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

Section                                      Page
I.    Summary of Visit .............................................................................................................................. 3
II.   Progress Since the Previous Site Visit ............................................................................................ 4
III.  Compliance with the 2014 Conditions for Accreditation................................................................. 7
      Part One (I): Institutional Support and Commitment to Continuous Improvement .................... 7
      Part Two (II): Educational Outcomes and Curriculum ................................................................. 18
      Part Three (III): Annual and Interim Reports ................................................................................. 29
IV.   Appendices
      1. Conditions Met with Distinction .................................................................................................. 30
      2. Team SPC Matrix ......................................................................................................................... 31
      3. The Visiting Team ...................................................................................................................... 32
V.    Report Signatures .......................................................................................................................... 34
I. Summary of Visit

a. Acknowledgments and Observations

The NAAB Visiting Team extends its appreciation to the faculty, students, staff, and administration of the Carnegie Mellon School of Architecture for their hospitality and attentiveness during our visit to the Master of Architecture Program.

University: The team thanks University Provost James Garrett, Vice Provost for Education Amy Burkert, and College of Fine Arts Dean Dan Martin for their time and willingness to engage the accreditation process through answering the team’s questions. The provost commented that the architecture program is a “fantastic resource for the university”, and the team encourages that the M.Arch program especially continues to develop collaborations across the university as an example of learning by doing and real-world application with a strong emphasis on sustainability. The dean’s presentation was especially beneficial in providing the context of the M.Arch. program and the School of Architecture within the College of Fine Arts. The team is especially appreciative that the provost, associate provost, and dean met us in the team room.

Program Leadership and Staff: Department Head Stephen Lee and Track Chair Kai Gutschow welcomed the team and demonstrated a commitment to the students’ learning. We are especially thankful for their focus and timeliness in responding to the questions of the team. Stephen Lee’s long history and leadership of the program has allowed the program to advance while retaining its core values. Meetings with the faculty and students confirmed what the team had learned: “If you have a question, ask Kai.” Together, the academic leadership is committed to advancing graduate learning and the architecture profession. The students are also well served by Alexis McCune Secosky and Erica Oman as they admit, advise (on academics and licensing), and connect students to the program of study, the profession, and the process of licensure.

Faculty: The faculty of the M.Arch program demonstrate that they are collaborative and intentional in developing and executing the program. The collaborative nature is evident in the integration of studio and component courses. There is a clear commitment to inspire students to recognize the architect’s responsibility for community service and environmental stewardship through the integration of sustainability throughout the curriculum and the focus on community-based projects.

Students: A highlight of the visit was connecting with and observing students, both in formal meetings and in studio. Students, almost without exception, seem energized by their experience at CMU and inspired by their instructors. They take their studies seriously and are focused and motivated. They readily engaged with the team, providing insights into their educational experience at CMU in general and within the M.Arch program and SOA specifically.

Our meeting with the class of 2019 alumni (the pioneer cohort of the M.Arch program) was incredibly positive and insightful. Their appreciation of their CMU experience and confidence in their professional aspirations were particularly noteworthy.

In summary, with its inspired leadership, knowledgeable and dedicated faculty and staff, and talented and motivated student body, CMU’s M.Arch program appears poised for success now and in the future.

b. Conditions Not Achieved
II. Progress Since the Previous Site Visit

2014 Condition I.2.3, Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

Previous Team Report (2018): 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.

2019 Analysis/Review: The APR describes how the funding model for the school has met the needs of the program over the past two years. The team finds that progress has been made on several issues identified during the initial candidacy review. For a complete assessment refer to I.2.3, Financial Resources.

2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for 48-647 - Materials & Assemblies. Evidence was found in a variety of course assignments that included code review documentation and technical drawings illustrating code application.

2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for 48-640 - Integration II/UDBS, 48-647 - Materials & Assemblies, and 48-648 Ethics and Practice. Evidence was found in a variety of course assignments that demonstrated a range of technical drawings, outline specifications, and models identify the assembly of building components, elements, and systems.
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 (2018): The instructional course related to this SPC is not offered yet.

2019 Team Assessment: Complete student achievement at the prescribed level was not found in Courses 48647 – Materials & Assemblies, and 48-655 - ESII: Design Integration of Active Systems. Missing evidence included communication, vertical transportation, security, and fire protection systems.

2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for 48-648 (or 48-649) in a review of the course description and the test results. In 48-658 Real Estate Design and Development, real estate costs, demographics, site analysis, comparative properties, and construction cost estimates were developed in team projects.

