Marywood University
School of Architecture

2019 1st Continuing Accreditation Visiting Team Report

Bachelor of Architecture (162 credits)

The National Architectural Accrediting Board
October 19-23, 2019

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgments and Observations

The accreditation team wishes to thank Marywood University's School of Architecture for its assistance and hospitality during our visit. In particular, we want to recognize the efforts of Program Director James Eckler and Program Coordinator Kate O'Connor for being extremely helpful in preparing the APR, organizing the team visit and the team room, and providing additional information when needed. We found the administration, faculty and students at Marywood University School of Architecture (MUSOA) to be courteous, candid and thoughtful. Our many discussions with students and faculty were invaluable.

The team had the following brief observations:

1. Marywood University School of Architecture is a young program developing its identity as an architecture school embedded in a liberal arts university. The curriculum encourages critical thinking through making to "engage the world passionately and intelligently."
2. The school has a strong sense of community that offers a nurturing environment in which to study design. From their first visit through their years in the program, students perceive a supportive atmosphere that enriches their educational experience. The student community learns from one another in a collegial manner. Constructive engagements are common throughout the studios, among faculty, staff and students, both during and after formal class meetings. A passionate, dedicated faculty help create and reinforce this culture. This support extends to the larger university setting through organizations and committees across campus.
3. The architecture program benefits from sharing foundation studios and outstanding faculty with the interior architecture program. This proximity provides unique interactions that reinforce professional culture.
4. The school is housed in the recently renovated and repurposed Center for Architectural Studies (CAS), a LEED gold facility that teaches through example and creates an open, collaborative and collegial atmosphere. Students, faculty, staff, and university administration all expressed pride in the design of the facility. Further, the team noted the overall exceptional design quality of the campus buildings and landscape that contribute to an inspirational learning environment for the students and faculty. One student described the campus as an amazing, welcoming place that feels like home.

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2014 Student Performance Criterion B.6, Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

Previous Team Report (2016): Student work prepared for ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II demonstrated some topics of this SPC only at the understanding level.

2019 Visiting Team Assessment*:* The Student Criterion B.6, Environmental Systems is **now met**. The team found evidence of student achievement at the ability level in student work prepared for ARCH 411: Environmental Systems I and ARCH 421: Environmental Systems II.

2014 Student Performance Criterion B.9, Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

Previous Team Report (2016): No documented evidence of student learning outcomes for the topics of communication and security systems was provided.

2019 Visiting Team Assessment*:* The Student Performance Criterion B.9, Building Service Systems is **now met**. The team found evidence of student achievement at the understanding level in student work prepared for ARCH 310: Design Studio V, and Arch 460: Design Studio X (A) and found it also in student examinations for ARCH 421: Environmental Systems ll.

2014 Student Performance Criterion C.3, Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Previous Team Report (2016): The low-pass projects in ARCH 420 Design Studio VIII and ARCH 460 Design Studio X did not demonstrate the prescribed level of achievement required for this SPC and lacked evidence of any consideration of environmental stewardship and site conditions.

2019 Visiting Team Assessment*:* The Student Performance Criterion C.3, Integrative Design is **now met**. The team found evidence of student achievement at the ability level in student work prepared across four studio courses over two years, ARCH 450: Design Studio IX, ARCH 420: Design Studio VIII, ARCH 421: Environmental Systems ll, and Arch 411: Environmental Systems l.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2019 Analysis/Review: Marywood College was founded as a women's liberal arts college in 1915 in the spirit of dedicated service, by the Sisters, Servants of the Immaculate Heart of Mary (IHM). The college was restructured to be fully coeducational in 1990. In 1997 Marywood College became Marywood University with four colleges and one school. Marywood University School of Architecture (MUSOA) was established in 2009 as a freestanding school with a new program in architecture and an existing program in interior architecture (previously housed within the College of Creative Arts and Management). A further restructuring in 2017 created three colleges: The College of Liberal Arts and Sciences, The College of Health and Human Services, and the College of Professional Studies, home to the School of Architecture.

