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.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary of Visit</td>
<td>1</td>
</tr>
<tr>
<td>II. Progress on the Plan for Achieving Initial Accreditation</td>
<td>2</td>
</tr>
<tr>
<td>III. Progress Since the Previous Site Visit</td>
<td>2</td>
</tr>
<tr>
<td>IV. Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>Part One (I): Institutional Support and Commitment to Continuous Improvement</td>
<td>3</td>
</tr>
<tr>
<td>Part Two (II): Educational Outcomes and Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Part Three (III): Annual and Interim Reports</td>
<td>27</td>
</tr>
<tr>
<td>V. Appendices:</td>
<td></td>
</tr>
<tr>
<td>1. Conditions Met with Distinction</td>
<td>28</td>
</tr>
<tr>
<td>2. Team SPC Matrix</td>
<td>29</td>
</tr>
<tr>
<td>3. The Visiting Team</td>
<td>30</td>
</tr>
<tr>
<td>VI. Report Signatures</td>
<td>31</td>
</tr>
</tbody>
</table>
I. Summary of Visit
   a. Acknowledgments and Observations

The NAAB Visiting Team thanks the Carnegie Mellon University (CMU) School of Architecture (SoA) for its hospitality, sincere assistance, and good spirits during the visit.

University Administration, Interim Provost Laurie Weingart, Dean and Chief Administrator of the College of Fine Arts Dan Martin, and Professor Steve Lee, Head of the School of Architecture, were highly engaged and supportive of the initiatives, program goals, and values of the architecture programs within the context of the university. The program enjoys great support from local practitioners, alumni, and members of the profession. The support staff are collegial and highly competent in their areas of expertise, providing valuable support for the students, the faculty, and the college. The Program Head and Chief Academic Administrator, Stephen Lee, was extremely competent and helpful in providing all necessary information as the team proceeded with the review of the program before and during the visit.

Faculty and students were collegial, receptive, and available to provide valuable feedback. The team room exhibits of student projects were well-organized, comprehensive, and reflective of the high quality of the architecture education rendered in this institution. This provided the NAAB visiting team with an excellent perspective of the program and its recent accomplishments.

Students at the School of Architecture are highly diverse, inclusive, and collegial with a great positive attitude. They appear confident in their decisions to attend the program, proud of the educational path they are pursuing, and well attuned to the career opportunities the school will ultimately provide them. The student body, in the undergraduate and graduate degree programs, reflects an interest and rich balance of those with roots in Pittsburgh, as well as a significant cadre of students from around the U.S. and abroad who have chosen the integrated art, design, technology, and research based architecture education of this institution. This rich integrated pedagogy combined with the rich mix of cultural, linguistic, and experiential backgrounds enhances a unique learning environment for all students.

Faculty members are deeply engaged in the program and their commitment is reflected in teaching excellence and the pursuit of meaningful research. The faculty exhibit spoke of a broad engagement in professional and academic pursuits beyond the classroom, and demonstrated its direct bearing on the quality of the program.

Carnegie Mellon University (CMU) at its core is a multidisciplinary institution with art and technology jointly incorporated in its academic and research works. Architecture, being a blend of art and technology, benefits from the overall brand of CMU with a multi-disciplinary approach at its core, and a setting in which science, engineering, humanities, and art are intertwined physically and programmatically in its overall DNA.

The architecture program is justifiably proud of a “technical culture of making and computation” as well as “integration of design and research” in the practice of architecture that melds classroom and studio work with hands-on learning and scientific inquiry. This is an essential part of the program from the beginning of the course of study through major group engagement.

The city of Pittsburgh is an essential aspect of the character of the architecture program at CMU. The setting of a city with a rich history and complex urban context, and increasingly one of the most livable, affordable green innovation post-industrial hubs, provides faculty and students many opportunities for exciting and challenging design topics, study of local architectural and urban landmarks, and the basis for many of the research and outreach programs in which the academic community is engaged. The
school also takes advantage of the industrial history of the region and has made important connections with industry, especially in the building materials and products sectors and in STEM-based research.

An integrated transdisciplinary and interdisciplinary scientific research based design combined with immersive technology and computational design is an inherent part of the life of the architecture program. Led by administrators with a clear vision, as well as an enthusiastic, highly competent and committed faculty, the School of Architecture embodies a culture of research that is perhaps unique in how it is balanced with strong design and scholarship values, which is based on an ethos of combining professional training with interdisciplinary education.

b. Conditions Not Achieved (list number and title)

<table>
<thead>
<tr>
<th>Not Met</th>
<th>Not Yet Met</th>
<th>In Progress</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.3 Financial Resources</td>
<td>B.3 Codes and Regulations</td>
<td></td>
<td>III.1 Annual Statistical Reports</td>
</tr>
<tr>
<td></td>
<td>B.4 Technical Documentation</td>
<td></td>
<td>III.2 Interim Progress Reports</td>
</tr>
<tr>
<td></td>
<td>B.9 Building Service Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.10 Financial Considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.01 Stakeholder Roles in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.02 Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.03 Business Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.04 Legal Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.05 Professional Conduct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Progress on the Plan for Achieving Initial Accreditation

Currently, there are 16 students admitted to the M.Arch. program. As the first cohort they are engaged in the second semester of their education at CMU.