2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for 48-648 Ethics and Practice and 48-640 - M.Arch Integrated Studio II.

2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for 48-648 Ethics and Practice. Evidence was found in course exams, graphic presentations, and the practice chronicle, a self-reflective document that was particularly effective at providing insight into a student’s perspective and understanding of course material.

2014 Student Performance Criterion 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.
Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for required Professional Practice courses 48-648 Ethics and Practice and 48-658 Real Estate Design & Development.

**2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in work prepared for 48-648 Ethics and Practice.

**2014 Student Performance Criterion 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.

Previous Team Report (2018): The instructional course related to this SPC is not offered yet.

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for 48-648 Ethics and Practice. Evidence found in course exams, assignments, and the practice chronicles demonstrated that the course placed an emphasis on one's ethical position as it relates to the profession and to being a citizen in the global society. The practice chronicles, in particular, illustrated that students were considering the implication of values toward the environment and humanity.
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:
Carnegie Mellon University (CMU) was founded in 1900. Architecture was located in the College of Fine Arts along with Design, Drama, Music, and Art, where it resides today. Today, CMU is an international research university of approximately 12,000 students with 5,000 faculty, research, and staff. CMU consists of seven academic units: College of Fine Arts, Carnegie Institute of Technology (engineering), Dietrich College of Humanities and Social Sciences, Mellon College of Science, Tepper School of Business, School of Computer Science, and Heinz College (Public Policy & Information Systems).

Currently, there are 28 students enrolled in the M.Arch program taught by 23 faculty. The mission of CMU is: “To create a transformative educational experience for students focused on deep disciplinary knowledge; problem-solving; leadership, communication, and interpersonal skills; and personal health and well-being. To cultivate a transformative university community committed to (a) attracting and retaining diverse, world-class talent; (b) creating a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish; and (c) ensuring individuals can achieve their full potential.”

The School of Architecture provides education in architectural fundamentals and the opportunity for unique specializations in areas such as computation, sustainability, or urban design. The SoA offers undergraduate (B.Arch, B.A in Architecture), post-professional Master of Science (MS) degrees in the Architecture-Engineering-Construction Management (MSAECM), Computational Design (MSCD), Building Performance and Diagnostics (MSBPD), and Sustainable Design (MSSD). Ph.D.’s are offered in Architecture-Engineering-Construction Management (AECM), Computational Design (CD), Building Performance and Diagnostics (BPD), and Doctor of Professional Practice (DPP). The M.Arch program shares spaces and collaborates with these other programs as well as other colleges of the university.

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 SoA has an updated master’s student handbook on the school’s website. The Studio Culture Policy (SCP) is the same for undergraduate and graduate students; however, the SCP is included in the B.Arch handbook, but is not in the M.Arch handbook. The M.Arch students are presented with the SCP during orientation. The AIAS student leadership recently held a workshop with both M.Arch and B.Arch students to review the SCP. It was apparent that the SCP was demonstrated to all the students. The SCP addresses the values needed to create a safe and professional studio culture. Students are enthusiastic about learning and collaborating inside and outside the classroom. The Urban Design Build Studio (UDBS) affords opportunities for field trips to the Pittsburgh neighborhoods nearby, and to further places afield. There is frequent engagement from experts outside the school both in the Pittsburgh area and from guest lectures to review the student projects and interact in other professional ways.

Support from the university and school encourages instructors to include a message about health and wellness and support services in their syllabi. The SoA expectations and resources of the university are introduced during the summer Design Skills Workshop, at graduate orientation, and during the Architectural Theory course required for all students. The M.Arch Handbook, updated annually, is created by M.Arch students and includes information about university resources and student-to-student advice about succeeding at CMU. Time management, collaboration, and team-building lessons are included in the graduate sections of “Integration 1&2.” Resources to learning and support services include time management coaching, global communications center, intercultural communications center, counseling and psychological services, and student health services.

The Studio Culture Policy was updated by the AIAS executive board in collaboration with the SoA head and the AIAS staff advisor. The posted Studio Culture Policy was updated in 2014. Students are quizzed on policies, including studio culture policy in their seminar class.

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:

The school follows the university policy on diversity and inclusion and fulfills its commitments to a variety of programs and initiatives. Policies on diversity and inclusion are found on the school’s website. As described in the APR, pages 19-20, CMU has adopted a university-wide policy on EEO/AA. These are published on the university website. Policies on diversity and inclusion are interwoven into the university's strategic plan. The university is active in efforts to attract and retain top faculty and students in historically underrepresented groups. The school is represented on the university’s Diversity and Inclusion Committee, a university-wide initiative to improve recruiting and retaining a diverse faculty. Additionally, the school approaches diversity and inclusion through efforts ranging from K-12 outreach to post-professional programs.

