Morgan State University
School of Architecture + Planning
Department of Graduate Built Environment Studies

Architecture Program Report for
2017 NAAB Visit for Continuing Accreditation

Degree Title: <u>Master of Architecture</u>

Track 1:	**Non-pre-professional degree**	**+ 90 graduate credits**
Track 2:	**Pre-professional degree**	**+ 60 graduate credits**
Track 3:	**Pre-professional degree (SI)**	**+ 38 graduate credits**
	(168 total credits: "3 + 2 Master of Architecture Program")	

Year of the Previous Visit: 2011

Current Term of Accreditation:

"…a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years* to review the following Causes of Concern and the progress that has been made in each area:

I.2.1   Human Resources and Human Resource Development
I.2.3   Physical Resources
I.2.4   Financial Resources"

* *Due to the phase-out of the Focused Evaluation [FE] process and the implementation of the Interim Program Report [IPR] in 2011, the FE scheduled for AY 2013-2014 was waived by NAAB.*

Submitted to: The National Architectural Accrediting Board
Date: 09/06/2016

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I.1.1   History and Mission

Today, in 2016, Morgan State University's Graduate Program in Architecture is a thriving component of a multifaceted School of Architecture and Planning [SA+P]. All the programs offered by Morgan's SA+P align with the University's powerful mission: "through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service... to [address] societal problems, particularly those prevalent in urban communities." As Morgan approaches its 150th anniversary, its 21st Century values remain close to the ideals that inspired its founding.

A Brief History of Morgan State University…

Established in 1867 as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church, the institution's original mission was to train young men in ministry. It subsequently broadened its mission to educate both men and women as teachers. The school was renamed Morgan College in 1890 in honor of the Reverend Lyttleton Morgan, the first chairman of its Board of Trustees. Morgan awarded its first baccalaureate degree in 1895 to George F. McMechen, who later became one of the school's strongest local supporters.

In 1915, Andrew Carnegie gave the school a conditional grant of $50,000 for the central academic building. The terms of the grant included the purchase of a new site for the College, payment of all outstanding obligations, and the construction of a building to be named after him. The College met the conditions and moved to its present site in northeast Baltimore in 1917. Morgan remained a private institution until 1939. That year, the state of Maryland purchased the school in response to continued segregation at the state's main university campus and a legal mandate to provide greater opportunities for African American students. From its beginnings as a public campus, however, Morgan was open to students of all races.

Until the mid-1960s, Morgan and the state flagship, University of Maryland College Park, were the only two public campuses in Maryland with comprehensive missions. As Maryland's teachers colleges began to broaden their scope, they were placed with Morgan into a state college system governed by a common Board of Trustees. In 1975, however, Maryland's State Legislature designated Morgan as a university, gave it the authority to offer doctorates, and provided for its own governing board. In 1988, Maryland reorganized its higher education structure and strengthened its coordinating board, the Higher Education Commission. Morgan remained one of only two public baccalaureate-granting institutions authorized to have their own governing boards independent of the state system. Legislation also strengthened Morgan's authority to offer advanced programs and designated its campus as Maryland's "Public Urban University." By its designation by the Maryland General Assembly as the State's "Public Urban University," Morgan's mission is to provide a comprehensive array of programs and services to the citizens and organizations of the Baltimore metropolitan area. The three major components of its mission are as follows:

1. to educate citizens from diverse academic and socioeconomic backgrounds;
2. to carry out research, giving priority to that applicable to the problems of the region;
3. and to provide cultural opportunities for the region and offer programs of service to the community and the general public.

The University will continue to emphasize and strengthen its historic mission: providing an excellent undergraduate education to a broad segment of the population, including many of the best prepared as well as some who might not otherwise have the opportunity to enroll in college but who have the potential to complete a degree. At the same time, Morgan seeks to place more and more emphasis on graduate study in selected disciplines as well as on research in these fields. Morgan State University is now a Carnegie-classified Doctoral Research / Professional institution, offering more than 90 academic programs from the baccalaureate to the masters and doctoral levels. Morgan serves a multi-ethnic and multi-racial student body and seeks to ensure that the doors of higher education are opened as wide as possible to as many as possible.

In July 2010, Dr. David Wilson began his role as Morgan State University's 12th president. In January of 2015, Dr. Gloria J. Gibson was appointed Provost & Senior Vice President, Academic Affairs.

A Brief History of Morgan's Graduate Program in Architecture…

The Graduate Program in Architecture, which offers three tracks towards the NAAB-accredited Master of Architecture degree, is an autonomous program within the SA+P's Department of Graduate Built Environment Studies. This department includes also the Master of Landscape Architecture program (accredited by the Landscape Architecture Accreditation Board, LAAB, of the American Society of Landscape Architecture), and the Master of City and Regional Planning program (accredited by the Planning Accreditation Board, the PAB). The other SA+P departments are the Department of Undergraduate Architecture and Environmental Design and the Department of Construction Management. The current organization affords programs the necessary administrative support within a multi-disciplinary, research-focused intellectual community.

The architecture program's beginnings go back to 1979. Under the leadership of Harry Robinson, FAIA, the Department of Built Environment Studies incorporated graduate studies in the allied fields of architecture, landscape architecture and planning. In 1992, under the leadership of Anthony N. Johns, Jr. FAIA, the Program's administrative unit became the Institute of Architecture & Planning (IAP). Morgan's Graduate Program in Architecture achieved its initial NAAB accreditation in 1991, and a five-year accreditation was granted in 1993. The program was structured as a day program, similar to the curriculum of that period's Master of Architecture degree program at the University of Pennsylvania.

Under new director Melvin Mitchell, FAIA, it was decided in 1997 to adopt the practicum-based approach to architectural education pioneered by the Boston Architecture Center. From the fall of 1998, the Program offered all of its studios in the late afternoon or evening to encourage working people to become students and students, to work. This change to an evening program has been central to the Graduate Program in Architecture's identity for almost two decades. As the only architecture program in Maryland to offer an evening curriculum, the Program enhanced its accessibility. Students may work in architectural firms during the day; those that choose to do so are especially well prepared for the path towards licensure.

IAP Director Mitchell also established the undergraduate program, which offers a Bachelors of Science in Architecture and Environmental Design [BSAED] degree, which graduated its first students in 2004. Conceived to be interdisciplinary, the BSAED program was intended to track students towards the IAP's three built-environment-related graduate programs: Architecture, Landscape Architecture, and City & Regional Planning. In Spring 2016, the BSAED program proposed offering multiple curriculum tracks, including Interiors, Construction Management, and Digital design, as well those three disciplines for which

the SA+P offers a graduate degree. As an independent undergraduate program, graduation from the BSAED program does not automatically provide admissions or advanced standing to any of the graduate programs, including the Master of Architecture. However, following a formal admissions process, BSAED graduates may enter the professional program, often in the 60 credit track. A 168-credit "3+2 Track," which requires also a formal application in a student's sophomore or junior year, began in 2009.