Marywood University's mission emphasizes the legacy of the IHM Sisters and their belief in social justice through education and service to others. This belief informs the School of Architecture's mission, values and programs. The MUSOA mission statement is informed by that of the university: "Marywood University roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people… to achieve their full potential and make choices based on spiritual and ethical values… to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world." The MUSOA mission states the desire "to educate a new generation of architects and interior architects who engage the world passionately and intelligently." The curriculum is designed to encourage critical thinking, collaboration and speculation.

As one of the professional programs at the university, MUSOA offers the opportunity to be a connection between traditional liberal arts learning and an education focused on practical engagement in the world. With service and empowerment as core values of the university, the role of architectural education in this setting has strong possibilities.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2019 Analysis/Review: The team found this condition is **met with distinction**. MUSOA has a strong sense of community that offers a nurturing environment in which to study design. From their first visit through their years in the program, students perceive a supportive atmosphere that enriches their educational experience. The community learns from one another in a collegial manner. Constructive engagements are common throughout the studios, among faculty, staff and students, both during and after formal class meetings. This support extends to the larger university setting through organizations and committees across campus.

The APR describes the learning culture in three components; (1) The Studio Culture policy, (2) Marywood University's Learning Culture, and (3) the Architecture Program Learning Culture. First, the studio culture policy states core values as follows: respect, responsibility, optimism, commitment, and innovation among faculty, students, administration and staff. This policy is posted on the School of Architecture website and the Student Council Bulletin Board. The policy is also included as part as the School of Architecture Student Handbook and included with the first year studio syllabus. Second, Marywood University's Learning Culture describes small class sizes, institution-wide mentoring and support for faculty and assignment of faculty advisors to each student from their freshman year until graduation. Third, the Architecture Program Learning Culture describes the organizational structure of the learning environment including community involvement, material exploration, and leadership opportunities among others.

The team found the studio culture policy posted on the bulletin boards as stated in the APR and widespread knowledge about it during the students' conversations. The team also found that faculty meets regularly among them and between the different levels of administration to review and revise the studio culture policy.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2019 Analysis/Review: MUSOA follows the university's core values as articulated in Marywood's strategic plan (specifically Goal 4) which states: *"Create a culturally diverse and global educational experience to educate undergraduate and graduate students to live responsibly in a diverse and interdependent world."*

MUSOA is linked to numerous university wide initiatives through the Office of Student Success, the Student Life Division, the Office of Diversity Efforts, the Office for International Affairs, the Intensive English Program, and the Cultural Diversity Committee, among others. The School's social equity plan is further centered around a commitment to respect and empowerment. The School has developed a Diversity and Inclusion Plan, linked through action items incorporated into the School's Strategic Plan.

MUSOA has leveraged the lecture series to promote women and groups underrepresented in the profession. Additional successful initiatives include: the commitment to providing full-tuition scholarships to high school students from groups underrepresented in the architecture profession to attend *Design Your Future*, the School's summer high school program; developing articulation agreements with community colleges to increase access and affordability to the university; developing an AIA Women in Architecture group to assist in recruitment; and establishing a chapter of National Organization for Minority Architects Students (NOMAS).

In comparison to statistics in the 2017 Annual Report on Architecture Education, Part I, MUSOA total enrollment numbers are as follows: 63% male, 37% female (53%, 47% national average), 78% white (41% national average), 3% black/African American (5% national average), 7% Hispanic/Latino (17% national average), and 1% Asian (9% national average).

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2019 Analysis/Review:

A. Collaboration and Leadership. The culture of collaboration at MUSOA is demonstrated in opportunities such as the ARCH 110 mural and the school spring competition, bringing together the architecture and interior communities. Collaboration is seen in volunteer experiences with Habitat for Humanity and the Architects in Schools program, which involves students with professionals and the community. Leadership is learned through studios such as the Tobyhanna Pennsylvania project and Scranton State School for the Deaf, as well as the MUSOA student council.