The university recently created the Center for Student Diversity and Inclusion, a physical location where students can meet, as well as a series of programs and resources for enhancing the student experience. The school’s Center of Architecture Explorations offers programs to a wide range of pre-college students, including diverse primary and high school students from the region. These programs provide significant need-based scholarships to individual students. Through discussions with the program administrator and faculty, the team found that the efforts of UDream (Urban Design Regional Employment Action for Minorities) have had a significant impact on an increase in the number of minority architects in Pittsburgh over the last decade. However, it was also found that the UDream initiative was not currently active, but it was in the process of seeking new funding.

SoA offers four programs to support efforts to improve diversity including Center for Architecture Explorations (CAE), Pre-College program, Urban Design Regional Employment Action for Minorities (UDream) and National Organization of Minority Architects (NOMA). The Student NOMA chapter provides a voice and support system for an underrepresented portion of the architecture community.

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.

The relatively small size of the M.Arch program provides direct access to leaders in the field and the advanced facilities. The SoA encourages students to take interdisciplinary courses providing opportunities for collaboration and leadership. Students are also encouraged to join and lead AIAS and NOMAS chapters. The focus, especially in the Urban Design Build Studio (UDBS), on Public Interest Design helps students understand diverse backgrounds. Integration II: Advanced Construction, Ethics+Practice, and Real Estate Design & Development are taught in collaboration using the same project, thereby exposing students to the interaction of various disciplines. The “bottom-up” approach to initiating projects and
budget, with considerable autonomy given to the head of SoA, develops and models collaboration and leadership to students. The Graduate Student Advisory Council (GSAC), in particular, gives students access to the SoA head as well as opportunities for significant leadership.

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.

The M.Arch program has worked to distinguish between research and scientific-based Master degree programs and a studio-based design-focused program. Advance Synthesis Option studios in year three provide a vertical integration of students from the B.Arch program and the other Master of Urban Design, Master of Advanced Design and Master of Architecture, Engineering Construction Management students. The Advance Synthesis Option studios bridge between research, design, innovation, and entrepreneurship, offering students of varying backgrounds opportunities to work through issues of design and systems thinking.

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.

Training for the next generation of architects is central to the mission of the SoA. Per the APR, “The M.Arch program was created in part to strengthen the professional architecture community in the region and the City, to encourage and enable more people from the area to study architecture, and by educating older, master's level students, have a better chance of retaining them in Pittsburgh.” The local AIA is reported to be an enthusiastic supporter of the M.Arch degree.

Studio at Carnegie Mellon focuses at least one project on buildings and the architectural design process. Courses in “Materials & Assembly,” “Ethics+Professional Practice,” and “Real Estate,” are primarily focused on requirements of the profession and licensure. Professional architects from the community teach design and bring relevant, current professional experience to the students. The SoA encourages and assists students in looking for internship and employment opportunities. An Architecture Licensing Advisor assists students through the steps to licensure, starting with the Architectural Experience Program (AXP). The SoA Director of Alumni & Professional Relationships engages alumni to facilitate job connections and career opportunities for students and distributes a weekly newsletter of job opportunities (“Opportunity Knocks”). That director also develops career fairs and other career development programs with the assistance of the CMU Career and Professional Development Center (CPDC), where there is a staff member responsible for Architecture.

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.

2019 Analysis/Review: The school states in the APR, page 24-25, that sustainability is a key component of all M.Arch coursework. M.Arch students have access to courses offered as part of postgraduate programs in sustainability and building performance. Two required environmental science courses and the required entry year M.Arch studios, 48-630 and 48-640, for students with advanced standing, focus on learning the fundamental concepts of environmental stewardship. These courses explore small scale passive systems, and more technical systems integration in larger-scale buildings.
The studio considers systematic design thinking linked to the development of forms and organizations in large scale urban environments. The Advanced Construction Studio focuses on integration of advanced systems, concerned primarily with building performance. Through review of student work and discussions with faculty and students, it was affirmed that sustainability is a concept integrally woven into many aspects of the program.

