, CAP field trip week, faculty/student conferences, and study abroad programs. As a program located in a semi-rural location in the midwestern heartland, and having most students come to the University from Indiana and close areas in surrounding states, the Ball State Program clearly understands the socio-economic culture of the area as well as the fact that many of the students will ultimately consider staying or residing close to "home." CAP has responded with a degree that delivers the best opportunity for accelerated professional status for its students, all done with a focused course of study and clear intention into creating high quality design and professionally trained practitioners.

As listed in one of the ten core values for the department, the College of Architecture and Planning at BSU is a teaching-oriented school focused on preparing students for the profession. This was reinforced

by Assistant Professor of Architecture Janice Shimizu during team meetings as she expanded on the program's commitment to "student focused culture of teaching excellence" and "design studio centered" learning. The other eight core values can be found on page four of the program APR, including the commitment to travel learning experience.

Prior to the transition into the '4 + 2' professional architecture degree track in 2007, BSU (and Notre Dame) had the longest standing Bachelor of Architecture (B.Arch.) degree program in Indiana. However, in 2017, Indiana University (IU) received approval from the Indiana Commission of Higher Education (ICHE) and subsequently a NAAB initial accreditation for a M.Arch. program in Columbus, Indiana. In response to this new external pressure potentially impacting the graduate program enrollment numbers, two changes were implemented with the latter alteration being pertinent to this accreditation report:

> "The introduction of an undergraduate professional degree (B.Arch.) path OPTION for our undergraduate students in addition to the existing 4+2 option. The attached SPC matrix shows the divergence of these two programs after the third undergraduate year for either the 4+2 M.Arch. program path or the 5-year B.Arch. path. This program had their plan for achieving initial accreditation approved by the NAAB Board of Directors in 2017, and recently had a positive visit for Initial Candidacy whereby the visiting team affirmed this program being "ontrack" [sic] with this proposed plan." – pg. 9 of the 2018 interim progress report (IPR)

Lastly, the program provides an affordable and accessible path to architecture for students across all socio-economic backgrounds within (and close to) Indiana. This was validated by comparing BSU's tuition fee schedule in comparison to Notre Dame and bolstered by Associate Professor Dr. Kristin Barry during the team's online interview with her and Department Chairman Dr. Olon Dotson.

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)
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. (p.7)

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. (p.7)

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. (p.7)

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. (p.8)

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. (p.8)

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. (p.8)

☒ Described

2023 Team Analysis:
Design: The program advances design thinking through a student-centered approach that provides access to knowledge of environment al and social sustainability, resilincy and climate action, health safety and welfare, and equity. The team observed that srtudents implement design knowledge in a variety of creative ways and are pariculary adept at awareness of social issues impacting design and ability to implement social equity strategies in design projects.

Environmental Stewardship and Professional Responsibility: The program is committed to environmental stewardship with student chapters in EGB/USGBC and ASHRAE as well as BSU Cote Chapter. With the CERES Center located on campus the program further strengthens its commitment to environmental stewardship providing students with the tools to succeed in developing high performance buildings and strategies.

Equity, Diversity, and Inclusion: The program is exemplary in Equity, Diversity and Inclusion and intentional with promoting diversity in the program by creating at the core a Studio Culture policy and providing a course in the curriculum on Social and Environment Justice ARC 251, further supported by the University's Inclusive Excellence Plan. The program has advanced the diversity of the faculty by increasing the pool of diverse candidates and faculty position hires, most notably twelve new faculty, eight are of color and under-represented populations teaching in the undergraduate program. The program went further to recruit professionals from local firm Meticulous Design + Architecture to help advance diversity in faculty ranks.

Knowledge and Innovation: The program is a leader in knowledge and innovation with opportunities for faculty and student scholarship encouraging innovation and scholarship. The program celebrates Leadership, Collaboration and Community engagement and creates lifelong learning through partnerships with alumni community and professionals through the CAP guest lecture series and AIA Indianapolis monthly meetings, as well as the Indy Center exposing new ideas and continuous learning.

Leadership, Collaboration, and Community Engagement: The program is locally engaged in the community and in the region as evidenced by outward focused housing programs such as Muncie Mission, 8twelve neighborhood coalition, ecoREHAB and Habitat for Humanity. The program also highlights student opportunities and community collaboration with Muncie Makes Lab, MADJAX, CAP presence in Indianapolis. Student leadership skills are also exhibited by their participation in active chapters of AIAS, ASHRAE, USGBC, NOMAS AND ASHP.