B. Design. The MUSOA teaches design through exercises and assignments that emphasize solving problems through iteration in a variety of media across a range of scales in service to society. The architecture program benefits from being co-located with an interior architecture program with which it shares foundation studios and outstanding faculty. These and later studios offer students opportunities to design from the scale of light fixtures and furniture to buildings and urban spaces. The school's iterative approach to thinking through making is evident in well-crafted sketches, drawings, models, and digitally fabricated objects displayed in the team room. Because the MUSOA is located in a liberal arts university with a mission of service, students learn that design is an optimistic act of engaging society.

C. Professional Opportunity. The APR (pp.13-14) describes several initiatives to prepare and expose students to diverse opportunities and career paths in architecture. Through a combination of required coursework in the professional practice class (ARCH 462) and advising from the program's Architectural Licensing Advisor, students are informed and educated on the path to internship, licensure and professional practice. Shared classes and studios between the architecture and interior architecture programs provide students' unique interaction and reinforces professional culture. The curriculum offers opportunities for student travel, field trips and study abroad, enhancing exposure to the breadth of the profession. Student organizations such as an active AIAS Chapter have created a close relationship with the local AIA and regional professionals who are also involved in studio reviews and professional lectures. The school's 2015-2020 Strategic Plan established goals to support student organizations, travel to professional meetings, and funding for professional visiting critics for student reviews.

D. Stewardship of the Environment. The MUSOA addresses environmental stewardship through two primary curricular strategies: energy consumption in buildings (passive and active systems) and design/construction issues in the LEED Certification process. These issues are studied in Environmental Systems I and II (ARCH 411 and 412) and LEED Accreditation (ARCH 452). Additional coursework addresses environmental stewardship through environmentalism relative to buildings and human settlement (Theories of Architecture, ARCH 224) and health and welfare issues in urban design (History & Theory of Urban Form, ARCH 423). As a matter of application, issues of environmental stewardship appear throughout the design curriculum. In Second Year Studios (ARCH 210 and 220), site issues address research, climate, and basic sustainable strategies. In Third Year Studios (ARCH 310 and 320), construction technology is considered through sustainable construction, materials and programming. In Fourth Year Studio (ARCH 410), the Integrative Design Studio includes sustainable design parameters at various scales including site strategies, materiality, and building skin/fenestration.

MUSOA students have been acknowledged in the AIA national COTE TOP TEN competition on two occasions in the past three years. The school has an in-house recycling program that collects and stores partially used or unused materials in the "Recycled Materials Closet" for future re-use by students. The architecture facility is a LEED Gold building and serves as a teaching tool for the students.

E. Community and Social Responsibility. The APR describes five activities the students engaged in with the community between fall 2016 and fall 2018. The activities range from donating toys to local non-profit organizations to advocating architecture enrichment for K-12 students. While the team observed no formal curricular opportunities to engage in community service, the MUSOA community is aware of the service mission of the program and university. It is an open conversation between community members and faculty to initiate and participate.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Not Demonstrated

2019 Analysis/Review:

The MUSOA Strategic Plan was developed for 2015-2020. Multiyear objectives beyond 2020 are not identified. A long-range vision for the school in regard to the mission and culture of the program beyond the current year has not been developed.

The current plan identifies five goals to strengthen (1) the professional quality of the program, (2) the liberal arts quality of the program, (3) the rigor of the studio-based program, (4) the community and social engagement, and (5) the school's community. This plan is reviewed by the dean and a faculty member. The plan identifies outcomes, ways in which this work reflects Marywood University goals, its level of priority, action steps to be taken, resources needed, responsible parties, and a timeline.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify 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.

[X] Not Demonstrated

2019 Analysis/Review:

A. Program Self-Assessment Procedures was **not demonstrated**, while B. Curricular Assessment and Development was demonstrated.