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: The program describes community and social responsibility on pages 26-27 of the APR. There, the school describes “Public Interest Design” as one of its three core strengths, building on the tradition and values of community engagement and social responsibility. One of the principal goals of the M.Arch program is to improve the architecture and design culture of the region. Projects in the design studio feature sites in and around Pittsburgh, where students engage directly with the community and explore architecture at a variety of scales. Students work in public interest design through the Urban Design Build Studio (UDBS), collaborating with faculty and allied professionals who work with community stakeholders to implement real-world design solutions.

Through observations and discussions, the team confirmed that the M.Arch program is composed of diverse cohorts of students, and that emphasis has been placed on recruiting students with local knowledge and expertise that embrace the idea of affecting local and regional communities. M.Arch students can opt to take the Urban Design Build Studio (UDBS) and the Advanced Construction Studio to work within the Pittsburgh community.

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] Demonstrated

2019 Analysis/Review: The program describes its long-range planning on pages 28-31 of the APR. Carnegie Mellon University (CMU) has a decentralized line of authority empowering individual colleges and departments to develop assessment processes. An example of university collaboration was provided as supplemental information. The Master of Architecture program collaborated with the Eberly Center to assess and improve the outcomes and experience of the M.Arch students. A series of focus groups and surveys were used to collect information on the students’ perspectives relating to student learning, the learning environment, and facilities and technology.

The program has spent five years planning for the implementation of the Master of Architecture program and is committed to a process of improvement, innovation, and rethinking the status quo to provide an advanced architectural education within the context of Carnegie Mellon University’s specific emphasis on technical education (APR page 28). Analyzing the Master of Architecture curriculum plan along with the NAAB SPC establishes a matrix for academic self-assessment that has resulted in changes to the program. An example cited on page 29 of the APR is the sequencing of the Materials and Assembly course, which also facilitated moving the Ethics and Professional Practice course earlier in the curriculum.
The APR cites additional examples on pages 29-30 that demonstrate the program has a planning process for continuous improvement.

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] Demonstrated

2019 Analysis/Review: The chair of the Master of Architecture program is responsible for holding regular meetings with faculty to the effectiveness of the curriculum and to propose revisions. Studio faculty meet monthly to assess the integration of courses within the M.Arch program. Revisions are then presented at the monthly full-time faculty meetings. The School of Architecture also relies on feedback from Ex-Change, the annual school-wide review in May, the Graduate Student Advisory Council, FCE’s (faculty course evaluations) alumni and visiting critics, employer and accreditation visits, and the Presidential Advisory Board. The School of Architecture also utilizes the 2018 Middle States Council on Higher Education Accreditation Self-Study.
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 Analysis/Review: The school states on pages 35-36 of the APR that faculty are encouraged to present works in global and regional venues, to attend continuing education workshops, participate in juries at benchmark institutions, and pursue funding for research and creative activities. To pursue their development activities, faculty have various funding opportunities from their GM accounts, the Gruger Faculty Discretionary Fund, the LiCeaga Fund, the Ferguson-Jacobs Prize, and the College Frontiers of Research Fund. At the university level, the Berkman and Wimmer Funds are available to full-time faculty. Total faculty funded research from 2015-2018 was $5,050,394.

Several support services for students are available, including the head, the track chair, and a full time academic advisor. The students are encouraged to select a faculty mentor. Additional academic resources through Academic Development, 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. Counseling and Psychological Services and University Health Services are also available to students.

The School of Architecture has an assigned full-time staff Architect Licensing Advisor (ALA) who supports and guides students in the process toward licensure, the AXP, and career paths in the profession, and a full-time staff member for careers and alumni relations. The CFA Career and Professional Development Center supports students at all phases of their academic career and coordinates internships and post-graduate job opportunities. The school organizes alumni and firm visits and portfolio reviews that promote internships and job opportunities.

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 School of Architecture is part of the College of Fine Arts and shares academic facilities. The SoA occupies two buildings in the historic core of the campus, Margaret Morrison Carnegie Hall (MMCH) and the College of Fine Arts (CFA) where space is shared with Art, Design, Drama, and Music in both buildings. The Team Room was located in MMCH (MM 303). The SoA provides dedicated studio space sufficient to supply a workstation for every full-time student. The M.Arch students are housed in MMCH in studio space shared with the upper-level undergraduate studios. Crit rooms are located outside the studios. Rolling pin-up panels have also been added in some studios. Facility upgrades in MMCH were completed in the spring of 2019, including AC, dimmable LED lighting, sprinkler, and fire protection and painting. Free plotting is provided in adjacent rooms. A spray booth and waste protected sink is also provided. M.Arch faculty offices are located on the same floor as the studios in MMCH.