Melvin Mitchell retired from Morgan in 2002, and Dr. Richard Lloyd joined as Director of the IAP in July 2002. Dr. Lloyd worked diligently to develop the BSAED program and advocated both University and State administrations for a new facility to house the IAP's several programs. Dr. Lloyd returned to full time teaching in 2007, after which Mahendra Parekh, AIA, served as interim Director from 2007 to 2008. At the start of 2008, Dr. Mary Anne Akers assumed the role of Director of the IAP. Dr. Akers led the IAP during its inauguration as a "School of Architecture and Planning" on July 1, 2009, and became its first Dean.

Starting in 2007, Prof. Ruth Connell, AIA, began her tenure as head of the Graduate Program in Architecture. An experienced educator with more than 20 years of experience at Morgan and other institutions, Prof. Connell became the first Chair of a "Department of Architecture" with the SA+P's inauguration in 2009. At that time, both graduate and undergraduate programs were folded into that single department. Prof. Connell had also the role of Program Director for the M.Arch. degree program; a different faculty member, Prof. Gabriel Kroiz, AIA, directed the BSAED program. With Dean Akers, this was the team in place for the Graduate Program's last accreditation review in AY 2010-2011. Subsequent to the Program's re-accreditation, in 2014, Dean Akers reorganized the SA+P's department structure. (See diagram HERE.) Acknowledging the autonomy of both graduate and undergraduate programs, Dean Akers created two new departments: Department of Graduate Built Environment Studies (which oversees the Master of Architecture, Master of Landscape Architecture, and Master of City and Regional Planning programs) and Department of Undergraduate Built Environment Studies (which oversees the BSAED and other undergraduate programs, such as Construction Management). In 2015, Construction Management was awarded status also as a separate department.

Since the reorganization in 2014, the Department of Graduate Built Environment Studies has been chaired by Prof. Paul Voos, ASLA, a landscape architect. That same year, Prof. Jeremy Kargon, RA, who had taught in the program since 2007, was appointed Director of the Graduate Program in Architecture. The reorganization was accompanied by stronger administrative and curricular ties between graduate study in architecture and related disciplines. Nevertheless, throughout these changes, the **program's mission** has been reaffirmed, clarified, and renewed by students, faculty, and administration alike.

Program Benefit to the Institution: Activities and Initiatives

The Graduate Program in Architecture takes an active role in the promotion of Morgan's mission throughout the Baltimore area. Likewise, the Program fosters activities that encourage University students from other disciplines to reflect upon the role architecture, generally, and in the University's own history. The program does so through faculty scholarship, design and research projects situated locally, and by partnerships with local institutions throughout the city and across Maryland.

Discovery: An excellent example is a symposium conceived and organized in November 2015 by Program Director Jeremy Kargon, in collaboration with BSAED Professor Dale Green: "The Architecture of HBCUs." The goal was to convene interested scholars to document and discuss the architecture of HBCU campuses and their unique historical milieu in their own right. Just as importantly, the symposium sought to present findings about Morgan's architectural history to the broader Morgan community itself. Subsequently, Prof. Dale Green successfully sought Morgan's nomination to the National Trust as a "National Treasure" in May 2016. With even broader impact is an annual tradition for all SA+P programs: an installation at Baltimore's Artscape, the largest outdoor arts festival in the United States. Starting in 2009, led by Program faculty Sanjit Roy, an SA+P team designs, fabricates, and installs a large-scale

structure in the heart of the Artscape exhibits. Graduate students work alongside undergraduates, each contributing "sweat equity" in exchange for the opportunity to have realized the team's vision.

Teaching: Morgan's Graduate Program in Architecture serves the larger institution through aligning its teaching initiatives with the University Mission. Examples include a strong emphasis on Social Responsibility in the capstone "Terminal Project" sequence, culminating in an annual exhibition of student work at the local AIA Chapter's gallery. Doing so promotes directly institutional interests among Baltimore's professional class. Graduate Program faculty serve the University more directly through innovative courses, aimed at an audience broader than its own program. For example, a course planned by Program faculty Dr. Mohammad Gharipour will present in Spring 2017 topics concerning Health and Design for undergraduates in Public Health and Nursing, as well as in Architecture and Environmental Design. Collaboration involving students from multiple schools should prove to be increasingly common if Dr. Gharipour's course is successful.

Engagement: As a professional program, the Graduate Program in Architecture liaises between Baltimore's local institutions (including businesses and government) and Morgan State University as a whole. Through these Program connections, the University engages public programming, research-oriented collaboration, and design exercises in the public eye. Student class work can demonstrate Morgan's engagement in a different way. In the Spring of 2015, Program faculty and students worked with representatives of Baltimore City's Office of Sustainability and AIA Baltimore to create proposals for affordable housing, incorporating principles of "resilience" within a familiar local building type, the rowhouse. Although the course project had pedagogical goals independent of what became a regional competition, students' participation in the studio demonstrated Morgan's reciprocal engagement with local government.

Service: The Graduate Program in Architecture serves, as part of its educational mission, community groups for which design thinking can benefit local stakeholders. The Program does so primarily through topical studio projects conceived in collaboration with those groups. In this way, the program benefits the University through contributing to Morgan's mission of outreach and community partnership. Program faculty, through their individual service, also promote Morgan's mission. Examples include former Program Chair Ruth Connell's tenure as AIA Baltimore Chapter President (2011); Prof. Scharmen's role as Secretary for D:Center Baltimore (2011-2014) and his current position on the Board at Baltimore Heritage; and Prof. Jason Charalambide's budding relationship with local engineering societies, editorial work for ASCE Publications, and his charter membership with the Institute for Sustainable Infrastructure.

Benefits Derived to the Program from its Institutional Setting

The Program's institutional setting may be characterized by three levels of relationships: the department level, the school level, and the university level. Benefits to the program derive from all three levels, each contributing to the program in a different way.

At the department level, the organization of a single "graduate-level" department composed of three different programs promotes interdisciplinarity. Interests related to Architecture are balanced by those of Landscape Architecture and of City and Regional Planning. Among obvious examples cross-disciplinary teaching and coordinated class schedules among all three programs, the better to share both required courses and elective opportunities. The three graduate programs also share a strong culture of faculty scholarship; likewise, the three programs have explicitly promoted among students their own research ethos, befitting students' graduate-level status. The result has been extensive sharing among both faculty and students, especially between ARCH and LAAR programs.

At the SA+P (school) level, our program finds a similar level of collegiality and "common cause" among administrators. The several departments (including -- besides the Graduate department -- also the Undergraduate Architecture and Environmental Design and the Construction Management departments)

together share the SA+P's mission to focus academic work on "spatial justice, urban revitalization and sustainability, and design for the everyday experience." Although graduate students and undergraduate students require different pedagogical approaches, all the programs share school-wide the benefits of each student's unique development within her or his built environment discipline.

At the University level, Morgan's legacy as an HBCU places pluralism in the foreground of our intellectual view. That pluralism is intellectual as well as human; our Architecture Program is most proud that it has evolved without a single, over-arching "dogma" about design and its relationship to the profession. Instead, the University's historical mission of uplift for students historically excluded from educational opportunities extends also to our program's engagement with ideas. Our approach to design education asks first that students study their surroundings; then, we ask what unique perspective can each student bring to the process? Other schools may no doubt have similar approaches, but at Morgan we can explicitly link our sensitivity to design diversity to our institutional culture.