III. Progress Since the Previous Site Visit

This category is not applicable.
IV. Compliance (or Plans for 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, and 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. This includes 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. This also includes 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 surrounding community.

[X] Described

2018 Analysis/Review: Carnegie Mellon University (CMU) is a private, internationally ranked research university with a 117-year history. It is recognized as a destination for world-class talent from around the globe. The University has programs in areas ranging from science, technology and business, to public policy, humanities and arts, which are housed in seven schools and colleges. The strength of the university in education is focused on research, creativity, and the cultivation of an active, technology-enhanced “know how to learn” environment. The University benefits from a small student-to-faculty ratio and an education focused on creating and implementing solutions for real problems, interdisciplinary collaboration and innovation.

The School of Architecture (SoA) is one of the five schools within the College of Fine Arts (CFA) alongside Art, Design, Drama, and Music. The CFA is internationally renowned for its unique multidisciplinary capabilities and distinctive pedagogical approaches for the success and influence of its students and alumni, as well as leadership in the development and transformation of the professions. The College shares numerous research projects, interdisciplinary centers and educational programs with other units across the university.

The SoA provides deep immersion in the discipline of architecture, intensified by the broader Carnegie Mellon culture of interdisciplinary innovation and creative inquiry. Students, have the opportunity to extend their core knowledge through studios and coursework in architecture disciplines such as sustainable design or computational design or urban design, or interdisciplinary interaction with Carnegie Mellon University’s other renowned programs.

At its founding, the goal of the SoA was to create a particularly American fusion of the Ecole Polytechnique and Ecole des Beaux-Arts. Throughout the years, the architecture program was broadened; in 1967, Ph.D. program in Computer Science was implemented, and in 1972 a M.S. and a Ph.D. were offered in Building Science. Since then, scientific and technical research has been at the center of the SoA’s mission and identity. Since 2008 Professor Stephen Lee, who is currently in his second five-year term as the head, has been leading the School. He has worked to revise the B.Arch. curriculum to provide more fundamental courses in the first three years, and to provide greater flexibility in the last two years. A new 3+2 B.Arch. curriculum was implemented in the 2012-13 academic year to respond to student interest and ambitions and to refocus the School on themes of design thinking, learning by doing, and improving the quality of the built environment.

With regards to CMU’s proposed M.Arch. currently in Candidacy status, the Visiting Team noted that it is technically a reactivation of a dormant graduate program. The 2011 SoA Strategic Plan process advocated either transforming the B.Arch. into an M.Arch. (a nomenclature change) or developing a new
separate M.Arch. The decision ended with a new M.Arch., as a result of a revised 3+2 B.Arch., in 2012, which paved the path for a 3-year M.Arch., in addition to a 2-year post-professional Master of Advanced Architectural Design (MAAD) program in 2014-15, as well as reformatting the design-based Master of Urban Design (MUD) degree.

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 non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, 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, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: The University is committed to cultivating an active, technology-enhanced, 'know how to learn' environment. The relatively small size of CMU and the SoA enables a great deal of personal contact between faculty and students. The year-long "Freshman Seminar," which focuses a great deal on establishing learning culture, offers advice for a healthy, productive college life and architecture school experience. The University and the School encourage instructors to include messages about health and wellness and about support services in all syllabi and introductions to all courses. In studios, this includes an emphasis on issues of time management, finding ways to become "unstuck," and managing between multiple design parameters.

Academic Coaching (https://www.cmu.edu/acadev/programs/counseling/index.html ) covers topics such as time management, effective work habits, and study techniques and skills. It also helps establish peer tutoring, and other supplemental instruction.

The Global Communications Center (https://www.cmu.edu/gcc/) is a resource supporting students’ efforts by helping them communicate their ideas logically and precisely.

The Visiting Team’s review of multiple syllabi, demonstrated that learning culture is well addressed. It was also noted and emphasized in the student handbook. The Visiting Team, during their interview with the first cohort of students admitted to the M.Arch. program, noted sufficient understanding of the learning culture issues. Students also reported that professors reinforced learning culture in courses and studios.