Shared facilities of the SoA are available to the M.Arch candidates:

Digital Fabrication Lab (dFAB) (MMCH lower level)- an area of 4000 square feet, including 1000 square feet of dedicated robotic fabrication space for the introduction of digital design tools:
  - An assortment of Robotic fabricating equipment
  - Automated tooling.
  - Other equipment including a large CNC router, laser cutters (2), vacuum forming machine, vacuum laminator, 3-D printers (3), and a CNC Bed Mill.

Computational Design (CoDe) Lab (MMCH 403) – a lab investigating relationships between people, spaces, and computational ideas. While primarily the home for 20 Master students in the Computational Design program, it is available for collaboration by M.Arch students.
  - Equipment includes laser cutters, 3D printers, component storage, electronics workbench with soldering stations, drill press, bandsaw, various power & hand tools.

Robert L. Preger Intelligent Workplace (IW) (MMCH 415) – home to the Center for Building Performance and Diagnostics, it is an office/laboratory providing hands-on experience with the performance of advanced integrated building technologies, it is open to all interested students.
  - Studied systems include radiant heating and cooling, energy recovery ventilation, environmental control and feedback, modular components, windows, power, voice and data systems, insulation, building skin performance and design for modularity and disassembly.
The Shop (CFA A) – instruction and hands-on use of equipment is available for materials assembly, wood, and metalworking, stone-cutting, and finishing.

- Woodworking equipment includes band saws, table saws, radial arm saw, jointer, planer, jigsaw, router table, drill presses, assorted sanders workbenches plus a range of powered and manual hand-held tools.
- Machining and sheet metal equipment include a machine lathe, vertical mill, horizontal band saw, bench and foot shears, finger and magnetic brakes, bench punch, slip roll, and a wheeling machine.

Project RE – part of The Urban Design/Build Studio (UDBS), is a 14,900 sf off-campus work and meeting space facility within a large architectural salvage operation (“Construction Junction”) that through the Training Institute works with communities to save and recycle their architectural heritage.

Remaking Cities Institute (RCI) – a center for urban design research. Per the ARE, the goals of the RCI are to "promote an improved quality of life in cities and towns through academic, applied and action research into place-making and community redevelopment. The RCI expands the regional and global impact of the School of Architecture’s Urban Laboratory studio and Master of Urban Design (MUD) program by fostering multi-sector collaboration between faculty, researchers, professionals, and community organizations.

Expansion plans for the SoA include space in the Margaret Morrison Extension (MMX) a proposed 125,000 gsf net-zero, BAPP (Building as Power Plant) facility currently in the University capital queue. The SoA would continue to cohabit in that facility with the other disciplines of the College (Art, Design & Music). It is recognized that as the program grows, the needs for additional space will increase.

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

[X] Demonstrated

2019 Analysis/Review: The APR describes on pages 47-52 how the funding model for the school is adequate in meeting the needs of the program over the past two years. The team finds that progress has been made on several issues identified during the initial candidacy review. During the spring of 2019, the third-floor studios in Margaret Morrison Hall that house the M.Arch program received $900,000 in new HVAC, providing air conditioning and new lighting. Each of these systems upgrades significantly enhances the experience of students and faculty using the facility. Students commented on how much the quality of lighting has improved the studios.

CMU is Carnegie Classification doctoral institution with higher research activity that has a long culture of encouraging faculty to seek external funding for research, scholarship, and creative activities. While external funding is an expectation in interviews with the provost, dean, department head, and faculty, each mentioned internal funding opportunities available to faculty to facilitate the development of their research agenda. Examples of these include the Krueger Fund, Berkman Fund, and Wilmen Fund and other internal CMU Grant programs for faculty development. The team was able to find information on these funds on the CMU website. Additionally, the College of Fine Arts has a Sponsored Projects Office to assist M.Arch faculty in obtaining funding. Gifts, endowments, and sponsored projects provide additional support.
Regarding sabbaticals, each college at CMU has the authorization to establish its policies on sabbaticals. The team questioned the provost, dean, and department head regarding sabbaticals or paid leave, and each confirmed that these are available to M.Arch faculty. The dean stated that faculty are eligible for a university sabbatical once every seven years. Faculty may take a leave with external support or a full year at half pay.