Lifelong Learning: The team observed that the Indy Center connects the students from the smaller town of Muncie to the much larger Indianapolis area and creates opportunities for the students to further their education, and it provides subsequent professional employment and exposure to design ideas and advancement. The active response to enhance the diversity of the faculty is strong and should be commended.

3—Program and Student Criteria (*Guidelines*, p. 9)
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.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)
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. (p.9)
☒ Met

2023 Team Analysis:
The program demonstrates PC.1 by offering three main courses relating to career pathways; ARCH 320 (Introduction to Professional Practice), ARCH 420 (Professional Practice), and a professional internship course in fourth year coded as ARCH 455. ARCH 320 introduces students to the profession through architecture literature such as *The Architect's Handbook of Professional Professional Practice* by the AIA and *The Architecture Student's Handbook of Professional Practice*. The instructor also incorporates a range of materials including, but not limited to, documentaries, recorded webinars, articles, and websites. NCARB's website is explicitly mentioned for students to become familiar with the Architectural Experience Program (AXP) and Architect Registration Examination (ARE) process. Supporting evidence was verified through furnished digital materials prior to/during the visit with a sufficient method of assessment and plans for modification.

Subsequently, ARCH 420 reinforces the preceding course by exploring potential roles in the profession, regulatory matters, and business practice fundamentals with project management. To quote the APR, "Through a series of immersive exercises, students are tasked with taking on a variety of roles as part of the professional design and construction process, working with classmates to formulate business plans, cost analyses, and professional written documents." This role play exercise was further verified during the team's meeting with Assist. Prof. Overbey with Assist. Prof. Shimizu echoing similar experiences. Aggregated assessment data and modification summaries were also reviewed in the accompanying SharePoint folder.

Lastly, ARCH 455 is the program's flagship course that demonstrates professional experience. Prior to, during, or after the B.Arch. program's fourth year term, students are provided the opportunity to work with an architecture firm "for critical engagement in architecture practice" under "the supervision of a licensed architect or allied design professional." This was verified through reviewing the submitted supporting evidence along with conversations with the instructor and student representative leaders. Aggregated assessment data and modification summaries were also reviewed by the team. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

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. (p.9)

☒ Met

2023 Team Analysis:
The criterion is met for PC.2 Design. Design is at the core of the curriculum and in the first year introduces basic foundation in design in the CAP 101 and 102 courses. Courses are taught by a multi-discipline faculty consisting of Architecture, Landscape Architecture, and Planning covering universal concepts such as symmetry, light, space, color, and order. Students advance to design studios at the second level ARCH 201 and ARCH 202 courses upon submission and acceptance of portfolio. Students are then introduced to architectural design on a variety of scales and in a variety of locations. ARCH 201 and ARCH 202 introduce students to full design projects integrating content such as building technology, passive environmental systems, architectural history, social-environmental justice, and design

technologies. ARCH 202 introduces structures, architectural theory, summarized by "competition" for all students for small/medium structure on a rural or suburban site and judged by industry professionals and academics. ARCH 301 and 302 begins to introduce students to more complex designs, consisting of active environmental systems, Steel/Concrete/Wood structures, Building technologies, Historic Preservation. Projects in ARCH 302 transition to larger scale projects and feature a benchmark "competition. Fourth year students in ARCH 400 is a comprehensive studio reinforcing the principles of first 3 years requiring the integration of building codes and regulations, site implications and technical documentation. ARCH 403 and 404 design studios culminate in the design studio process allowing students to proceed through a complete design process identifying project goals, issues, towards developing a final solution. ARCH 404 specifically gives each student the freedom to apply personal academic knowledge and experience that reflects a specific interest. Assessment is carried out through faculty end of semester reviews to provide feedback. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

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. (p.9)

☒ Met

2023 Team Analysis:
The criterion is met for PC.3 Ecological Knowledge and Responsibility.

The program exhibits a high level of commitment to sustainable design, ecological responsibility, adaptation, and advanced building performance in the APR narrative, course syllabi, assignments, grading method, and results. Documentation of an overall assessment, and assessment of the required courses, ARCH 100-*Introduction to Architecture*, ARCH 251-*Intro to Social + Environmental Justice in Design*, ARCH 273-*Environmental Systems 1.* and ARCH 373-*Environmental Systems 2* is provided. Evidence of the principles of resilience was not directly indicated in the matrix but was found in one of the supporting documents of ARCH 229-*History of Architecture 1* in the NAAB Documentation folder.