Based on discussions with students, the Team noted that students are aware of the Learning Culture Policy; however, there is a need to continue to emphasize the importance and relevance of the Policy to their educational experience, their preparation for professional life, and scholarly ambitions, particularly in relation to work-life choices, stress management, and time management.

The team also noted from discussions that they were not consistently aware of their role in ongoing development of the Learning Culture Policy, specifically the schedule for them to review and provide input on this to the School leadership. The Head and the Graduate Program Coordinator created the Graduate Student Advisory Council (GSAC) in 2016 to structure a venue for feedback. The M.Arch. students were slow to nominate a representative to the GSAC. The importance of this committee will be stressed with incoming M.Arch. students beginning with orientation in August 2018.
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 as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- 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

2018 Analysis/Review: The School adheres to the University policy on diversity and inclusion and fulfills its commitment to these areas with a variety of programs and initiatives.

CMU has adopted university-wide policies on Equal Employment Opportunity/Affirmative Action, and these are presented on the CMU website. Further, these policies have been interwoven into the university’s current strategic plan. While no formal SoA diversity plan has been provided, specific initiatives and actions undertaken by SoA in support of these policies involve activities from recruitment of students, faculty and staff to admissions and throughout numerous aspects of the entire program offered by SoA. Students emphasized the strong support of faculty and staff for all areas of diversity. It is clear that the School embodies the University’s diversity plan at all levels.

The School of Architecture is a member of Architecture Learning Network and as such is involved in a number of programs throughout Pittsburgh and the wider local region that serve to identify, encourage and help prepare individuals from underrepresented groups in the pursuit of careers in architecture and related fields. These groups include: Architecture Explorations, summer precollege programs, and UDream (Urban Design Regional Employment Action for Minorities, recognized by the AIA Diversity Program in 2015). Additionally, the student admission process has been altered to emphasize student portfolios rather than the traditional reliance on test scores as a way of expanding the opportunities for individuals from underrepresented groups.

Working with the local chapter of the National Organization of Minority Architects (NOMA), SoA students have restarted the CMU chapter of the National Organization of Minority Architecture Students (NOMAS) and work with the local architecture community to expand minority involvement and hiring practices in the area. The SoA is actively represented on the University Faculty Diversity, Inclusion and Development Committee, which is a university-wide initiative to improve and implement faculty recruitment, hiring and retention policies. CMU has instituted a post-doctoral fellowship program for underrepresented groups. Students in the SoA are eligible and are encouraged to apply for assistance through this program.

The enhanced minority recruitment programs have resulted in the 50/50 male to female split of recent entering classes as well as a growing number of students from a variety of underrepresented groups entering the program.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

[X] Described
2018 Analysis/Review: The APR describes and the Team observed a variety of elements, programs, and initiatives that are aligned with the School’s mission and the University’s mission that create and support a culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Examples of these include:

- Ways in which studios are developed, delivered, and led
- Community service and community-focused activities and design projects
- University engagement activities
- Student organizations (e.g., American Institute of Architecture Students, National Organization for Minority Architecture Students, and Alpha Rho Chi)
- The School’s student publication, interpunct

The APR outlines other initiatives and activities that support collaboration and leadership.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

[X] Described

2018 Analysis/Review: Design thinking is one of the SoA’s three pillars along with sustainability and computation. It is developed out of the School’s deep conviction about the power of design to improve both society and our planet.

The multidimensional nature of the students’ thinking and understanding is clearly demonstrated through generative diagrams (structural, envelope, environmental, social, geometric, ext.) included in their presentations.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

[X] Described

2018 Analysis/Review: The SoA provides information on the opportunities available to students through several avenues. These include the SoA website, class lecturers, and studio practices such as the ASO Studios, and through contact with the significant number of practicing architects on the faculty. Conversations with students have indicated the students are informed of their professional opportunities and aware of their professional advisors.

D. Stewardship of the Environment. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

[X] Described

2018 Analysis/Review: Stewardship of the Environment is one of the School’s three principles, and its strong forte. The two courses in the graduate program—ESI Climate & Energy, ESII Design Integration of Active Systems—focus on learning the fundamental knowledge of environmental stewardship, and developing design principles around issues of energy heat, light
and sonic, as well as proper utilization of forces of nature and protection of its elements. Two required Environmental Science courses are focused on passive systems at a small scale and technically advanced systems at a larger scale. Also, the fall studio, Integration I: Environment Form & Feedback, focuses on systemic design thinking linked to the development of forms and organizations in large scale urban environments and Integration II: Advanced Construction Studio which is concerned with advanced systems integration, and focuses heavily on building performance. As of the 2018 visit, the Integration II Studio was in progress.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program’s response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