Funding for the School comes predominantly from an annual allocation by the provost. The provost stated that CMU has a funding model for graduate education, whereby the balance of the tuition of $39,750 for the academic year 2019-20 is passed on to the program in the form of Graduate Tuition Rebate (GTR). Currently, the university retains a fixed amount of $11,000 for overhead and $28,750 passes on to the School of Architecture for each studio-based (M.Arch, MUD & MAAD) graduate student. The department head stated that these funds are being allocated to student scholarships to recruit students into the M.Arch program and to address the issue of affordability of the program. Graduate programs support a significant number of scholarships, as well as a limited number of Graduate Assistantships. Further, the provost informed the team that approximately 10 percent annually of the university’s budget is derived from the university's endowment of $1,886.8 million as of June 30, 2018.

In terms of faculty, the department head and program coordinator informed the team that a faculty member was added to teach an additional section of 48-630 M.Arch Studio: Integration 1. Therefore, two faculty will instruct the incoming cohort of 14 to ensure the student to faculty ratio is appropriate for a graduate-level studio. It is recognized that as the program grows, the needs for the number of faculty and financial resources will increase.

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 Analysis/Review: As described on pages 50-52 of the APR, the architecture library is housed on the fourth floor of the Hunt Library and is used by faculty, staff, and students to conduct research. The library, under the direction of Principal Librarian/Architecture Archivist Martin Aurand, provides traditional print collections, and ever-expanding access to electronic information resources. Additionally, the CMU Architecture Archives holds a special collection of architectural drawings and other records documenting the architecture of CMU, Pittsburgh and the region. The APR provides information describing a commitment to funding library materials, with an annual increase of 6% cited over the last 20 years. The Caste Architecture Resources Endowment Fund and endowment funds dedicated to the architecture archives provide funding additional to the university shared funds for the architecture library.

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 Analysis/Review: In the APR, pages 52-53, the school describes the administrative hierarchy, identifying individuals, committees, and organizations that comprise the governance structure. This description includes how the school fits into the overall administrative structure of the college and the university. Leadership responsibilities of the head are described as they relate to the management of key resources of the program. Through discussions with faculty and students, responsive leadership of the program from the head and track-chair is evident.
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: Evidence of student achievement at the prescribed level was found in student work prepared for courses 48-648 – Ethics and Practice, 48-634 - Architecture Theory. Additional evidence was found in 48-630 and 48-640 - M.Arch Studio Integration I and II. The team also found evidence through student interviews, discussions, and observations.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-630 and 48-640 - M.Arch Studio Integration I and II and 48-650 ASO Studio, and 48-660/680 ASO Studio or M.Arch Thesis.

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: Evidence of student achievement at the prescribed level was found in student work prepared for courses 48-634 - Architecture Theory, 48-647 - Materials and Assembly, 48-635 - ESI: Climate and Energy, 48-630 and 48-640 M.Arch Studio Integration I and II.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-630 and 48-640 M.Arch Studio Integration I and II and the Advanced Studio Options.

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 48-630 M.Arch Studio Integration I.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-630 M.Arch Studio Integration I.

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] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for Architecture Theory (48-634). The syllabus for Modern Architecture (48-633) covers the required material, but the course is not yet offered. Several courses taught in the B.Arch program are offered to M.Arch students as electives, but no student work was provided to demonstrate student achievement.

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: Evidence of student achievement at the prescribed level was found in student work prepared for courses 48-648 - Ethics and Practice and 48-658 - Real Estate Design and
Development. The range of offerings in the Advanced Studio Options suggests a greater commitment to understanding local, regional, and global cultural diversity and social equity.

**Realm A. General Team Commentary:** With the exception of the lack of clear, demonstrated knowledge of broad architectural history, M.Arch course syllabi and student work for Realm A exhibit a commitment to curiosity and learning, both classroom and experiential. Students demonstrated verbal communication skills and a reasonable level of graphic communication ability in different media, although almost exclusively computer-generated. There was some concern that students are producing many graphics but not necessarily demonstrating a strong understanding of what they have drawn. The comprehension of people, place, and context is generally seen but somewhat inconsistent.

**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:** Evidence of student achievement at the prescribed level was found in student work prepared for 48-658 Real Estate Design & Development and 48-640 Integration II and UDBS II.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for course 48-630, M.Arch Studio: Integration I/UDBS and Environmental Sciences course 48-635, ESI: Climate & Energy.

**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:** Evidence of student achievement at the prescribed level was found in student work prepared for 48-647 - Materials & Assemblies.

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:** Evidence of student achievement at the prescribed level was found in student work prepared for 48-640 - Integration II/UDBS, 48-647 - Materials & Assemblies, and 48-648 - Ethics and Practice.

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:** Evidence of student achievement at the prescribed level was found in student work prepared for 48-647 - Structures/Statics and 48-640 - M. Arch Studio: Integration II.