There are tangible advantages, too, to our program's situation at Morgan. The campus affords both faculty and students a daily lesson that the built environment is significant and, furthermore, that this significance depends upon more than the merely visual characteristics of architecture. Being at Morgan teaches that buildings are evidence of an historical narrative, the subject of which is "people" – African Americans and all the others who live and work in the City of Baltimore. Accordingly, Morgan's situation in the city is itself a great benefit: Baltimore's architectural inventory is outstanding; its political history is fascinating; and its place on the Chesapeake Bay (and at the starting point of America's 19th-century transportation infrastructure) all contribute to a tremendous resource for students and faculty alike. We often say, "Baltimore is our Laboratory for Design," and of course being at Morgan makes that claim a reality.

The Program's Holistic Development of Future Professionals

Serving graduate students, the Graduate Program in Architecture faces a dilemma. A professional program demands a rigor that could exclude topics not explicitly related to the discipline. Since students are expected to have fulfilled their "General Education" requirements during their undergraduate education, they might have few opportunities to engage the "liberal arts" once upon their professional path. At Morgan, however, the opposite is true:

- Both graduate-only tracks towards Master of Architecture tracks require 15 credits of graduate-level electives (optional studies) over the course of the degree program.(This is 50% more than required by NAAB's *2014 Conditions*.) The 3+2 Program requires 14 elective credits at the graduate level, as well as 6 credits of graduate-level General Studies.

- Our program has enhanced the rigor and scope of our required History / Theory classes, conceived to accentuate the connection between practical skills and what are typically called the "Liberal Arts." A new course initiated in Fall of 2013, "Transitions in Architecture" (ARCH 501), was introduced to do exactly that -- encourage students to make connections between architecture and the breadth of human society.

- Our elective classes, with few exceptions, are humanistic rather than technical. Examples include ARCH 651 - Imaginary Buildings (taught since 2010), ARCH 652 – Art and the Built Environments (taught since 2014), ARCH 741 - Future Tense: Outer Visions (taught for the first time in 2016), and ARCH 743 – Islamic Architecture (taught intermittently since 2011). Although the built environment remains at the core of these electives, the diversity of human cultures remains in the foreground.

Most generally, the program's increasing (and increasingly explicit) emphasis on student research serves to develop in students an understanding that professional education depends on their literacy in a broad array of cultural phenomena – and that they (as professionals) will depend upon the research skills derived from holistic processes and liberal understanding.

I.1.2   Learning Culture   *(back to TOC)*

The Graduate Program in Architecture seeks to make available a rigorous professional curriculum to everyone, including traditionally underserved communities. To do so, the Program defines its "learning culture" as nurturing, accommodating, yet intellectually demanding. It does so through the following practices:

- making student advising a key component of faculty mentorship and retention;
- encouraging peer-to-peer tutelage in multiple classroom settings;
- discouraging poor time-management practices, such as "all-nighters" in the Studio;
- acknowledging that different students require different rates of study;
- celebrating Morgan's identity as an HBCU, which emphasizes the benefits of pluralism, multi-cultural sensitivity, and social responsibility.

There are natural challenges to establishing a robust studio culture. First among them is that most students work during the day and often live far from campus. Consequently, in-class contact hours are even more important. On the other hand, student collegiality depends upon common out-of-class experiences. Finding effective ways to balance students' schedules is a constant challenge. Another challenge is finding the right balance between academic expectations and the reality of students' achievement. A real consequence of the Program's mission of inclusion is that not all students achieve (initially) the necessary level of competence. The University policy of allowing students to re-take failed classes is beneficial and allows students to improve "in place" within the program.

An official *Studio Culture Policy* document has guided the Program since before the last accreditation cycle in 2010/2011. It was developed through collaborative workshops involving students and faculty at the time. (Its most recent revision, including minor changes to the document's layout, was in January 2015.) All incoming new students are e-mailed the document and asked to read it carefully; all continuing students may access the *Studio Culture Policy* via the web HERE. The *Studio Culture Policy* identifies four areas in which students and faculty must perceive their shared "culture":

1. Physical Learning Environment
2. Social Learning Environment
3. Work Ethic, Time Management, Attendance, and Grading
4. Professional Community / Social Responsibility / Community Outreach

In each area, the document lists at least five specific practices that support a healthy studio culture. The *Studio Culture Policy* document explains additional relevant Program information, including practices and policies both "academic" and "cultural," may be found in the *Student Guidelines*, also accessible via the web HERE. Proposals to change standing Studio Culture Policy may be directed either to Faculty or to the Director. Proposals are reviewed at monthly faculty meetings and, if necessary, endorsed at that level. For a program in which "active engagement" is explicitly embraced by its mission, changes to that policy can be implemented by the Program with little additional administrative review.

I.1.3   Social Equity

Morgan's Graduate Program in Architecture conceives "Social Equity" to extend from academic concerns (for a broad range of human-centric topics in the built environment) to personal concerns (for students, for faculty, and for persons outside the program or the University). This perspective has been reinforced by the diversity of faculty research, the pluralistic orientation of the non-technical courses, and the attraction to the program of students for whom Morgan's legacy as an HBCU means that professional education can build up "pride," "uplift," and "justice" for African Americans -- but also for everyone else. The result is that Social Equity is an explicit value for the Graduate Program in Architecture, throughout the SA+P, and at the University level.

Most student cohorts in the Graduate Program reflect the strong presence of African or African-American students, well in excess of national or state-wide demographics (<14% and 31%, respectively), and far in excess of national professional numbers (<2% of licensed architects, nationally). Reciprocally, non-African and non-African-American presence in the program is substantially higher than Morgan's university-wide non-African-American student population (roughly 21%). The result is that student "diversity" in the Graduate Program of Architecture is genuine and favors no particular population. This balance is strategically supported in student recruiting efforts, which include visits both to HBCUs (such as Baltimore's Coppin State and Morgan's undergraduate program) and Traditionally White Institutions (TWIs), such as Stevenson University and Towson University. The program also promotes its program abroad and targets African colleges, especially in Nigeria, as well as undergraduate programs in the Middle East. The prominence of Prof. Mohammad Gharipour's work in Islamic Architecture has attracted additional applications from Iran, despite the very high barriers to those students' receiving visas.

With respect to faculty, however, the Graduate Program continues to be challenged with including African American and women among its ranks. Of six full-time faculty in AY 2016-2017, only one is African-American and only one is female. The program fares better when considered from a global perspective. Three of the six full time faculty are foreign-born or carry dual citizenship. Accordingly, the faculty's outlook is "international" and, even, "polyglot." Among part-time faculty, the Graduate Program does better. The class which presents Professional Practice, Law, and Management (ARCH 561) has been taught by an African American woman for several consecutive years; the instructor, Kathleen Sherrill, is a program alumna and a strong supporter of the program in Baltimore's professional community. Other adjuncts, such as NDC director Jennifer Goold, architect Katherine Melluish, and landscape architect Kathy Poole, help address gender imbalance. Likewise, visiting studio critics include significant numbers of local African American professionals, such as architects Jerryn McCray and Jerome Gray. Nevertheless, the need to strengthen the presence of African Americans and women among the core faculty remains.