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. (p.9)

☒ Met

2023 Team Analysis:
There is significant evidence of compliance in APR narrative, course syllabi, assignments, grading method and results, as well as optional and extracurricular activities. Documentation of an overall assessment, and assessment of the courses that meet this requirement, is provided. Evidence of compliance is found in ARCH 100-*Introduction to Architecture*, ARCH 229-*History of Architecture 1*, and ARCH 329-*History of Architecture 2*. Modifications to the course work in 329-*History of Architecture 2* affirm compliance with the condition.

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. (p.9)

☒ Met

2023 Team Analysis:
This criterion is met through ARCH 424 Research and Programmy Methods in Architecture and ARCH 404 studio.

Students at BSU enroll into ARCH 424 for the fall of their final year of the B.Arch. program. As described in the program's narrative response, ARCH 424 helps prepare students for their final thesis project in ARCH 404 as they will establish the design criteria and frameworks for design interventions that addresses the ecological, social, cultural, political, and/or economic discourses surrounding their desired topic. The instructor outlines this process through six assessment activities; research assignments (three per student) where the student is responsible for building to a bibliography and assessing additional precedents for an assigned topic (assignments 07, 10, 13), weekly in-class discussions, group discussions, draft thesis proposal (assignment 16), thesis proposal presentation (assignment 17), and the final thesis proposal (assignment 18). Student performance and outcomes of these assessments were aggregated, and subsequent modifications were proposed. The team felt that an element worth noting in this sub-condition was how instructors were receptive to student comments regarding ARCH 424 as indicated in their modification summary:

"Based on student feedback gained through an open discussion held in the spring '22, the 5th year faculty reorganized the timing and loading of the Thesis prep work. In the 22-23 academic year, the Thesis Research is the dedicated focus of the first half of ARCH 424 (as opposed to happening throughout the full semester). This allows the students to more effectively use their research as a foundation to begin their Thesis Conceptual Design in ARCH 403.

Also, the Research in ARCH 424 has been broken down into smaller assignments so the students are not faced with writing three full papers in the preparation of their Thesis Proposal. Instead they work through a series of small assignments that together become an outline for their final Thesis research paper."

All materials and narratives were verified through faculty interviews and student testimonies.

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. (p.9)

☒ Met

2023 Team Analysis:
The criterion is met for PC.6 Leadership and Collaboration as demonstrated by coursework in ARCH 400 Comprehensive studio and opportunity whereby students assume leadership roles throughout the design process to develop collaborative and professional soft skills. This is accomplished through teams working collaboratively with community and industry partners. This is further advanced in the ARCH 420 course which covers considerations related to project delivery and project team assembly and demonstrated and assessed through student work, particularly exercise 01: Project stakeholder and Regulatory Assessment requiring students to prepare a project team organizational diagram as a design professional would present to prospective or contracted client. The team observed through meetings and interviews the program's achievement in developing soft skills within the student experience. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

☒ Met

2023 Team Analysis:
Evidence of innovation, sharing, engagement and respect are demonstrated in the APR Narrative for ARCH 400 *Comprehensive Architecture Studio,* together with a document entitled "STUDIO CULTURE

POLICY" that is distributed and signed in the ARCH 403 & 404 *Architecture Design Studio* according to the student representatives. Discussions with faculty indicated annual reviews and modifications to this document. The faculty was familiar with the document, and students reported a studio culture that fostered respect, sharing, and informal mentoring among students. Some faculty and students were not aware of the studio culture policy. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

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. (p.9)

☒ Met

2023 Team Analysis:
This condition is met with distinction. The following aspects of the program lend credence to this high merit: B.Arch. students are presented with the option to pursue an undergraduate minor in Social and Environmental Justice; an optional course, ARCH 251, is offered; and the team observed through meetings and discussions with program representatives an overwhelming faculty/student commitment towards exploring topics of cultural diversity and implementing lessons learned form these examinations to strengthen the program.

The team observed trhough discussions that faculty plays an instrumental role in executing the program's social and environmental justice in design narrative. ARCH 251 modules were cited for a wide breadth of literary sources and the team noted that the students benefit from a broad range of input on this topic which contributes to the students' understanding of the architect's role in society and how design can impact societal issues. Assessments for these courses were adequately benchmarked and modified according to student feedback. This was cross-examined and verified through interviews during the visit.