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:** Evidence of student achievement at the prescribed level was found in student work prepared for 48-635 ESI: Climate & Energy, 48-655 - ESII: Design Integration of Active Systems and 48-630 M.Arch Studio: Integration I/UDBS.

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:** Evidence of student achievement at the prescribed level was found in student work prepared for required Studio course 48-640, M.Arch Studio: Integration II/UDBS, and required Building Technology course 48-647, Materials & Assembly.

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: Evidence of student achievement at the prescribed level was found in work prepared for 48-640 M. Arch Studio: Integration II/UDBS and 48-635 Materials and Assembly.

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] Not Met

2019 Team Assessment: Complete student achievement at the prescribed level was not found in Courses 48647 - Materials & Assemblies, and 48-655 - ESII: Design Integration of Active Systems. Missing evidence included communication, vertical transportation, security, and fire protection systems.

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: Evidence of student achievement at the prescribed level was found in work prepared for 48-648 and in 48-658 Real Estate Design and Development.

Realm B. General Team Commentary: While SPC B.9 in this realm needs further development, generally courses offered by the school in Realm B make available a scope of building practices and technical skills whereby students gain a comprehension of the technical aspects of design, systems, and materials, and an ability to apply that knowledge to architectural solutions. As two allied studio courses dominate this realm, there was some concern about the disparity of content consistency demonstrated in each.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-630 Integration I and 48-630 UBDS I and II.
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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-630 Integration I and 48-630 UBDS II.

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] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for 48-630 UBDS I and II. Specifically the team did not find clear evidence of accessibility, life safety, and environmental system in the student work provided.

Realm C. General Team Commentary: The school provides a solid educational foundation in areas of professional practice that are critical in providing an understanding of the role of the architect, design team, and stakeholders in dealing with and reconciling project needs. Likewise, gaining an understanding of the ethics of practice, project delivery methods, consultant selection processes, and legal concerns are demonstrated through student work as key components of architectural practice. Many faculty, as licensed professionals, provide the M.Arch graduate with practical practice understanding. The foundational elements of integrated research and decision making are well supported. However, application of the various components and elements of integration into a complex solution need further development.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-648 Ethics and Practice and 48-640 M.Arch Integrated Studio II.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-648 - Ethics & 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: Evidence of student achievement at the prescribed level was found in student work prepared for required Professional Practice courses 48-648, Ethics and Practice and 48-658, Real Estate Design & Development.

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: Evidence of student achievement at the prescribed level was found in work prepared for 48-648 in a review of the course description and the test results of 4.26.2019 showing passing level scores on legal issues involving the provision of architectural services, contract documents, contractual agreements and financial responsibilities in construction.

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: Evidence of student achievement at the prescribed level was found in student work prepared for 48-648 Ethics and Practice.

Realm D. General Team Commentary: The CMU SOA program is very strong in this realm. Students demonstrate, verbally, and in their work, that they have an understanding of various models of practice and how architecture relates to other professions and institutions. They also understand and demonstrate an appreciation of and commitment to the architect’s role in society and the need for ethical behavior in professional life. This is especially powerful given the vast cultural differences within a very international student body.
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: The most recent letter from the Middle States Commission on Higher Education (MSCHE) verifies reaffirmation of accreditation that occurred on June 21, 2018. The university underwent a comprehensive self-study in 2017-2018 and a periodic review in 2013. The next comprehensive reaffirmation is scheduled for 2026-2027.

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 nonaccredited 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: This criterion is met, as evidenced by curriculum changes cited on pages 60 of the APR. The advanced standing (two-year) track requires the equivalent to 60 credit hours (180 CMU) while the regular standing (3-year) track consists of 90 credits-hours (270 CMU). General studies courses are defined by the baccalaureate required for admissions. The Master of Architecture advanced standing program requires 11 credit hours (33 CMU) of optional studies. See the admissions website.
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 course work 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] Not Met

2019 Team Assessment: To date, admission to the program is only available to advanced standing students. As such, all students are evaluated for advanced standing through a review of their transcripts, portfolio, and professional expertise. The evaluation of the baccalaureate degree is part of the admission process. Students may opt-out of courses that they can submit substantial proof of equivalency for evaluation by the track chair and the course professor. There was not sufficient evidence found of the admission process accounting for the course equivalents of 48-633 Modern Architecture and 48-663 Architectural History Selective that were identified in the SPC Matrix as satisfying SPC A.07 History and Global Culture. While these courses are identified as part of the first year of a three-year program of study and as yet, have not been taught, they represent substantial content relevant to SPC A.07.
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 required language was found on the program’s website. The paragraphs on candidacy relevant for the M.Arch and on the education requirement of the National Council of Architectural Registration Boards were found on the website.