Plans to remedy the existing imbalance include changing the program's faculty search process to include a "pre-review" stage, at which time the applicant pool would be assessed for diversity. If the applicant pool is judged insufficiently inclusive, the applicant review stage would be deferred until additional applicants are added. Other changes include the Program Director's commitment to recruit directly

women and African-Americans in academic positions elsewhere to apply to Morgan. Moving ahead, the Program is committed to a proactive effort to identify and encourage diverse candidates to apply. Morgan has a dedicated Office of Diversity and Equal Employment Opportunity (EEO), charged with the day-to-day implementation of the University's nondiscrimination policies as well as the coordination of Title IX related policies, procedures, training and prevention efforts. Information about the Office of Diversity and its policies may be found [HERE]. As a state-funded institution, however, faculty hiring is controlled by state-level EEO/AA policies. In general, Affirmative Action policies in Maryland are limited to encouraging minority hiring among state contractors. At Morgan, like other state institutions, mechanisms are in place to prevent discrimination based on race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or disability.

Especially within the context of the SA+P, a broad definition of "Social Equity" will continue to inform the Program's long-range planning and assessment. The Program will continue to embrace a "wide net" approach to student admissions, whereby qualifications for entering the program depend on a standard of previous academic success, not on evidence of previous design excellence. Doing so not only supports student diversity but remains true to Morgan's mission to bring traditionally-marginalized groups into the professions. The Program will continue to provide frequent academic advisement in the interest of graduate student retention; the Program will continue to recruit students from Morgan's undergraduate program, with its majority African-American population, as well as students of international origin, including Africa. As before, the Program's measure of its own success will include its promotion of research-based contributions to the built-environment histories of global cultures, including African American architecture. And finally, as always, the Program has continued to dedicate its curriculum towards reinforcing "social responsibility" as a key value for architectural designers both during and after their professional education.

I.1.4   Defining Perspectives   *([back to TOC](#))*

Program Approach

Each of NAAB's five Defining Perspectives affects how students engage their work and, reciprocally, how they are engaged by their education at the SA+P. Likewise, the work of program faculty is multi-dimensional and embodies well the ethos characterized collectively by these Defining Perspectives:

Collaboration and Leadership -- As a program dedicated to serving the working student, Morgan's Graduate Program in Architecture faces the obvious challenge of fostering a common identity among multiple and overlapping student cohorts. In fact, students' part-time schedules ensure that any single student is introduced to others both earlier and later in their graduate education. More advanced students' technical expertise transforms "learning" into "teaching." The Program's emphasis on research ensures multiple opportunities for students to determine the focus of their architectural studies. In this sense, "leadership" is intellectual leadership, one's personal contribution to others' knowledge about architecture.

Our program's common course work with the SA+P's other graduate programs (Landscape Architecture

and City and Regional Planning) affords multiple occasions for students to collaborate on actual design projects. In particular, our introductory design studio (ENST 510 – "Environmental" Design) includes both ARCH and LAAR students from the very first day. Likewise, our introductory graphics class (ENST 513 – Graphics Methods) is taught from the perspective of both ARCH and LAAR professional practice. The program's Urban Design class (URBD 511 – Urban Design), although taught by architecture faculty, is offered to CREP students for their own exposure to "form-based design" techniques. These examples, among others, illustrate that intellectual and practical "collaboration and leadership" lie at the foundation of the Program's learning culture. Throughout regular program planning sessions, faculty members have continued to propose additional ways in which this perspective might be enhanced. Innovations planned for Fall 2016 include cross-project diagramming exercises, joint fabrication projects in all studio levels, and a renewal of peer-to-peer mentorship exercises among students in different years of completion.

Design – The concern for design lies at the core of Morgan's architecture program. Design is, for us, an intellectual "heuristic" by which problems may be defined and solutions crafted. *Architectural* design, of course, is program's primary concern. Design classes account for more than a third of the credit hours in both Graduate curriculum tracks. This studio sequence regulates the progress of students throughout the course of their education; our extra-curricular student assessment mechanisms, such as the Comprehensive Design Review at the end of the second year, are linked closely to studio outcomes. Just as importantly, for students, design class is the opportunity to make manifest ideas learned in other core classes. Our capstone "Terminal Project" sequence allows students to define a unique conceptual agenda for design over the course of an entire academic year.

The curriculum begins with basic design (ENST 510), with emphasis on how landscape and structure shape human movement and behavior; the following semester introduces architectural planning (ARCH 520) at domestic scale as well as the tectonic source of form-making. The second year students deal with the design and detailing of small-scale public buildings in dense urban environments (ARCH 530) and the relationship between master planning and architecture (ARCH 540). In the third year, students must craft "Integrated Architectural Solutions" over two semester-long design classes, starting with a topical studio (ARCH 550) and finishing with the capstone "Terminal Project Studio" (ARCH 772). Not surprisingly, design studio curriculum is in a constant state of re-invention; each semester, studio faculty are encouraged to invent new project programs, select new sites, and renew students appreciation for the relevance of architectural design to social concerns. Recent examples include a master plan and constituent buildings for York, Pennsylvania (ARCH 540, Sp. '15); an archives for Baltimore City government (ARCH 530, F. '15); a new home for the Construction Management program on Morgan's campus (ARCH 540, Sp. '16); and a health clinic for an impoverished south-Baltimore neighborhood (ARCH 530, F '14). In all cases, for the Graduate Program in Architecture, "design" is the lens through which students are encouraged to see their potential for action. Students' value of design is encouraged consistently by exposure to nearby architecture. Field trips to Washington DC, Philadelphia, and New York are relatively easy, and typically start off the Fall semester. Over both semesters, however, Baltimore's excellent 19th-centry architectural inventory offers examples of great beauty and social relevance. Morgan's own campus affords students easy-to-access targets for design documentation and analysis.

Professional Opportunity -- Morgan's Graduate Program in Architecture encourages students to conceive their academic coursework as supporting, in reciprocal fashion, their professional future in the present day. Therefore, the Program seeks within its administrative means to foster students' entry into the profession while still in school. By the end of the fourth studio course, ARCH 540, most students have the necessary skills to find employment at entry levels. The Program maintains strong relationships with local practices. Local professionals are regular attendees at studio juries; local firms participate in the Friends of Architecture at Morgan (FoAM) committee, which raises funds for student activities including a large public event, "Conversations in February," at which professionals and students interact informally. The Program Architect Licensing Advisor conducts regular events, including presentations at Morgan by NCARB and networking events for students at local professional offices. Furthermore, working contact with professional architects is embedded even within the course curriculum. The primary example is the

course ARCH 541, "The Intelligent Detail," which pairs students with professional mentors for in-class and outside-of-class projects. Other course-based opportunities for professional partnerships include the Terminal Project Seminar and Design Studio (ARCH 771 and 772), which requires that students identify at least one professional adviser over the two semester course of the project. Extracurricular opportunities include the recent Design-Health initiatives, which promises to put students in contact with local architects who specialize in health-care and related projects.