[X] Described

**2018 Analysis/Review:** In the proposed M.Arch. program, students will build on the SoA’s long tradition and values of community engagement and social responsibility. One of the principle goals of the new M.Arch. program is to improve the architecture and design culture of the region by attracting more architects to the area and by using Pittsburgh as an urban laboratory. Projects in design studio are developed to include the public and the community as stakeholders in the process, and this is reinforced through participation in community and regulatory board meetings. Additionally, the students become involved with work in public interest design through the Urban Design Building Studio (UDBS), a collaboration of students, faculty, and allied professionals who work with community members on implementation of appropriate, affordable, and replicable design solutions.
I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

[X] Demonstrated

2018 Analysis/Review: The University has an overall 2025 long-range plan which includes the enhancement of such activities as the Student Advisory Council, the Ebery Center for Teaching Excellence, a university-wide data collection plan, and faculty course evaluations by the University. The entire plan for 2025 can be found at: https://www.cmu.edu/strategic-plan/. The School of Architecture has developed a leadership succession plan and is working to enhance its role in the future development of CMU and the community.

The School has demonstrated a clear academic vision with a focus on five major perspectives including sustainability and computational design. However, “multi-year objectives” for fulfilling this vision have not been identified.

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 multi-year 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] Demonstrated

2018 Analysis/Review: CMU, as a whole, is assessed and accredited through a voluntary, peer review self-assessment process coordinated by the Middle States Commission on Higher Education (MSCHE), last affirmed on November 21, 2013. Other assessments include the NAAB review in 2012, studio coordinators' evaluation of the studio outcomes at the end of each semester, best students four-year work exhibits every spring for assessment by outside professionals and ranking of the works toward selection of student recipients for travel grants, and Faculty Course Evaluations (FCEs). FCEs are used to improve the quality of teaching and learning, and faculty promotions. Additionally, the Student Advisory Committee (SAC), which consists of three undergraduate representatives from each year of the B.Arch. program, the president of the School's AIAS chapter, and the president of the School's NOMAS chapter, meet on a monthly basis with the Head and staff to discuss issues of concern to students and provide feedback on issues such as instructors, curriculum, and facilities.

CMU’s Presidential Advisory Board (PAB) is a standard self-assessment tool used by the CMU President and Provost to evaluate all units on campus. The PAB last visited the SoA in 2014. The report, as stated
in the APR, points to the major strengths, challenges, and long-range recommendations as a guide for the SoA’s long-range planning for hiring goals and curricular development. This report includes a recommendation for development of an M.Arch. program, which the School is making progress toward with this Candidacy visit. Lastly, in 2017 the SoA began an annual online survey alumni and current students. This survey is used to assess the impact of the School’s initiatives and inform the program’s long-range planning.

In summary, in addition to institutional and program accreditation processes, the SoA demonstrates an effective variety of mechanisms for assessment through engagement and input from students, faculty, and the profession:

- Presidential Advisory Board (PAB)
- Student councils (Undergraduate Student Advisory Council & Graduate Advisory Council)
- Surveys of students, faculty, alumni, and professionals
- Award programs
- Employer visits
- Participation of alumni critics, visiting critics, and external guests’ lectures, visits, and discussions
- Faculty evaluations
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. This includes 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 Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, 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

2018 Analysis/Review: Faculty of School of Architecture are encouraged to present works in global venues, attend local and regional continuing education workshops, participate in juries at benchmark institutions, and pursue research and/or endowment funding to support their development and creative activities. To pursue their development initiatives there are various funding and scholarships from the School’s GM account, as well as external funds such as the Gruger Faculty Discretionary Fund, the LiCeaga Fund, the Ferguson-Jacobs Prize, and the College Frontiers of Research Funds. At the university level, the Berkman and the Wimmer Funds are available as well. The total faculty funded research 2015-2017 was $4,407,531.

A number of support services for students are available, including a full-time academic advisor, a special faculty academic advisor, and assigned mentors through the Faculty Mentor Program. Additional academic resources through the Carnegie Mellon Advising Resource Center, the Intercultural Communication Center, and the Global Communication Center, personal advising from the Office of International Education through assigned Foreign Scholar Advisors for international students, also Counseling and Psychological Services (CAPS), and University Health Services are also available to students. Every student is also assigned a Housefellow through the Office of Student Life to serve as a liaison between their academic and personal/social needs.