Additionally, students and faculty described in meetings how these courses foster an inclusive atmosphere within the school and at all levels of the college. The team noted an openness within the program to critical reflection on the efficacy of current diversity initiatives and strategies for further advancement in this area. Perhaps the strongest indication that this program is thoroughly devoted to advancing topics of justice, equity, and inclusion was the understanding that change can come from any source, students, faculty and staff, and the program has established an effective process for evaluaitng and implementing changes.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
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. (p.10)

☒ Met

2023 Team Analysis:
The criterion is met for SC.1 - Health, Safety, and Welfare in the Built Environment. ARCH 251 - Social and Environmental Justice is broken down to 3 five week modules covering (1) Disability, ADA, Universal Design and Human Rights; (2) Environmental Justice; (3) Societal and Cultural Impact on buildings and cities. In ARCH 400 Comprehensive Architecture Studio, students are asked to respond to and integrate concepts beginning at scale of city, site, building and room. Students are instructed to conduct a full code analysis utilizing applicable building codes and zoning ordinances and zoning constraints as well as building construction constraints such as building occupancy classification, building area/height, egress.

A series of class assignments, essays, papers, and presentations assess student understanding of the above topics and student performance in ARCH 251. ARCH 400 students participate in design concepts, various juried design reviews, and building documentation to assess student ability to apply knowledge of health, safety and welfare. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

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. (p.10)

☒ Met

2023 Team Analysis:
Professional practice ARCH 420 Fall and ARCH 420 Spring students are introduced to the fundamental practices of Architecture and roles of project team leads, best business practices, contracts, the legal and ethical responsibilities. Students are tasked with a series of exercises to explain the design execution of a project to demonstrate an understanding of the scenarios associated with project execution and through a series of weekly quizzes and are assessed on the comprehension of assigned readings. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

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. (p.10)

☒ Met

2023 Team Analysis:
Evidence for these student learning outcomes was observed in the aforementioned (PC.1) ARCH 420 Professional Practice courses and ARCH 424 Research and Programming Methods in Architecture. ARCH 420 introduces students to regulatory issues as the supporting evidence and conversations to relevant instructors were verified by the team.

With respect to ARCH 424, the course provided a focus on “Programming.” These expectations included considerations of neighborhoods surrounding; context of the site, both historical and cultural; size of the site and adaptability to project type; specific zoning, regulations and codes that pertain to the project site (from government websites); transportation, traffic, and circulation patterns; visibility from the site (and into as well); visibility from the site (and into as well); safety factors of the site (security, accessibility, edges, transparency); physical and geographical features of the site (topography, bodies of water, trees); accessibility (cars, pedestrians, ADA); climatic Concerns (flooding, natural disasters); and natural boundaries (trees, fences, edges). The team observed through discussions with faculty that the program intends to resequence this course with ARCH 400/403/404 as it was perhaps too “intense” for students initiating their thesis/final studio.

Assessment is conducted through evaluation of student work and student surveys. Student input had consequently been considered as part of the program’s assessment and modification process. Course outcomes are evaluated through the curriculm committee and improvements are implemented based on those evaluaitons.

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. (p.10)

☒ Met

2023 Team Analysis:
The criterion for SC.4 Technical Knowledge is met. The program's narrative to fulfilling this condition is broken into three main topics: Building Technology (ARCH 214 & ARCH 314), Structural Systems (ARCH 218 & 318 & 418), and Environmental Systems (ARCH 273 & ARCH 373). Assessment is conducted through examinations, review of student work and student surveys. The program reviews findings of the assessment method to make improvements through committees comprised of faculty with input to the curriculum.

In its assessment of this criteria, the team noted that within the Building Technology modules, modification summaries from instructors teaching ARCH 314 highlighted the need for the college to provide a stand-alone or workshop course for Building Information Modeling (BIM). The team noted the distinction between BIM software (such as AutoDesk Revit or ArchiCAD by Graphisoft) and general 3D modeling platforms (such SketchUp, Rhinoceros 3D, AutoDesk 3DS Max, Maya, ZBrush, etc.). In discussions with faculty, the team noted that there seemed to be a lack of agreement in approaches to providing a cohesive building technology approach within the program. Discussions with students indicated that there might be capacity issues when addressing technical questions about software. The team observed the program deploys graduate assistants in a 'triage' method in which they can assist with helping students with technology-related issues, but instruction and technical knowledge is addressed by faculty. The team noted plans for the program to address issues related to BIM instruction that surfaced in its assessment process through consideration of the curriculum.