A. Program Self-Assessment Procedures.
- The MUSOA self-assessment tracks data on students, faculty, critics and lecturers, and technology, but does not address the mission and stated objectives of the program. On page 16 of the APR, "the School elected to organize its plan around key aspects of its Mission and Values specifically (1) the professional dimension of the School's programs, (2) the liberal arts dimension of the University's identity, (3) the rigorous studio-based curricula of the School's programs, (4) the belief that architects may do good in the world through their work and other actions, and (5) the School as a community of students, faculty, alumni, and professionals." However, the following areas were listed as tracked for self-assessment: students, faculty, critics and lecturers, and technology (APR, p. 17).
- The team was not able to identify multi-year objectives for self-assessment. On page 18 of the APR, the program noted that the assessment process is still new and in the process of development.
- The program has worked from the assessment provided by the previous team visit and has made efforts to appropriately respond to identified deficiencies and concerns.
- The program has a dedicated director and faculty who serve a growing enrollment. This growth has created challenging class sizes and teaching loads.

B. Curricular Assessment and Development. The program demonstrates well-reasoned curricular assessment and adjustments through bi-monthly faculty meetings that focus on teaching along with end-of-semester studio reviews. The bi-monthly meetings focus on helping young faculty talk with one another and the more senior faculty about quality teaching. The end-of-semester discussions document the experiences from syllabi to project materials. This work has resulted in changes such as the building technology sequence.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate 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 demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2019 Team Assessment: The MUSOA faculty consists of 12 full-time faculty including the director. Four are tenured, four are tenure accruing, three are per annum, one is a professor of practice. Teaching loads are normally the equivalent of three or four 3-credit courses per semester. Full-time faculty also serve as academic advisors to 20-40 students. Service assignments fall to full-time faculty. Some faculty have "overload" assignments to handle increased enrollment. There are an additional five-six adjunct faculty, typically teaching 3-6 credit hours.

The Architecture Licensing Advisor (ALA) is a full-time, tenured faculty member in the School of Architecture and is a practicing architect in the community. She also serves as the school's AIAS faculty advisor. She holds leadership positions with the AIA Northeastern Pennsylvania chapter. The advisor actively distributes industry related literature and coordinates all-school presentations addressing licensure issues.

Per the APR (p.39-41), University Faculty Funds have supported full and part-time faculty for conference attendance, research pursuits and costs associated with publications and other creative endeavors. Over three academic years (2016-2019) the university provided approximately $17,000 in support. Additional funding is provided through the School of Architecture with over $32,000 awarded. The university provides a computer to all faculty. The university supports sabbatical leaves for eligible faculty with one semester/full pay or one year/half pay options.

The MUSOA website (under the "NAAB / Architecture Accreditation" link) offers career development information with links to NCARB, AIA, AIAS, ACSA, and Destination Architect among others. Additionally, the university offers a range of student support services as outlined in the APR (p.41) including career counseling services to students at Career Services.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information 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, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2019 Team Assessment: The team found this condition is **met with distinction.** The program is housed in the recently renovated and repurposed Center for Architectural Studies (CAS), a LEED gold facility that teaches through example and creates an open, collaborative and collegial atmosphere for the program. It has an exposed systems design with articulate detailing and assemblies exhibiting green design strategies that enhance the program's pedagogical approach of teaching the act of making. The CAS houses the architecture and interior programs only. It contains a series of open studio bays providing interaction and collaboration space between sections and adequate desk space for every student. Multiple shops, fabrication and digital labs and classrooms well support interactive learning and the program's curriculum. The APR (p. 42-49) describes the facilities in detail and identifies some challenges that the program is working to overcome. Because of increasing class sizes, the classroom and CADLab have become limiting and students have expressed concern over inconsistent Wi-Fi and internet service in the building. However, much pride in the design of the facility was expressed by the students, faculty, staff, and the university administration. Further the team noted the overall exceptional design quality of the campus buildings and landscape that contribute to an inspirational learning environment for the students and faculty. One student described the campus as an amazing welcoming place that feels like home. The team was given an extensive tour of the building and grounds by the program director and observed the facilities operations firsthand during the visit.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2019 Team Assessment: While Marywood University experienced financial problems approximately three to five years prior to this visit, its attention to this matter and subsequent actions to address it has created a healthy fiscal context at this time. The Marywood University Board of Trustees approves funding as proposed by the Financial Affairs Committee of the Board. The fiscal year starts July 1st and ends June 30th of each year. The MUSOA budget is prepared by the program director. Discussions between directors, faculty, staff and deans with awareness of budget considerations in the next three to five years aids in the preparation of the university budget submitted to the Board of Trustees.