The Program Director coordinates, on an ad-hoc basis, inquiries from local employers and coordinates on a case-by-case basis student application to those employers. The Program Director is careful to match job requirements with student skill-sets, so that students who apply for positions are generally qualified. Students with strong motivation are counseled by their faculty adviser and the Program Director about the tactics of contacting employers, submitting credentials, and comporting themselves in professional contexts. Once employed, students are advised to adjust their academic course load accordingly; just as importantly, students are asked to share their work experiences and even other opportunities with their peers. Students who are employed by a licensed architect may select to take up to two "Internship" elective courses (ENST 714 & 715: a total of 6cr, or 40% of their "optional studies" requirement), which require that they document and report their at-work experiences. These electives provide students with both incentive and reward for engaging their professional work from an academic point of view. **The Program works within its means, therefore, to put students on their path towards practice.** Nevertheless, we challenge every student to realize that these "Professional Opportunities" are worthwhile only in relationship to other values, including NAAB's four other "Defining Perspectives."

Stewardship of the Environment – An honest accounting is that the Graduate Program in Architecture has struggled to promote the values that underlie "Stewardship of the Environment." On the one hand, the Program's curricular partnership with the Master of Landscape Architecture program puts attention to "landscape" -- man-made and natural -- at the explicit start of each student's design. Yet, even after two decades of public discussion about sustainability and climate change, Morgan's students (like the general public) face a crisis of awareness. The facts of our students' commute, Morgan's suburban location, and economic disparities between Maryland's densely and less-densely populated communities unfortunately obscure for many students the urgency of improving environmental stewardship.

Even so, the Program does demand that students challenge those facts. Both first-year studios, ENST 510 and ARCH 520, teach basic design as *environmental* design. In the initial studio, students are asked to understand that their subject is abstract (path and locus) and real (paving, structure, and foliage). In the second studio, the context is urban yet includes both natural and artificial elements. Students learn, accordingly, that contemporary ecology comprises both natural and man-made "infrastructures," accounting for which is a critical part of an architect's responsibility. The second-year studio ARCH 530 has included in its curriculum design-focused study of low-energy and passive systems, as well as analysis of how to integrate long-term-sustainable mechanical (passive and active) systems into students' designs. (Local "regenerative design" consultant Michael Binder was invited to run a two-week session on these topics in the middle of the Fall 2014 semester.) Technical courses ARCH 533 (Materials) and ARCH 523 (Environmental Controls) present students throughout the semester with content relating their studies with ecological concerns. ARCH 533 emphasizes the evaluation of materials and systems according to their environmental impact; ARCH 523 emphasizes the efficacy of both passive and active systems, and how they work together in contemporary architectural design. A technical course, ARCH 541 ("Intelligent Detail"), illustrates for students the means for controlling daylight and weather factors for the benefit of interior environmental concerns as well as long-term building energy usage. More generally, the School of Architecture and Planning includes "the advancement of... sustainability" in its mission and "sustainability and resiliency" among its core values. In the SA+P's strategic plan is "Objective 4.4: Use the physical and intellectual resources at the Center for the Built Environment and Infrastructure Studies as an educational tool." This refers to CBEIS's status as a LEED Gold building and to using its building systems to develop evidence-based-design study. Progress towards doing so, in the Graduate Program in Architecture, includes student tours which highlight these issues; more active engagement, however, has yet to occur.

Community and Social Responsibility -- Morgan State University, at all institutional levels, evangelizes "Social Responsibility." On the one hand, Morgan's mission defines a clear responsibility to educate underserved communities. On the other hand, the University has traditionally *studied* those communities. In the context of Morgan's legacy as an HBCU, therefore, "Social Responsibility" can be interpreted as twin emphases upon education and study, both of which serve traditionally under-represented communities, whether in Baltimore or around the world. So, for Morgan's Graduate Program in Architecture, this Defining Perspective remains consistently in the foreground of decisions concerning curriculum, administration, recruitment, and retention. The Program's successful recruitment of students from underserved communities, whether from among Morgan's own undergraduate population or from elsewhere around the world, ensures that the students that make up the Graduate Program contribute alternative perspectives about the social construction of built space. A diversity of views among designers inevitably puts "social responsibility" at the core of their shared efforts. That ethos also guides project selection for Studio projects, to the general (although not complete) exclusion of formalist themes. Another example is the SA+P's successful application to the AIA's Design Health Research Consortium, which reflects the Program's belief that architecture's impact extends beyond simply providing shelter. Indeed, the built environment must support physical, psychological, and even *social* well-being. Likewise, a responsible definition of architectural practice must embrace methods and values that bolster -- rather than degrade -- that well-being.

All of the five Defining Perspectives may be said to *characterize* the operation of Morgan's Graduate Program in Architecture, just as much as they serve to *inform* current Program self-assessment and planning.

I.1.5   Long Range Planning   *(back to TOC)*

Long Range Planning within the Graduate Program in Architecture depends on continuing self-assessment, the various mechanisms of which are described below in Section I.1.6. In general, Program planning over the last six years has focused on tactical responses to external factors:

- The SA+P's list of strategic goals, 2011-2021.
- The move to the new CBEIS facility (September 2012);
- Loss of two long-term tenure-track faculty (2012 and 2013) and their subsequent replacement (2013 and 2014);
- The promotion, in 2014, of the first new program-based Associate Professors in more than a decade (May 2014);
- The change from "Department" status to "Program" status within a larger, interdisciplinary department including other graduate programs (May 2014);
- Changes to NAAB's *Conditions*, including revised SPCs (2014);
- ...and, of course, falling enrollment (a trend which ended in 2014).

Internally, the Program has sought to maintain its course through the stepping-down of former Program Chair Prof. Ruth Connell at the end of 2014. The Program has, since that time, valued stability and continuity as a criterion of success. Its planning has therefore focused on maintaining a consistent level of instruction for continuing and new students, without interruption or complication.

With regard to NAAB's publication of the *2014 Conditions*, during the two academic years since their publication, Program faculty meetings have been the forum for discussion of the changed "Realms," the SPCs grouped within them, and more generally the five perspectives which underlie both. In particular, the Program Director led a case-by-case review of *Conditions* changes since 2009 edition, as indicated in Section 2.3 below. Individual faculty are subsequently responsible for modifying course content where necessary, as directed through the consensus developed at Program faculty meetings. Other sources of other information affecting Program decision-making includes the Department Chair (usually directly in conversation with the Program Director), the SA+P Dean (directly or in joint Directors' meetings held monthly), or the SGS Dean (directly or in Graduate Council Meetings held monthly). From a strategic perspective, however, the Graduate Program in Architecture depends upon individual faculty-led initiatives to expand the scope of new student learning opportunities. Typically aligned with unique research interests, faculty-led initiatives point the way towards new courses, potential joint ventures for new programs, or even future faculty recruiting. An excellent example is Dr. Mohammad Gharipour's Community Design and Health Forum, which started in the Fall of 2015. In collaboration with faculty from Morgan's School of Public Health, Dr. Gharipour successfully applied for membership in the second cohort of AIA's Design Health Research Consortium. This initiative's public programming at the SA+P has already been accompanied by opportunities for student research, both of which will affect choices made by students when selecting their capstone projects. Longer term, as involvement with the Consortium deepens, the Program may decide to expand faculty expertise in this field with future hires. In this way, therefore, Program faculty share in development of the Program's Long Term Planning goals.