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. (p. 12)

☒ Met

2023 Team Analysis:
The program identified ARCH 400, 403 & 404 *Architecture Design Studios* as primary courses for meeting this criterion. Assessment methods for the capstone/diploma project included a student experience survey and peer review of group assignments. Based on faculty discussions, the team determined this process was adequate but could benefit from further implementation. In addition, the stated benchmark for the program needs clarification. Data was collected for each studio but not analyzed and there was no proposal for subsequent program improvement if required.

Otherwise, there is convincing evidence that includes assignments which have been updated since the last NAAB Team visit. Student work from assignments demonstrated the ability to respond to the natural and built site characteristics, to address the user/community requirements for a specific site, and to synthesize regulatory requiremets, sustainability metrics, and user requirements within design projects. The capstone/diploma project indicated awareness of passive design strategies, and code regulations, although it appeared to be limited to accessibility.

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. (p. 12)

☒ Not Met

2023 Team Analysis:

The program identified ARCH 400, 403, & 404 *Architecture Design Studios* as primary courses for meeting this criterion. However, assessment methods for the capstone/diploma project were limited and the stated benchmark for the program needs clarification. Data was collected but not analyzed for assessment and there was no proposal for subsequent program improvement.
Examination of student work indicated an understanding of the integration of the building envelope system and assemblies. In addition, they developed briefs which showed their ability to make design decisions. However, structural systems were not evident in almost all plans or building sections. Life safety systems shown were inadequate because none of the selected student work showed a layout with more than 1 stairwell enclosed with fire-rated walls. There is no evidence submitted to show that the measurable outcomes of building performance were calculated.

4—Curricular Framework (*Guidelines*, p. 13)
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 (*Guidelines*, p. 13)
For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ Met

2023 Team Analysis:
This condition is met. Ball State University is accredited by the Higher Learning Commission. Evidence of its accreditation is presented in the form of the notification letter included in the program's APR.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)
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. (p.13)

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. (p.14)

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. (p.14)

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.

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.

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.

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.

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.

☒ Met

2023 Team Analysis:

4.2.1 Professional Studies. The APR provides links to documentation of professional courses required for students in the B.Arch. program.

4.2.2 General Studies. The APR provides documentation of the minimum number of credits for general education required by the institution and the minimum number of credits for general education required by their institutional regional accreditor.

4.2.3 Optional Studies. The APR describes optional studies opportunities available to students within and outside of the program.

4.2.4 Bachelor of Architecture. The APR provides credit hours required for the B.Arch. degree sufficient to meet the requirement.

4.2.5 Not applicable.

4.2.6 Not Applicable.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

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.

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.

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.

☒ Met

2023 Team Analysis:

The program posts requirements for application to the Bachelor of Architecture program on its website. The institution website provides additional resources for application to the Bachelor of Architecture program. The forms instruct transfer students to contact the program directly to address transfer credits. The APR provides evidence that the Undergraduate Curriculum Committee Chair completes a Transfer Evaluation Check Sheet to determine if credit will be given in the undergraduate program. The director of Student Services notifies the applicant and discusses the length of the professional degree program before the applicant accepts an offer of admission.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

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.

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.

☒ Described

2023 Team Analysis:

Descriptions of governance and the administrative structure are found in the APR narrative and are corroborated by the College of Architecture and Planning Chair, except for the change in personnel for the position of the University Provost.

5.2 Planning and Assessment (*Guidelines*, p. 18)

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.
5.2.2 Key performance indicators used by the unit and the institution.
5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5.2.5 Ongoing outside input from others, including practitioners.

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.

☒ Demonstrated

2023 Team Analysis:

The criterion is met for 5.2 Planning and Assessment.

5.2.1 The University's strategic plan "Destination 2040: Our Flight Path: 2019 - 2024 identifies mission, enduring values and goals. The Department of Architecture, guided by these values and goals, developed an action plan to fulfill the strategic plan in collaboration with faculty, student and stakeholders (including Alumnialumni, professional advisory board).