The School of Architecture has an assigned Architect Licensing Advisor (ALA), Alexis McCune Secosky, who supports and guides students with their employment opportunities, and in helping them with understanding and engaging in the Architectural Experience Program (AXP), as well as the steps to licensure. In 2017, an Alumni Relations and Career Advisor was appointed to connect alumni with job opportunities to students seeking employment, attract their attention to career fairs, and produce a newsletter, “Opportunity Knocks,” featuring job opportunities. This advisor also forges close alliances with the CMU Career Center, where a specialist works with architecture students. Although SoA does not offer guaranteed job placement, it has various arrangements with prestigious firms such as SOM, KPF, Payette, and others for summer internships as well as other evolving opportunities.

The School of Architecture has also started its first panel discussion, MY ARCHITECTURE, which presents a discussion on architectural careers in creative arts, as part of the lecture series.

CMU has made arrangements with the La Salle University School of Architecture in Barcelona and Politecnico di Torino (PoliTo) in Torino, Italy, and is hosting three Master’s students from PoliTo through the European Erasmus program. Several SoA faculty are expected to be in residence at PoliTo over the next three years with a jointly awarded Erasmus+ Mobility grant.
Discussions with staff revealed that there is a sufficient number of staff for the current number of students. However, staff members noted that they would be able to advise students more effectively and better respond to students’ needs with more staff members. They also noted that as the Bachelor of Arts in Architecture (B.A.) degree program is developed and enrollment increases, there might be a need for more staff (or faculty) to support advising.

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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2018 Analysis/Review: Long Range Plan I.1.5 specifically mentions that “there has been NO new square footage added to the SoA since the last NAAB visit. Consequently, the space planning consists of an endless shell game trying to match cohort sizes to square footage and the re-design of workstations and layouts to use the space we have more efficiently.”

The visiting team noted a consensus of comments regarding physical resources. Students, faculty, and staff commented in interviews that there is insufficient studio space. Air quality, visual privacy and acoustical privacy are needed in some spaces. Storage facilities need to be expanded.

As the foundation to the pedagogy of the first professional degree programs, the studios are of ultimate importance. There is one large studio in CFA, CFA 200, and one large studio in Margaret Morrison Carnegie Hall, MMCH 312. During the summer of 2017, the SoA renovated the studios in both buildings and created modified workstations. The first- and second-year students were moved to CFA 200 and the third, fourth, and fifth year B.Arch. students to MMCH 312. This allows upper-level B.Arch. students to be co-located with the studio-based graduate programs, M.Arch., Master of Advanced Architectural Design, and Master of Urban Design.

During the visiting team’s tour of facilities, space improvements, modifications to HVAC, and other improvements were specifically outlined. Adjacent to the studios are some lecture and seminar spaces, as well as faculty offices. Classrooms are not traditionally arranged with rowed seating, but instead provide furniture that is used more for collaboration in workshops and research labs that can be moved to accommodate different uses. This demonstrates the effective efforts of administrative leadership and faculty to meet program needs with available resources.

The Digital Fabrication (dFAB) Lab provides space and resources for modeling, prototyping, and construction. This lab contains extensive robotic and automated equipment, as well as traditional production equipment and tools. This lab is in the basement of the Margaret Morrison Carnegie Hall and is approximately 4000 SF, which includes 1000 SF of dedicated robotic fabrication space. Equipment in this space includes 7- and 8-axis industrial robotic cells, 4-axis CNC Router, two 75W laser cutters, vacuum former, and two 3D printers (PLA, Plaster Powder).

The Computational Design (CoDe) Lab, has been created to facilitate collaboration with other disciplines. This space is divided into two 300 SF spaces: a classroom and a fabrication/office space.
The floor area of the Robert L. Preger Intelligent Workplace is 6700 SF.

The Shop (CFA A) is a highly used area for the fabrication of models that do not require C&C or Robotic equipment.

Project RE “Urban Design Studio” is an entirely separate building located approximately three miles from campus and easily reached by public transportation or bicycle. It is supported by over $6 million in research funding. It is a 14,900 SF space with a community room, studio and gallery space, metal and stone cutting space, and wood shops. It acts as a community workshop, job training facility, and fabrication center. There is a commitment of $500k for improvements to the existing facilities, seating, pin-up space, projection, and provision of 5k monitors for each student. The relocation of the Tepper School will result in a reshuffling of spaces in the Tepper facility and potentially the CFA building as well. As of the current APR no plan for this reshuffling has been articulated. Short-term and long-range planning and expansion of space depends upon the plans for other Colleges and Schools in Margaret Morrison, CFA, and the future vacation of the Tepper facility. The SoA will take advantage of classrooms and the lecture hall in Posner Hall, but will not relocate faculty, staff or studios to this building.

As a result of space constraints, most studio professors, visiting professors, and adjunct faculty have shared office space, as well as designated technology and meeting spaces. There are allocated lecture and classroom spaces. Full-time faculty also receive an annual GM account with $1,850 for travel, fees, books, etc. Tenured and tenure-track faculty have individual office spaces while performing teaching duties. All faculty and staff have access to the specialized facilities including Shop, dFAB, Code, etc.