The MUSOA budget decisions for the director include basic operating expenses such as memberships, printing, supplies and travel expenses. Professional development funds are available for each faculty member at the level of $1,200 per year. Most of these funds have been used by the faculty. The APR notes "no change in the budget allocation for the Architecture Program, which has received consistently outstanding financial support from the University." While the MUSOA has an operating budget that provides for school needs, the influence of the recent budget crisis is still felt in long-term decisions. The two areas most affected by this are the class sizes, teaching overloads and the associated technology.

University merit scholarship and financial aid are provided by the university at reasonable levels. The university is in good standing with federal and state financial aid institutions. While the APR noted that MUSOA has "not yet generated any endowment for the program, nor have there been any funded scholarships dedicated specifically for MUSOA students," discussions during the visit revealed that two scholarships in the range of $1,500 to $2,000 for MUSOA students have been established.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to 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 information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2019 Team Assessment: The University library is housed in the new award-winning Learning Commons building designed by Bohlin Cywinski Jackson Architects. It is located adjacent to the School of Architecture (SoA) providing convenient access to extensive information resources including a large collection of books, eBooks, professional periodicals, reading rooms, study areas and support facilities. The Learning Commons facility features a compact automatic book retrieval system that maximizes space in the building for group and private study. Additionally, the SoA houses a growing collection of donated architectural resources providing 24-hour access to students and faculty. A digital archive of drawings and buildings is currently in progress and contains over 200,000 images available to faculty and students. The SoA students, faculty and staff have a dedicated liaison librarian and access to six faculty librarians to teach and assist students in research and help them navigate the available resources. Information resources are presented in detail in the APR (p. 50 and 51) and confirmed by the team through a tour of the facilities and a meeting with the program liaison librarian.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2019 Team Assessment: An organizational chart provides a clear structure for the administration and faculty. The university president and the provost provide direction for three colleges. The dean of the College of Professional Studies oversees the programs of education, business, human development and Master of Public Administration, and architecture. The director of MUSOA oversees the Bachelor of Architecture program, as well as the Bachelor of Environmental Design in architecture, Bachelor of Interior Architecture and Master of Interior Architecture programs. One coordinator oversees the architecture programs, and another oversees the interior programs. Both these coordinators report to the director.

Administrative and committee roles are outlined in the MUSOA bylaws, providing a supportive system for the program. The bylaws include descriptions of school committees, their memberships, terms and goals, as well as voting and organization reviews. MUSOA has a strong student governance, with student representatives creating a governmental body that communicates with administrators, students, faculty and staff. The students are active in this opportunity and have a voice that is heard within the school. An outside review structure, such as an advisory board, or feedback processes within the faculty, is not present.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2019 Team Assessment: The team found evidence of student achievement in writing and speaking at the ability level in student work prepared for ARCH 216: History & Theories of Architecture II. The team found evidence of student achievement in digital media at the ability level in student work prepared for ARCH 214: Digital Media II. The team found evidence of student achievement in analog drawing at the ability level in student work prepared for ARCH 110: Foundation Design I.

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

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 110, Foundation Design I; and ARCH 120, Foundation Design II.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared for ARCH 450: Design Studio IX.

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared in the progression of studio courses, ARCH 120: Foundation Design ll; Arch 210: Design Studio lll; and ARCH 410: Design Studio Vll.

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 120 Foundation Design II and ARCH 220 Design Studio IV.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared for ARCH 450: Design Studio IX; ARCH 460: Design Studio X; and ARCH 451: Art & Craft of Building.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student work prepared for ARCH 125: History & Theories of Architecture I, ARCH 216: History & Theories of Architecture II, ARCH 225: History & Theories of Architecture III, and Arch 453: History & Theory of Urban Form.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 112: Introduction to Design Thinking and ARCH 453: History & Theory of Urban Form.