5.2.2 Goal 1 of the university plan aligns with the undergraduate excellence, while goals 3, 4 and 5 align with community engagement, enriched design experiences, cultural wellness, diversity and inclusivity. This is further reinforced with the University Inclusive Excellence Plan.5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

5.2.5 Ongoing outside input from others, including practitioners.

5.3 Curricular Development (*Guidelines*, p. 19)

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

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

☒ Demonstated

2023 Team Analysis:

The APR pp. 91-93 states that assessment of the curriculum is conducted through the Undergraduate Curriculum Committee (UCC) through review of course material. The UCC uses course metrics, in-class assignments, and results of student exit surveys. Subsequent course offerings are modified to address areas of weakness. Curricular revisions are discussed to address deficiencies in Program Criteria or Student Criteria if necessary, to identify areas of weakness.

The APR provides that UCC members can be tenure-line or full-time contract faculty. The UCC chair acts as the Undergraduate Program Director. The UCC reviews PC and SC for alignment with course material

and suggests modifications if needed. As an outcome from its review, the UCC may also identify new courses or revise course descriptions or drop courses.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
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.
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.
5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
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.

☒ Demonstrated

2023 Team Analysis:
The APR narrative for the program demonstrates Human Resources and Human Resource Development are appropriate. Adequate funding for Human Resources and the typical research and/or course load for tenure and non-tenure track faculty were confirmed by the CAP department chair, faculty, and staff. Opportunities for travel in support of scholarship, professional development for faculty and staff, immersive learning and other grants are also demonstrated in the APR Narrative. Student support services, career guidance, internships, and job placement were confirmed by student representatives and faculty. The program has an acive Architect Licensing Advisor who participates in national confences ansd distributes ilicensing updates and information to students and faculty.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)
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.
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.
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.
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.
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.

☒ Demonstrated

2023 Team Analysis:
5.5 Social Equity, Diversity and Inclusion is met.

5.5.1 The University created an Inclusive Excellence Committee and each college developed its own strategy towards achieving equity diversity and inclusion. The plan begins with inclusion and belonging statement and dean's commitment to inclusive excellence. According to the CAP plan, CAP achieved SEJ accreditation, established IE focused guest lectures, working to foster alumni engagement and mentorships.

5.5.2 The program plans to increase diverse faculty is through hiring adjunct faculty from professional ranks. 12 new faculty have been recruited, eight of which are African American faculty.

5.5.3 CAP will reassess and will prioritize deliverables in 2022-2023. CAP supports each of the 11 student organizations on campus with financial resources as well as meeting with the 11 organizations twice a year to seek input from the organizations.

5.5.4 As described above. The CAP is aligned with the Inclusive Excellence Committee at the instututional level and addresses EEO/AA for the institution and the program.

5.5.5 The APR describes institutional and program level processes for accomodating different mental and physical abilites at all levels. In addition, the program has been recognized for its implementation of wheelchair accessible facilities beyond the minumum requirements of the institution and applicable law. The team observed this effort has contributed to greater understanding of differing physical abilities among students faculty and staff.

5.6 Physical Resources (*Guidelines*, p. 21)
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:

5.6.1 Space to support and encourage studio-based learning.
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.
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.
5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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.

☒ Demonstrated

2023 Team Analysis:
Physical resources were described in the APR, shown in the video tour of facilities, and supported in conversations with faculty, staff, and students. The Bachelor of Architecture Program is administered in two locations - the Architecture Building on the Ball State Main Campus in Muncie, and the College of Architecture and Planning (CAP) Indy Center in Indianapolis. The architecture building is the college's primary physical resource at the Muncie Campus. The downtown Indianapolis location, Cap Indy, provides opportunities for student intervention and experience with the adjacent community and the City of Indianapolis. At the architecture building in Muncie, resources are conveniently located for access by students and faculty including Center for Energy Research Education, Architecture Library, Archives, Institute for Digital and Intermedia Arts, Digital Fabrication Labs, Computer SIM Lab, and the

Communication Research Center. Faculty and students have access to the Architecture Library and to computers, printers, and scanners in the building and system-wide library spaces. Faculty and students have access to a Visual Resources Collection, providing students with access to building materials and assemblies.

5.7 Financial Resources (*Guidelines*, p. 21)
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.

☒ Demonstrated

2023 Team Analysis:
The program appears to receive appropriate institutional financial support and manages the budget accordingly. Reference is made to the incentive-based model; however, it's not apparent how the model works and incentives awarded to the college. Per the dean, the college has been experiencing roughly 10% growth in student year over year for the past six years and that in response to that growth, the legislature has earmarked roughly $30M for renovation to facilities to accommodate that growth. The college does provide financial support via program grants for events sponsored by the student organizations as well as provide use of facilities and other resources for student organizations.