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* and *The NAAB Procedures for Accreditation* (edition currently in effect).

[X] Met

**2019 Team Assessment:** The required documents were found on the program’s website, which provides a link to the appropriate NAAB website.

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 program's Accreditation web page provides a link to the School of Architecture’s Career Development website. This includes information on the Licensing Advisor, AIAS, Alumni and Professional Relations, and the CMU Career and Professional Development Center.

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: This condition is met, as evidenced by the information in its entirety being provided on the School of Architecture’s website.

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: The School of Architecture website provides a direct link to the NCARB website page, ARE 5.0 Pass Rates by School.

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

2019 Team Assessment: The School of Architecture website provides a link to the M.Arch admissions forms and process as well as advising resources and diversity initiatives.

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: Links to information and advice about financial aid and the costs of attendance can be found on the School of Architecture website.
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: The required Annual Statistical Reports were provided to the team via a weblink from the program.

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 initial candidacy programs seeking accreditation.
IV. Appendices:

Appendix 1. Conditions Met with Distinction

D.5 Ethics and Professional Practice

Through their practice diaries, students demonstrate that they have an understanding of various models of practice and the ways in which architecture relates to other professions and institutions. They also understand and demonstrate an appreciation of and commitment to, the architect’s role in society and the need for ethical behavior in professional life.
Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>48-510</td>
<td>Required Studio Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-620</td>
<td>M Arch Studio Akister I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-630</td>
<td>M Arch Studio Akister II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-640</td>
<td>M Arch Studio Integration/Studio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-650</td>
<td>ASS Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-660</td>
<td>ASS Studio or M Arch Thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computing Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-658</td>
<td>Digital Skills Workshop (Elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-659</td>
<td>Computational Design Selectives</td>
<td>3-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-663</td>
<td>Required History/Theory Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-664</td>
<td>Architectural Theory</td>
<td>9</td>
<td>A.01 A.02</td>
<td></td>
</tr>
<tr>
<td>48-665</td>
<td>Architectural History Selective</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Environmental Science Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-666</td>
<td>E.S. I: Climate &amp; Energy</td>
<td>3</td>
<td>A.01 A.02</td>
<td></td>
</tr>
<tr>
<td>48-667</td>
<td>E.S. II: Design Integration of Active Systems</td>
<td>3</td>
<td>A.01 A.02 A.03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Building Technology Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-668</td>
<td>Structure/Statics</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-669</td>
<td>Materials &amp; Assembly</td>
<td>9</td>
<td>A.01 A.02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Professional Practice Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-670</td>
<td>Ethics Practice</td>
<td>12</td>
<td>A.01 A.02</td>
<td></td>
</tr>
<tr>
<td>48-671</td>
<td>Real Estate Design &amp; Development</td>
<td>6-12</td>
<td>A.01 A.02</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3. The Visiting Team

Team Chair, Representing the NCARB
Robert McKinney, Ed.D, Architect, Professor
Assistant Vice President for Academic Affairs
Faculty Affairs
University of Louisiana at Lafayette
P.O. Box 43589
Lafayette, LA 70504
(337)-482-5308
rmckinney@louisiana.edu

Representing the AIA
Stuart Coppedge, FAIA
RTA Architects
19 South Tejon Street, Suite 300
Colorado Springs, CO 80903
(719) 471-7566
stuart@rtaarchitects.com

Representing the ACSA
Catherine Wetzel
Associate Professor
College of Architecture
Illinois Institute of Technology
S. R. Crown Hall, 3360 South State Street
Chicago, Illinois 60616
312.567.3230
wetzel@iit.edu

Representing the AIAS
Samantha Doherty
M.Arch Candidate
Savannah College of Art & Design
248.365.7318
sdoher22@student.scad.edu

Non-Voting Team Member
Philip Freeman, AIA
Associate Professor of Architecture
Chair, Department of Architecture+Graphics
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
304.367.4237
Philip.Freeman@fairmontstate.edu
V. Report Signatures

Respectfully Submitted,

Robert McKinney, Ed.D.
Team Chair

Sitaad Coppage, FAIA
Team Member

Catherine Wetzel
Team Member

Samantha Doherty
Team Member

Philip Freeman, AIA
Non-Voting Team Member

Robert Grubb, AIA
Non-Voting Team Member