Realm A. General Team Commentary:
The team found that all criteria in Realm A were met. The first three design studios (ARCH 110, 112 & 210) are taught jointly to School of Architecture and Interior Architecture students, creating a common foundational language for future collaborations and joint learning. Fundamental design skills, taught through a diverse series of process intensive exercises, including group assignments, lay the foundation for design skills in hand drawing, physical modeling and digital drawing.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared for ARCH 450: Design Studio IX(A) and ARCH 310: Design Studio V.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Not Met

2019 Team Assessment: The team did not find evidence at the ability level for site design in student work or projects. In particular there was no evidence of site grading to facilitate building accessibility or drainage and stormwater management.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of life-safety and accessibility standards.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared for ARCH 310: Design Studio V.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared for ARCH 310: Design Studio V and ARCH451, especially in precedent studies.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 312: Structures I, ARCH 322: Structures II, and ARCH 460: Design Studio X (A).

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared for ARCH 411: Environmental Systems I and ARCH 421: Environmental Systems II.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student work prepared for ARCH 313: Building Assemblies, ARCH 411: Environmental Systems I, and ARCH 451: Art & Craft of Building.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student work prepared for ARCH 313: Building Assemblies and ARCH 320: Design Studio VI.

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student work prepared for ARCH 310: Design Studio V, and in student examinations for ARCH 421: Environmental Systems II.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student work prepared for ARCH 462: Professional Practice.

Realm B. General Team Commentary:
The team found that all criteria in Realm B were met except B.2 Site Design which was **not met.** In particular there was no evidence of site grading to facilitate building accessibility or drainage and stormwater management.

Foundation classes emphasize the craft of drawing and communicating ideas clearly. This extends through studio work to the fifth year. While wall sections from ARCH 313: Building Assemblies convey technical understanding, subsequent projects, like case studies in ARCH 451: Art and Craft of Building, go beyond technical competence to display an interest in the aesthetic potential of materials. Building systems and structure are integrated in studio projects, and proposed improvements to the Building Technology sequence, now in the process of University approval, display a commitment to continual improvement.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 450: Design Studio IX.

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 410: Design Studio VII, ARCH 420: Design Studio VIII, ARCH 450: Design Studio IX, ARCH 460: Design Studio X.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical

documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the ability level in student work prepared across four studio courses over two years, ARCH 450: Design Studio IX, ARCH 420: Design Studio VIII, ARCH 421: Environmental Systems II, and Arch 411: Environmental Systems I.

Realm C. General Team Commentary: The team found that all criteria for Realm C were met. Research undertaken in ARCH 450: Design Studio X explored issues ranging from ecology and sustainability to economics and demographics. The research and analytical work conducted in ARCH 451: Art & Craft of Building is especially rigorous and informs the integrative design process for SPC item C.2. The evaluative and decision-making process is accomplished through environmental mapping in ARCH 450 and precedent studies coupled with focused research in ARCH 460.

The team pieced together projects from student work found across four studios over two years to find evidence of achievement at the ability level in C.3 Integrative Design.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student examinations, assignments and lectures prepared for ARCH 462: Professional Practice.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student examinations, assignments and lectures prepared for ARCH 462: Professional Practice.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student examinations, assignments and lectures prepared for ARCH 462: Professional Practice, especially the proposal/mock firm project.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student examinations, assignments and lectures prepared for ARCH 462: Professional Practice in exams.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the understanding level in student examinations, assignments and lectures prepared for ARCH 462: Professional Practice.