5.8 Information Resources (*Guidelines*, p. 22)
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.

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.

☒ Demonstrated

2023 Team Analysis:
The APR narrative for the program demonstrates that students, faculty, and staff have access to architecture information and literature that is convenient with additional access via pop-up libraries. Conversations with the librarians, library staff, students, and faculty confirm that students and faculty have access to architecture librarians and other professionals who provide discipline-relevant information and services that support teaching and research.

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 (*Guidelines*, p. 23)
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.

☒ Met

2023 Team Analysis:
The Ball State Architecture Department website includes the statement on accredited degrees and other required information. The active web address (as of April 2023) is available within the APR: bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
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)

☒ Met

2023 Team Analysis:
The criterion is met for 6.2 Access to NAAB conditions and procedures. Students are informed of the conditions and procedures. Some have been made aware of the NAAB criterion in syllabi and well as documents posted to the program website for access. This was affirmed during the interviews with the leadership in the student organizations as well as others in the student body.

6.3 Access to Career Development Information (*Guidelines*, p. 23)
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.

☒ Met

2023 Team Analysis:
The criterion is met for 6.3 Access to Career Development information. Students are informed of resources for and access to career development information and job placement services. This was affirmed during the interviews with the leadership in the student organizations as well as others in the student body. The program hosted in February 2023 a job fair that was attended by over 100 architecture and engineering firms.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
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

☒ **Met**

2023 Team Analysis:
This condition is met. The Ball State Architecture Department website includes the statement on accredited degrees and other required information.
The active web address (as of April 2023) is provided in the APR:
bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

6.5 Admissions and Advising (*Guidelines*, p. 24)
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
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

☒ **Met**

2023 Team Analysis:
The APR provides a link to the program webpage where admission requirements are documented. Procedures for different types of applicants are outlined within the application and admission requirements along with an explanation on the evaluation of application materials for curriculum track admission and scholarships. A summary is provided of the 2021 Departmental Inclusive Excellence Plan. It appears that plan is still being implemented. There is no evidence showing how diversity goals currently affect admission procedures.

6.6 Student Financial Information (*Guidelines*, p. 24)

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

☒ **Not Met**

2023 Team Analysis:
The current tuition and fees rates, as well as opportunities for financial aid are available on the institution website. Evidence is not provided of information made available by the program to students regarding the cost of program specific books, supplies, and materials.

V. Appendices

Appendix 1. Conditions Met with Distinction

PC.8 Social Equity and Inclusion
The program excels at environmental and social justice. Faculty displayed a unique passion for exploring the potential for design to address social issues and students.

SC.2 Professional Practice
The program has developed a strong professional practice curriculum that prepares students to succeed in diverse practice settings. Students have benefited from extensive career development resources that enable them to excel in the business aspects of design.

Appendix 2. Team PC/SC Matrix

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.

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.

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.

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.

REQUIRED DOCUMENTATION - 2020 CONDITIONS + PROCEDURES

NARRATIVE
NARRATIVE + SELF-ASSESSMENT
NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL
NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL + STUDENT WORK

B.Arch allignment...(7/1/2021)