The team would like to note a distinction between the need for more physical space and the desire for the School to be consolidated in one building, both of which were expressed by faculty, staff, and students. They described the impact that housing different parts of the program in two different buildings has on the program. These ranged from factors that had the potential to negatively impact students’ educational experience to factors of convenience.

### I.2.3 Financial Resources

The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Not Demonstrated

**2018 Analysis/Review:** The team identified several areas in which the limitations of the current budget have an impact on student learning and achievement. The size and quality of facilities necessitate increased funding and support from the university. Research projects and special projects depend largely upon faculty-sought grants and funding. There is a lack of funding for faculty sabbaticals, which have not been awarded for a significant period of time.

### 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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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

**2018 Analysis/Review:** Students and faculty said that they have access to sufficient information resources through the library. The library is also used by faculty, staff and students to conduct research. Students are provided with computers to use to access digital information that is available through the library. This allows them to immediately obtain literature, visual, and digital information remotely, at their desks or in offices. The SoA’s library is located in Hunt Library on the 4th floor and is adjacent to the architecture librarian’s office. The architecture librarian, Martin Aurand, is clearly identified on the CMU Libraries’ website and in the online database for architectural resources.
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 the 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] Demonstrated

**2018 Team Assessment:** The SoA described the administrative hierarchy and identified many of the individuals, committees and organizations that make up the team. This included the way in which the SoA fits in the overall university administration, its position within the CFA, as well as a description of the elements of the governance of the SoA program administratively and programmatically.
CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **Student Performance.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

- **Curricular Framework.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.

- **Evaluation of Preparatory Education.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **Public Information.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.
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 individual criteria.

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 research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

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 appropriate representational media both with peers and with the general public.

[X] Met

2018 Team Assessment: SPC A.1 Professional Communication Skills is addressed through completion of the baccalaureate degree requirement for admission to the M.Arch. program.

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

2018 Team Assessment: Design Thinking Skills are addressed through completion of the baccalaureate degree requirement for admission to the M.Arch. program.

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

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-634 Architectural Theory.
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**

**2018 Team Assessment:** Evidence of student achievement was demonstrated in course ARCH 48-630 Master of Architecture Studio: Integration I/UDBS

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**

**2018 Team Assessment:** Evidence of student achievement was demonstrated in course ARCH 48-630 Master of Architecture Studio: Integration I/UDBS

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

**[X] Met**

**2018 Team Assessment:** Based on the acceptance of the first cohort of architecture students with a Baccalaureate Architecture Degree, the requirements for this SPC were waived.

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, and technological factors.

**[X] Met**

**2018 Team Assessment:** Evidence of student achievement was demonstrated in course ARCH 48-634 Architecture Theory.

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 buildings and structures.

**[X] Met**

**2018 Team Assessment:** Evidence of student achievement was demonstrated in course ARCH 48-634 Architecture Theory.

**Realm A. General Team Commentary:** The variety of courses and studios in which student work demonstrates ability and understanding in all Student Performance Criteria in Realm A: Critical Thinking and Representation is evidence of the program’s strength. The team noted the quality of the work, the wide scope of projects, and students’ attitude toward their academic work, their professional advancement, and their community service reinforced the program’s strength in Realm A. SPC A.1, A.2, and A.6 were waived based on the prior baccalaureate architectural degree of all students in this first cohort.
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. Additionally, 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, which must include 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

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-640 M.Arch. Studio Integration II/UDBS.

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] Met

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-630 M.Arch. Studio Integration I/UDBS and ARCH 48-635 ES I: Climate and Energy.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

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] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

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

[X] Met
2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-640 M.Arch. Studio Integration II/UDBS.

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

[X] Met

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-635 ES I: Climate and Energy.

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

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-640 M.Arch. Studio Integration II/UDBS.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized 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

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-640 M.Arch. Studio Integration II/UDBS.

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.

[X] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

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] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

**Realm B. General Team Commentary:** The variety and quality of student work demonstrated achievement of understanding and ability in many of the SPC in Realm B. It also demonstrated a high level of understanding and ability of students to synthesize complex systems, which underlies Realm B.
The Team noted that four SPC in Realm B (B.3, B.4, B.9, and B.10) are not yet met, as at the time of the visiting team’s review the first cohort of students was in their second semester of the first year of their two-year program.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-630 M.Arch. Studio Integration I/UDBS and ARCH 48-634 Architectural Theory.

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

[X] Met

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-630 M.Arch. Studio Integration I1/UDBS and ARCH 48-630 M.Arch. Studio Integration I1/UDBS.