I.1.6   Assessment   *(back to TOC)*

I.1.6.A Program Self-Assessment:

The Graduate Program in Architecture's processes of self-assessment depend upon the Program's relatively small size, its faculty's tradition of consensus-based decision making, and the clear channels of communication which exist both within the program and with other units at the Department level, the SA+P level, and across the University. Over the last six years, and through a significant administrative reorganization, the Program has made changes to its curriculum and teaching assignments incrementally, the better to build upon continuing success in educating its diverse student body.

The Graduate Program in Architecture's own self-assessment takes place within the **structured assessment processes** of its home department, the SA+P, the School of Graduate Studies, and the University as a whole. These processes include review of school-level rules and procedures for faculty activities and student regulation, of the efficacy of individual program administration, and of institutional mission at all levels. But at the core of the Program's mechanism of self-assessment is faculty discussion at

monthly faculty meetings. (HERE is a file that contains the agenda for all Program faculty meetings since August 2014.) At each meeting, the six full-time faculty share observations made in class and outside of class, depending on the type of student work evaluated. Faculty may propose new teaching or research initiatives, and together required program adjustments are identified and solutions created. Although formal votes typically are not taken, the group works through consensus and, if necessary, the Program Director will note the majority sentiment and proceed administratively on that basis. Faculty observation is supplemented by three annual assessment instruments: the **Comprehensive Design Review** [CDR], for students completing their "second year" studio course; the **Terminal Project Review** [TPR], the subject of which is the work of graduating students; and an **Exit Survey**, which solicits views of graduating students once they have received their diploma. Although the CDR and TPR were originally conceived to evaluate student performance, the Program has embraced both as self-assessment tools, allowing the faculty to identify pedagogical shortcomings at critical points in the curriculum. Of the three, the CDR is the most formal process, since it also a technical "gateway" to identify weak students, to document the skills which need improvement, and to create a revised course plan for improving their work.

Course Evaluations are solicited from all students in every course at the end of each semester. In fact, evaluations are solicited *twice*: once by the University's Office of Assessment (online) and again by individual course instructors, using a paper form provided by the SA+P Dean. Doing so twice ensures as high a yield rate as possible and allows Program Faculty to receive student responses as quickly as possible. **Faculty advising** is another crucial mechanism for Program Assessment. Students in the M.Arch. program are required to meet with designated faculty advisers before the start of each semester. Besides providing students with much-needed course planning and transcript review, faculty advising is a forum for airing -- in a safe, confidential environment -- student views about the program, other faculty, or University-level problems. **General meetings** (including faculty and students) are another way that the Program solicits student views. At these meetings, the Program Director will introduce faculty, new students, and discuss the upcoming semester's programming. Students may also pose questions to the assembled faculty, and in these circumstances general concerns are raised. All the varying assessment activities have affected the Program primarily though adjustment of curriculum and course development, as described below. Another outcome has been the Program's sponsorship of student-centered activities, such as non-curricular workshops teaching digital graphics, CADD, and BiM skills. Generally, results of Program self-assessment have acted as "course corrections" -- to align better both Program and its mission.

Starting in Fall 2015, the SA+P has solicited annual assessment statements from each of the programs. **HERE is the Graduate Program in Architecture's most recent comprehensive assessment report.**

I.1.6.B. Curricular Assessment and Development

Curricular Assessment and Development for the Graduate Program in Architecture operates over four institutional "zones": within the Program itself; in coordination with other programs within the SA+P; within the University's structure of assessment and curriculum oversight; and with respect to outcomes manifested by our current students, recent graduates, and Baltimore's professional architects, including employers of Program graduates. See Figure I.1.6.B on the next page.

Assessment Results -- Of the four "zones" of curriculum assessment, the Program Faculty's own continuing review over the last six years has led to the greatest number of tangible conclusions and curricular changes. Through the SA+P reorganization at the end of 2014, faculty consensus was that the curriculum in place in 2011 was generally working, requiring nevertheless improvements in the following:

- The program should deepen student's exposure to research methods and provide that exposure earlier in students' studies. As a response, a new theory course -- ARCH 501 "Transitions in Architecture" -- was created and placed as a required class at the start of every student's curriculum plan.

- The program must make more rigorous the structures sequence, the better to prepare students for collateral academic work and, of course, future success in with the AREs. As a response, the program hired Jason Charalambides to redesign and teach the structures sequence (ARCH 525, 526, and 527) and to provide technical expertise in studio classes.

- The program should introduce Urban Design principles earlier in each student's curriculum, so that the urban-site focus of ARCH 530 would be better supported. As a response, starting in 2014, the program scheduled URBD 511 "Urban Design" as co-requisite in ARCH 530, taught in the fall.

- The Comprehensive Design Review (CDR) must be continually revised. As a response, different times, scopes, requirements, and assessment instruments have been implemented since 2011.
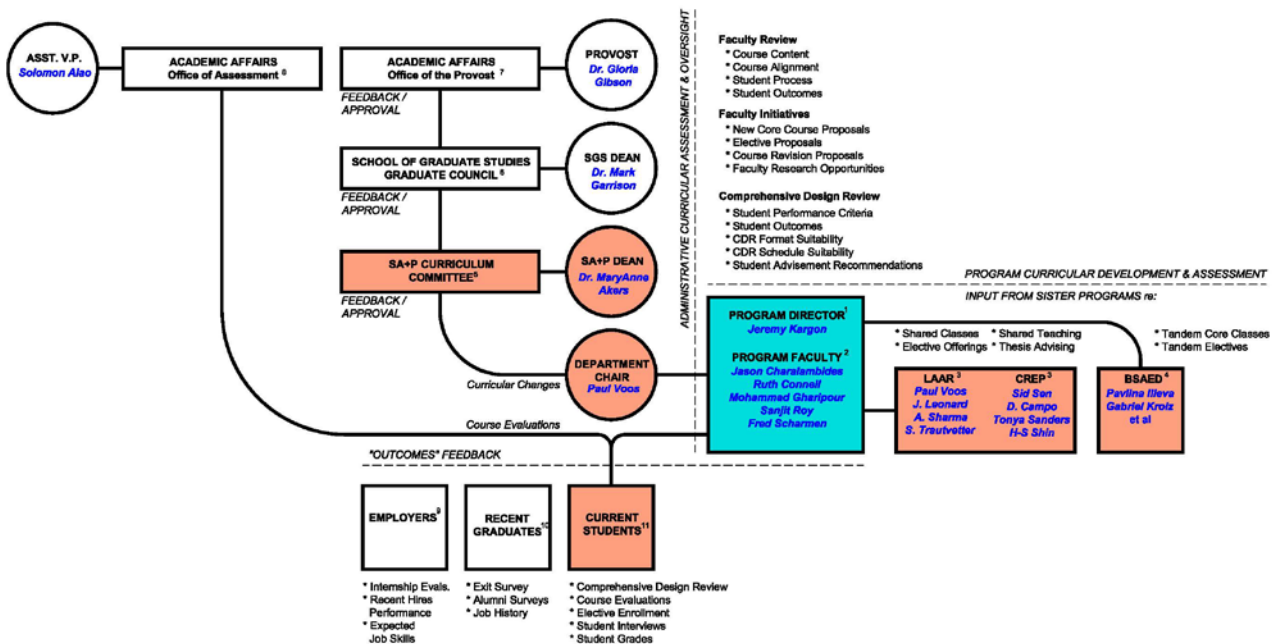