Realm D. General Team Commentary: Student work in Realm D displays achievement at the level of understanding; all SPC are met. The material for a range of professional practice topics are efficiently conveyed in ARCH 462 Professional Practice; the proposal/mock firm exercise effectively incorporates a number of SPC. Students have the unique opportunity to study business principles in architecture from the architect who designed their building, David Hemmler of Hemmler + Camayd Architects.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. 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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
    a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
    b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2019 Team Assessment: Documentation of Marywood University's accreditation by the Middle States Commission on Higher Education (MSCHE) is provided in the APR on pages 59-62. Review of the MSCHE website indicates that Marywood University is fully accredited. The next evaluation is scheduled for 2026.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2019 Team Assessment: Documentation of Marywood University's professional degree (Bachelor of Architecture) and curriculum meet the NAAB criteria provided in the APR on page 63 and on their website. The B.Arch. degree title is used appropriately in MUSOA documents. The courses offered meet the number of credit hours for the degree, as well as satisfy the number of credit hours for the professional, general, and elective requirements.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2019 Team Assessment: The process for admissions, evaluation of preparatory education and transfer course credit is clearly articulated in the SoA website and identified on page 65 of the APR, as are the implications for the length of study for completing a professional degree (B Arch). Transferring students must submit transcripts with course descriptions and a portfolio confirming equivalent skills, knowledge and NAAB SPC's were achieved. The team reviewed sample forms, files and portfolios to confirm the process.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2019 Team Assessment: The team identified that the exact language from the NAAB *Conditions for Accreditation* Appendix 1 was not initially found on the School of Architecture Website as identified in the APR page 66. However, the program changed the inconsistencies and posted the exact language on the MUSOA website during the visit.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: The School of Architecture website provides a link to the NAAB homepage, and direct links to the 2014 NAAB Conditions for Accreditation and the current NAAB Procedures for Accreditation. The team confirmed that the links are functioning.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2019 Team Assessment: The APR includes links to NCARB, AIA, and AIAS websites for information about careers. The program director described an informal process of faculty helping students find internships. In meetings, students also confirmed the value of information provided by the director and faculty. Students noted the helpfulness of their licensing advisor as well as the value of the University wide job fair. The number of architectural firms invited to the job fair has increased as has the geographic area of these firms.

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2019 Team Assessment: The School of Architecture website provides links to all APRs, VTRs, and decision letters from NAAB. The team confirmed that the links are functioning. Interim Progress Reports are not required for the 1st Continuing Accreditation Visit.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2019 Team Assessment: On the MUSOA website, the link to the NCARB Pass Rates page is functional and clearly labeled through the homepage as “Learn About Accreditation,” leading to “View more information on the School of Architecture Accreditation,” and to the link: “Accreditation Report and Documents.” The NCARB link is under “ARE Pass Rates / Exam Pass Rates.”

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2019 Team Assessment: The school's website has links and application forms for the admissions process. Transfer students are required to submit portfolios and transcripts that are evaluated by the director. The team reviewed examples of transfer student evaluations; transfer equivalencies were clearly documented by the program. The team talked with transfer students who found the process straightforward to navigate. Information regarding financial aid and scholarships is located on the MU admissions website. The STARS program serves as an outreach to area minorities to introduce awareness to architecture and the program.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- 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.

[X] Met

2019 Team Assessment: The APR provides links to the Marywood University website, where information is accessible to students regarding financial aid, available scholarships, Veterans benefits and tuition cost estimating tools. The team found that scholarships are offered to incoming first-time freshmen and transfer students. Information on University funded scholarships and outside scholarships was also found. In addition to financial aid and scholarships, Marywood University provides grants, assistantships, loans and student employment thru FAFSA. During conversations with faculty, the team learned that two scholarships of between $1,500 and $2,000 are awarded to architecture students through the School of Architecture.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

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

[X] Met

2019 Team Assessment: Annual Statistical Reports have been submitted to NAAB and are accurate to other institutional reporting.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Not Applicable

2019 Team Assessment: Interim Progress Reports are not required for the 1st Continuing Accreditation Visit and therefore this item is not applicable.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