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

2018 Team Assessment: Evidence of student achievement was demonstrated in course ARCH 48-630 M.Arch. Studio Integration I1/UDBS and ARCH 48-630 M.Arch. Studio Integration I1/UDBS.

Realm C. General Team Commentary: The level and quality of the work of graduate students as demonstrated in studios ARCH 620/ARCH 630 and beyond demonstrates that as graduates of CMU they have acquired ability to synthesize a wide range of variables into an integrated design solution. Student works revealed that they engaged in the process of evaluating various options and implications of design decisions. In addition, their work demonstrated that they synthesized variables from diverse and complex systems into a comprehensive architectural solution. The visiting team noted that, while student work inherently responded to environmental stewardship goals as an integrated solution, there was no evidence of specific instruction in research methodology.
Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting 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 relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

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] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

D.3 Business Practices: Understanding of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

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] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.

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

[X] Not Yet Met

2018 Team Assessment: The instructional course related to this SPC is not offered yet.
<table>
<thead>
<tr>
<th><strong>Realm D. General Team Commentary:</strong></th>
<th>The visiting team noted that because the courses in which the SPC in Realm D are addressed have not been offered, the entire five criteria in this realm are Not Yet Met.</th>
</tr>
</thead>
</table>
II.2.1 Institutional Accreditation:

In order 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); and the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program’s country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2018 Team Assessment: The institution has written documentation from the Middle State Commission on Higher Education (MSCHE).

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.

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 nonaccredited programs by June 30, 2018.

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

[X] Met

2018 Team Assessment: The School of Architecture is in conformance with the requirement to use degree titles as specified by the NAAB; the program offers two professional architecture degrees, a Bachelor of Architecture (B.Arch.) and a Master of Architecture (M.Arch.), which is in candidacy status.

Other degree programs currently offered by the School of Architecture use appropriate designations (e.g., Bachelor of Arts in Architecture (B.A.), Master of Advanced Architectural Design (MAAD), Master of Science (M.S.) or Doctor of Philosophy (Ph.D.) in Architecture-Engineering-Construction Management (AECM), or in Building Performance and Diagnostics (BPD), and in Computational Design (CD), Master of Science in Sustainable Design (MSSD), and Master of Urban Design (MUD). The School of Architecture also clearly distinguishes between degrees, degree levels, and degree programs. Communication of this information was observed to be consistent in both print and digital media.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate 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 that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that 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 prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2018 Team Assessment: The visiting team noted that student applications and supporting materials for the M.Arch. degree program are reviewed within the School of Architecture.

Students may request that prior course work be considered for exemption of a required M.Arch. course. Students must complete an M.Arch. Course Exemption Form and provide evidence of the specific course within the M.Arch. degree program curriculum and semester from which they request exemption and supporting information about the equivalent course (i.e., course title, course description, number, university, professor, semester, year, and credits as well as textbook(s) and course work in the form of papers, exams, assignments, drawings, portfolio pages, etc.).

Students may also request that prior work experience be considered for exemption of a required M.Arch. course. In the same M.Arch. Course Exemption form they may provide an information about the company/employer, supervisor, and period of work as well as documentation in the form of project documents, professional portfolio pages, NCARB Record demonstrating progress or completion of the AXP/ARE, etc.
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 general 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] Not Yet Met

2018 Team Assessment: Because this is the initial accreditation visit for the M. Arch degree program, this is not yet included.

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 Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)
- The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Access to the NAAB Conditions for Accreditation and the Procedures for Accreditation and information about the accreditation process are provided on the CMU School of Architecture website at https://soa.cmu.edu/accreditation.

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

2018 Team Assessment: As reported to the team by the students, and as experienced by a team member, students can receive assistance, on request, in developing, evaluating, and implementing career, education, and employment plans. 48-381 also has an exercise where each student outlines his or her potential career as exhibited in posted examples. CMU also sponsors a career fair.

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] Not Yet Met

2018 Team Assessment: Since this is the initial candidacy visit for the Master’s program there are not previous APRs or VTRs on the website. This visit will result in the initial release of both of these documents.

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] Not Yet Met

2018 Team Assessment: Since this is the initial candidacy visit for the Master’s program, no graduates from this program have yet taken ARE (Architect Registration Exams).

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 preprofessional degree content.
● Requirements and forms for applying for financial aid and scholarships.
● Student diversity initiatives.

[ X ] Met

2018 Team Assessment: Information currently provided on the School of Architecture’s website at https://soa.cmu.edu/undergraduate-admissions/ clearly outlines the degrees offered and distinction between undergraduate degrees, the admission process, the application process, the portfolio submission requirements and process, deadlines, and the way to track the application and admission process as well as resources for additional information. The website page was sufficiently linked with other pages to ensure that students are able to find additional information.