Figure I.1.6.B: Chart Identifying Parties in the Curricular Assessment Process...
Click HERE for Enlarged Chart, Graphic Key, and Notes/Explanation

At the time of the 2014 SA+P reorganization, SA+P Dean Akers emphasized that enrollment had fallen to critical levels and that raising student numbers must be a priority. Since that time, therefore, administrative effort has focused on admissions, leading to increased student enrollment. Nevertheless, continuing faculty-led curricular assessment has led to the following additional observations:

- Students in Morgan's Graduate Program in Architecture need additional help building graphic skills, primarily digital. Although the program has provided some workshops in CADD, BiM, and digital modeling, the program currently provides no *required* coursework in digital design. Similarly, the Program provides no structured teaching for digital-platform construction documentation, i.e., the methods by which an architectural office manages a BiM model for preparing contract documents.

- Students' ability to work "diagrammatically" through graphics and verbal outline is generally weak. Students' basic writing skills need improvement. The existing curriculum must be further adapted to support improved writing at all levels of the curriculum.

- Collaborative work skills, although required in several group projects over students' course of study, are presented tacitly -- mostly through assignments, rather than as a topic for study.

Because of the above, students' ability to integrate the different "Realms" of SPCs must be strengthened. Of the other "zones" of assessment, input from sister programs has been helpful primarily in proposing changes to the content and structure of program curriculum. Input from student course evaluations is usefully primarily at the Program Director level, since information about student satisfaction (or dissatisfaction) allows for better course assignment planning. Feedback from employers, recent graduates, and current students, is also useful. In particular, that feedback has revealed the following:

- Both employers *and* students expect the Morgan's academic curriculum to inculcate strong professional practice skills. However, both employers *and* students expect better instruction for digital production tools, most specifically BiM (ie, in the Baltimore area, Revit).

- Recent graduates appreciate the practical "head start" afforded by the Program's flexible and evening schedule. Current students have expressed frustration, however, with some courses' starting at 4pm, since that hour may cause work-schedule conflicts.

In general, feedback from employers, graduates, and students points towards an "expectation" gap between professional and academic environments: the workplace demands immediate productivity, while the structure of Morgan's academic curriculum remains (and will probably remain) founded first in "critical thinking" and "ability for adaptive learning." At the end of AY 2015-2016, the Program Faculty agreed to address these assessment conclusions -- from all of these sources -- over the course of AY2016-2017. Doing so will incorporate also upcoming findings by the SA+P curricular assessment process (see below).

Institutional Assessment Requirements -- Morgan State University has included self-assessment as a strategic priority. An "Office of Assessment and Operations" [OAA] is part of the Division of Academic Affairs and is charged with the implementation of a "Comprehensive Assessment Plan." The OAA is available for work also with other divisions, including the SA+P and the Graduate Program in Architecture. On-line information about the Office of Assessment may be found HERE. A Comprehensive Assessment Plan [CAP] was adopted in 2012, and may be found HERE. In general, Morgan's CAP stipulates that program-level assessment realize five goals:

1. Enhancing Student Success
2. Enhancing Morgan's Status as a Research University
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes
4. Growing Morgan's Resources
5. Engaging with the Community

Program-level assessment has typically addressed CAP goals #1, 2, and 5. Curricular changes that bolster the use of CBEIS's infrastructure (as a facility dedicated in part to the teaching and study of architecture and as an experiment subject for built-environment research) address #3. Remaining Challenges remain with respect to #4, especially with respect to faculty's sponsored research. In preparation, for the University's own next self-study review, the School of Architecture and Planning has undertaken a school-wide self-assessment, in which the Program of Architecture is required to take part. The year-long process will include four phases:

1. Learning and Program Improvement Outcome Definition (August 2016)
2. Refinement of Outcome and Program Improvement Assessment Plans (October 2016)
3. Implementing Draft Outcome Plans (March 2017)
4. Continued Monitoring, Assessment, and Feedback (August 2017)

The focus will be on clarifying program learning outcomes at course- and program-planning levels, as well as formalizing program assessment goals and procedures.

Section 2. Progress since the Previous Visit   *(back to TOC)*
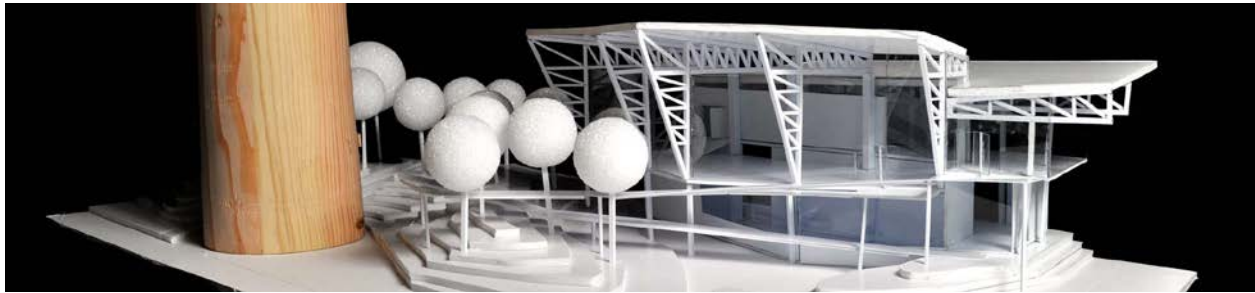
2.1 Summary of Team Findings (VTR 2011)

Conditions Not Met:

- II.1.1 B.8 Environmental Systems

Causes of Concern:

- I.2.1 Human Resources
- I.2.3 Physical Resources
- I.2.4 Financial Resources

2.2 Program Response to "Conditions Not Met" and "Causes of Concern"   *(back to TOC)*

Not Met: II.1.1 Student Performance Criteria -- B.8

2009 Condition: " B.8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools." (*2009 Conditions*, p. 24)

Visiting Team Report [2011]: "ARCH 523 identifies compliance with all of the Environmental System Principles except for one: acoustics. The course manual for ARCH 523 provides the course syllabus, exams, course work, and projects which support compliance with all the Environmental System principals except for acoustics. Submitted student material only reflects minor understanding of site noise and material considerations." (*2011 Morgan VTR*, p. 22)

Program Activities in response [2011-2016]: in the early Fall of 2011, after accreditation, the content of ARCH.523 Architectural Technology III (Environmental Controls) was reviewed by the full-time graduate faculty member who had supervisory responsibility for the course. Doing so identified appropriate instructional content changes and new assignments to foster better understanding of site-related noise considerations, acoustical insulation characteristics, and the role generally of environmental systems to control the effect on noise on architectural environments. In coordination with the Department Chair, that faculty member worked closely with the adjunct lecturer teaching the class at the time to implement changes in Fall 2011. Since that time, both instructional content and assessment concerning acoustics have been a regular part of ARCH 523. The current instructor, graduate faculty member Fred Scharmen, has taught the course (including material dealing with acoustics) since AY 2012-2013.