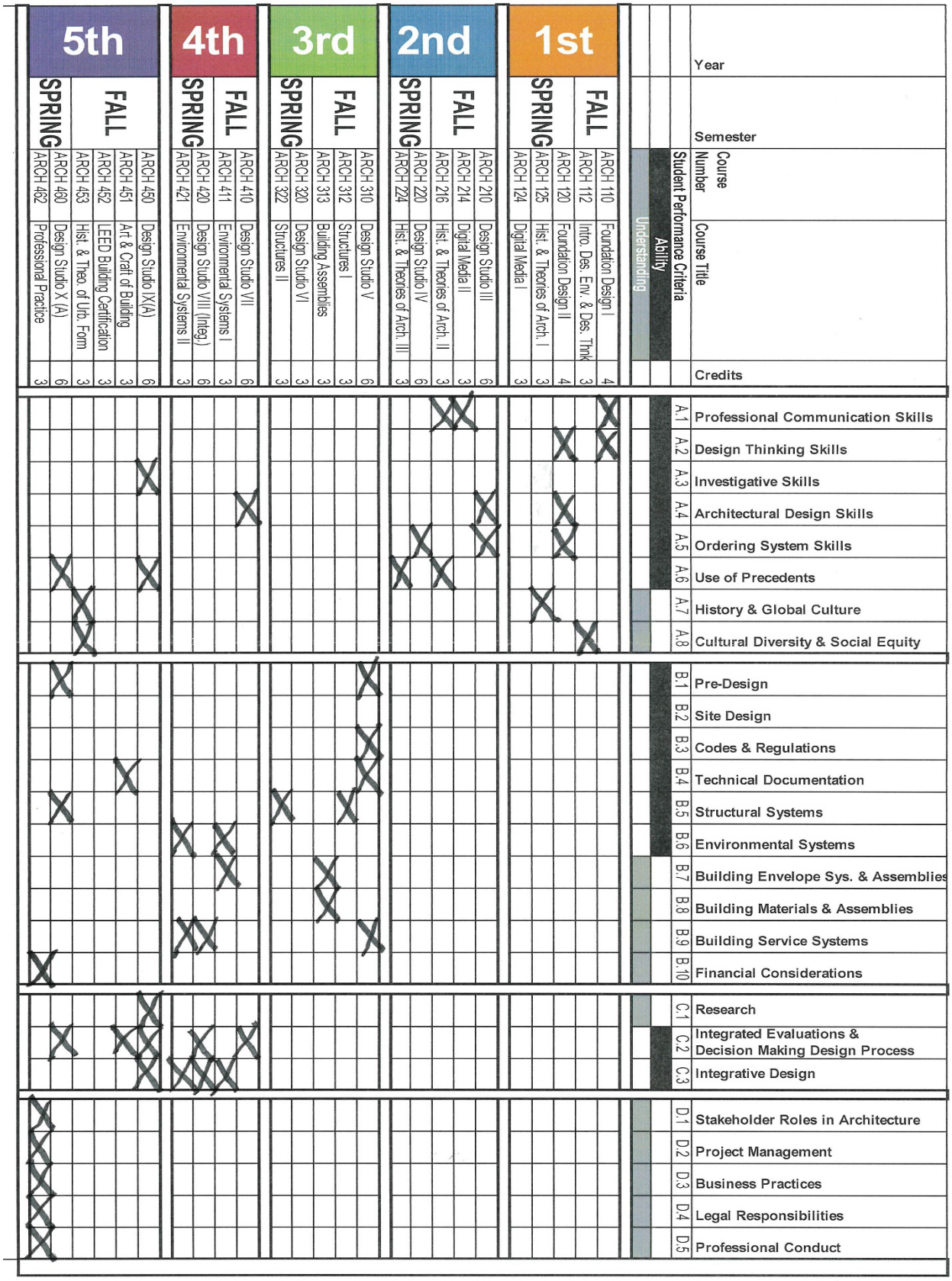
I.1.2. Learning Culture

MUSOA has a strong sense of community that offers a nurturing environment in which to study design. From their first visit through their years in the program, students perceive a supportive atmosphere that enriches their educational experience. The community learns from one another in a collegial manner. Constructive engagements are common throughout the studios, among faculty, staff and students, both during and after formal class meetings. This support extends to the larger university setting through organizations and committees across campus.

I.2.2. Physical Resources

The program is housed in the recently renovated and repurposed Center for Architectural Studies (CAS), a LEED gold facility that teaches through example and creates an open, collaborative and collegial atmosphere for the program. Students, faculty, staff, and university administration all expressed pride in the design of the facility. Further, the team noted the overall exceptional design quality of the campus buildings and landscape that contribute to an inspirational learning environment for the students and faculty. One student described the campus as an amazing welcoming place that feels like home.

Appendix 2. Team SPC Matrix



Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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