Information about remediation and advanced standing, evaluation of preprofessional degree content, financial aid application process, and student diversity initiatives was not immediately available without

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.
starting an application; however, this information is addressed by the application process and by the advisors.

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

2018 Team Assessment: The University has listed financial aid options and advice at https://www.cmu.edu/sfs/. These options include payment options, financial planning, financial aid packages options, loans, and scholarships.

CMU offers tuition estimates for degree paths including estimates for off-campus, commuter, and on-campus living. These estimates are broken down into categories of expenses that the students will incur, including but not limited to, room and board, food, and transportation. CMU’s scholarships are provided both "as-need" based and merit based providing financial opportunities for students who are unable to afford CMU and for those students who are performing at a high academic level. The entire current cohort of the M. Arch. students has a scholarship, awarded by 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 \textit{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.

\[X\] Not Applicable

2018 Team Assessment:

As this is the initial candidacy review, there has only been one APR submitted to NAAB so there is no Annual Statistical Report requirement.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, \textit{NAAB Procedures for Accreditation}, 2012 Edition, Amended)

\[X\] Not Applicable

2018 Team Assessment: As this is the initial candidacy review, there has only been one APR submitted to NAAB so there is no Interim Progress Reports requirement.
V. Appendices:

Appendix 1. Conditions Met with Distinction

The Visiting Team noted that there were no conditions met with distinction.
Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program’s compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

---

**Master of Architecture Three (3) Year Track | Blank SPC Matrix | 12 March 2018**

<table>
<thead>
<tr>
<th>Required Studio Courses</th>
<th>45.610</th>
<th>M. Arch Studio: Analyze</th>
<th>A</th>
<th>A</th>
<th>A</th>
<th>A.05</th>
<th>0.00</th>
<th>C.01</th>
<th>C.02</th>
<th>C.03</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.620</td>
<td>M. Arch Studio: Analyze</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.630</td>
<td>M. Arch Studio: Analyze</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.650</td>
<td>M. Arch Studio: Analyze</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.655</td>
<td>M. Arch Studio: Analyze</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.656</td>
<td>M. Arch Studio: Analyze</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Optional Studio Courses**

| Optional Studio Courses | 45.650 | M. Arch Studio: Analyze | A | A | A | A.05 | 0.00 | C.01 | C.02 | C.03 |

**Required Theory Courses**

| Required Theory Courses | 45.654 | M. Arch Studio: Analyze | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| Required Environmental Science Courses | 45.655 | M. Arch Studio: Analyze | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| Required Building Technology Courses | 45.657 | M. Arch Studio: Analyze | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| Required Professional Practice Courses | 45.658 | M. Arch Studio: Analyze | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| Required Professional Practice Courses | 45.659 | M. Arch Studio: Analyze | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

---
Appendix 3. The Visiting Team

**Team Chair, Representing the ACSA**  
Mitra Kanaani, D.Arch., MCP, AIA, ICC  
Director of IPAL Program  
NewSchool of Architecture and Design  
1249 F Street  
San Diego, CA 92101  
mitra.kanaani@yahoo.com

**Representing the ACSA**  
Greg G. Hall, PhD, AIA, NCARB  
Associate Dean, College of Architecture, Art, and Design  
Interim Director, Building Construction Science Program  
Professor, School of Architecture  
Mississippi State University  
899 Collegeview Street, 240 Giles Hall, P O Box AQ  
Mississippi State, MS 39762-5541  
ghall@caad.msstate.edu

**Representing the AIA**  
David Daieda, FAIA  
Architect  
5938 Thomas Drive  
Springfield, VA 22150  
ddaieda@gmail.com

**Representing the NCARB**  
Tian Feng, FAIA, FCSI  
Vice President, California Architects Board  
District Architect, San Francisco Bay Area Rapid Transit District  
300 Lakeside Drive, 22nd Floor  
Oakland, CA 94612  
tfeng@bart.gov

**Representing the AIAS**  
Justin Milburn, Associate AIA  
AIAS UNM President, Building Tours Director  
Intern Architect  
fbt | architects  
jdm@fbtarch.com

**Non-Voting Team Member**  
Stephen Wierzbowski, FAIA  
Principal & Founder of Wierzbowski, LLC  
Chicago, IL  
Swierzbowski53@gmail.com
VI. Report Signatures

Respectfully Submitted,

Mitra Kanaani, D.Arch, MCP, AIA, ICC
Team Chair

Tian Feng, FAIA
Team Member

Team Member NAAB Representative