B.ARCH

154 credits

CURRICULAR FRAMEWORK

	YEAR 1 UNDERGRADUATE - BA/BS						YEAR 2 UNDERGRADUATE - BA/BS									YEAR 3 UNDERGRADUATE - BA/BS									YEAR 4 UNDERGRADUATE - B.ARCH ONLY					YEAR 5 UNDERGRADUATE - B.ARCH ONLY								
	FALL or SP			SPRING or SUM			FALL				SPRING					FALL				SPRING					FALL or SPRING				F or SP	FALL			SPRING					
	CAP 101: Environmental Design + Planning 1	CAP 161: Design Communications Media 1	ARCH 100: Introduction to Architecture	CAP 102: Environmental Design + Planning 2	LA 100: Introduction to Landscape Architecture	PLAN 100: Introduction to Planning	ARCH 201: Architectural Design 1	ARCH 214: Building Technology 1	ARCH 229: History of Architecture 1	MUSH 251: Introduction to Social & Environmental Justice in Design	ARCH 263: Digital Design	ARCH 202: Architectural Design 2	ARCH 218: Structural Systems 1	ARCH 273: Environmental Systems 1	ARCH 329: History of Architecture 2	ARCH 301: Architectural Design 3	ARCH 318: Structural Systems 2	ARCH 373: Environmental Systems 2	ARCH 320: Intro to Professional Practice	Minor counts of ARCH electives; see Curriculum options	ARCH 302: Architectural Design 4	ARCH 314: Building Technology 2	ARCH 340: Intern. Architects Preservation	Minor counts of ARCH electives; see Curriculum options	ARCH 400: Comprehensive Architecture Studio	ARCH 418: Structural Systems 3	ARCH 420: Professional Practice	Minor counts of ARCH electives; see Curriculum options	ARCH 455: Architectural Internship	ARCH 403: Architectural Design	ARCH 424: Research & Programming Methods	Minor counts of ARCH electives; see Curriculum options	ARCH 404: Final Project Studio	Minor counts of ARCH electives; see Curriculum options			
																				SPRING																	
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.	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320		302	314	340		400	418	420		455	403	424		404					
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.	x		x	X			x					x				x	x		x		x			x	x	x			x			x					
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.			x				x	x		x		x		x				x	x	x	x	x			x			x			x					
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.			x						x			x				x			x		x		x		x					x			x					
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.			x					x	x		x				x		x		x					x								x					
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.			x						x													x				x			x				x				
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.	x		x	X			x		x		x	x	x	x	x	x			x					x					x			x					
3.1 PROGRAM CRITERIA (PC): A program must demonstrate how its curriculum, structure, and other experiences address the following criteria. - NARRATIVE + SELF-ASSESSMENT	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320		302	314	340		400	418	420		455	403	424		404					
2020 Procedures, section 3.5.1 describes the types of evidence required for the assessment of PC: Primary Evidence for Program Criteria (PC). The program will submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit. **Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them.** The **program must provide a narrative description of how the program achieves each criterion.** The program must also provide evidence that each criterion is assessed by the program on a recurring basis, and must summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review. Supporting Materials: The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.																																						
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.																			X							X		X									
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.	X			X			X					X				X				X				X					X				X			
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.									X					X				X																			
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.					X				X					X																						
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.																																	X	X		X		
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.																										X					X				X			
PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.																										X					X				X			
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.										X																												
																				SPRING																	
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. NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL FOR SC.1 - SC.4	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320		302	314	340		400	418	420		455	403	424		404					
2020 Procedures, section 3.5.2 describes the types of evidence required for the assessment of SC.1 through SC.4: Primary Evidence for Student Criteria (SC) SC.1 through SC.4. These criteria will be evaluated at the understanding level. The program will submit the primary exhibits as evidence for SC.1-4 to the visiting team in an electronic format 45 days before the visit. Programs must provide the following: **Narrative:** A narrative description of how the program achieves and evaluates each criterion. **Self-Assessment:** Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. **Supporting Materials:** Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome: **a) Course Syllabus.** The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance. **b) Course Schedule.** The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic. **c) Instructional Materials.** The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.																																						
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.										x														x													
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.																											x										
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.																											x						x				
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.								x					x	x			x	x			x				x											
STUDENT CRITERIA continued - demonstrating ABILITY. NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL + STUDENT WORK EXAMPLES FOR SC.5 - SC.6	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320		302	314	340		400	418	420		455	403	424		404					
Primary Evidence for SC.5 and SC.6. These criteria will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course or a combination of courses. The following (from the 2020 Procedures, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6: Evidence supplied for these required courses is provided in the team room and include fully labeled exhibits of student work from each course section. Programs must provide the following: **Narrative:** A narrative description of how the program achieves and evaluates each criterion. **Self-Assessment:** Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. If the program accomplishes these criteria in more than one course, it must demonstrate that it coordinates the assessment of these criteria across those courses. **Supporting Materials:** Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome: a) Course Syllabus. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance. b) Course Schedule. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic. c) Instructional Materials. The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.																																						
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.																								x						x				x			
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.																																						

SHARED VALUES OF THE DISCIPLINE + PROFESSION

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.

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.

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.

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.

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.

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.

PROGRAM CRITERIA

HOLISTIC STUDENT EXPERIENCE

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.

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.

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.

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.

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.

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.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

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.

STUDENT CRITERIA 1-4

UNDERSTANDING

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.

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.

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.

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.

STUDENT CRITERIA 5 + 6

ABILITY

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.

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.

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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Team Chair

Heather Philip-O'Neal, AIA, NOMA
Team Member

Randall Vaughn, FAIA
Team Member

Jati Zunaibi, AIAS
Team Member

Michael Schuster, FAIA, LEED AP
Observer