After filing this information in the Annual Report filed in November of 2011, the program was cleared of having to report further on this issue.

Cause for Concern: I.2.1 Human Resources -- Faculty and Staff

2009 Condition: "Faculty & Staff: An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies that may include but are not limited to faculty and staff position descriptions. * Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives. * An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement. * An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs. * An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.* Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources." (*2009 Conditions*, p. 13)

Visiting Team Report [2011]: "There is a sufficient number of faculty for an architecture program; but, there is a lack of tenured faculty members in the graduate architecture program which will be problematic as the program continues to grow and mature." (*2011 Morgan VTR*, p. 1)

Program Activities in response [2011-2016]: Since 2007, with the arrival of Dean MaryAnne Akers, new full-time hires in the SA+P have been selected in large part upon their potential for published research and, accordingly, potential for achieving tenure and promotion. The previous accreditation visit in 2011 arrived too early to witness the consequences of this change. As of this writing, three of the six full-time faculty members of the Graduate Program in Architecture are now tenured. This compares to only one at the time of the 2011 VTR and represents an increase of 200%.

Of the remaining three tenure-track faculty, two have excellent research profiles and expect to be successful in their bid for promotion in two to three years' hence. The sixth faculty member chose not to apply for tenure and will leave at the end of AY 2016-2017. A faculty search for his replacement will be conducted in the Fall of 2016.

Cause for Concern: I.2.3 Physical Resources

2009 Condition: "The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following: * Space to support and encourage studio-based learning. *Space to support and encourage didactic and interactive learning. *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising." (*2009 Conditions*, p. 15)

Visiting Team Report [2011]: "1. Building Deficiencies: The team found building code, fire safety code, and IT/telecommunication deficiencies in the existing building which we encourage the program to develop a plan to mitigate. 2. The current student enrollment has already exceeded the projected student enrollment capacity of the new facility under construction. Anticipated future student growth will put physical resource pressure on the program and new facility. This will result in a shortage of design studio space in the new facility." (*2011 Morgan VTR*, p. 1)

Program Activities in response [2011-2016]:

1) Building Deficiencies: the SA+P, including the School of Architecture and Planning, moved in to its new home, the Center for Built Environment and Infrastructure Studies (CBEIS) at the start

of AY 2012. As a state-of-the-art, LEED-Gold facility, CBEIS conforms to all required building and fire-safety codes. With regard to IT/telecommunications, the new building provides the physical infrastructure necessary to deliver a high level of IT service. Documentation concerning the scope of physical IT services may be found in section I.2.2 (Physical Resources) below.

2) Building Capacity: Since moving into CBEIS in 2012, the Graduate Program in Architecture was allocated 66 desks for use of its students. Given the decline in enrollment since that time, the dedicated studio space has been suitable for Program needs; likewise, 66 desks is suitable also for program's "optimal" enrollment as defined by its current long-range plans: 60 students. The SA+P's other graduate programs, LAAR and CREP, have also found their apportionment in the CBEIS studio space also sufficient, short term and looking ahead.

With its larger student enrollment, Morgan's pre-professional BSAED program provides dedicated desks only to students enrolled in a design studio at the sophomore, junior, and senior level a dedicated desk. The undergraduate freshman cohort is provided approximately 20 "hot desks," which may be used in turn as student schedules allow. BSAED student enrollment currently remains steady, and so the current arrangement remains satisfactory. However, if new undergraduate programs (such as Interior Design) are created, doing so would require space in facilities other than CBEIS.

Cause for Concern: I.2.4 Financial Resources

2009 Condition: "An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement."
(*2009 Conditions*, p. 15)

Visiting Team Report [2011]: "As the faculty numbers continue to increase in 2011/2012 funding for faculty professional development opportunities are limited. Additional resources will be needed."
(*2011 Morgan VTR*, p. 1)

Program Activities in response [2011-2016]: The context of this concern has become moot since the number of Graduate Program faculty has remained stable since 2012. Student enrollment fell until 2014, after which it has risen close to previous levels. Nevertheless, no increase in Program faculty numbers is either currently required or projected for the future.

The SA+P Dean has provided, with the support of new Provost Gloria Gibson, additional opportunities for professional development. New faculty are afforded 3 credit course release at the start of their position at Morgan; in Fall 2016, untenured Program faculty like be given an additional course release to support their research. In general, the SA+P Dean provides money for each faculty member to travel once for research or conference attendance.

On the other hand, some resources for individual faculty professional development have actually contracted *since 2012. Faculty travel funding awarded by the Division of Academic Affairs (on the basis of a Title 3 grant) has since been discontinued. Faculty now look to the SA+P Dean for those funds; however, although most faculty travel requests have been granted, the SA+P budget has not been adjusted to meet that need. Funds for professional continuing education, among other development areas, are available to faculty via ad hoc University-wide grants, but only on a competitive basis. The Program's Foundation Fund account, comprised of charitable donations to the Program, serves student enrichment and not faculty activity. In general, faculty have* been *increasingly encouraged to act entrepreneurially and seek sponsorship via grants.*

2.3 Program Response to Changes in Conditions   *(back to TOC)*

A significant change in the *2014 Conditions* was the revision to NAAB's "Five Perspectives." As explained above in Section I.1.4 ("Defining Perspectives"), consideration of the "Five Perspectives" affect generally how Morgan's students are engaged by their Program education. Program faculty reviewed Conditions' language concerning the "Five Perspectives" and sought to integrate both the letter and the spirit throughout program curriculum, generally, and class syllabi, specifically.

But the primarily impact of the *2014 Conditions* was to require a study of the newly defined SPCs and those defined by the *2009 Conditions*. The result of that study was, naturally enough, to require changes in existing courses to address new definitions, rewordings, and omissions so that the Program could be sure of alignment with the new document. A digest of those changes follows:

Realm A: Critical Thinking and Representation

- **A.1 Professional Communication Skills** (combined 2009 SPCs A.1 and A.3)
  Curricular Adjustment: Maintain ENST 512 for visual communication skills and revamp ARCH 771 Terminal Project Seminar to bolster writing and speaking skills.

- **A.2 Design Thinking Skills** (akin to 2009 SPC A.2) *No substantial adjustment required.*

- **A.3 Investigative Skills** (akin to 2009 SPC A.5) *No substantial adjustment required.*

- **A.4 Architectural Design Skills** (akin to 2009 SPC A.6) *No substantial adjustment required.*

- **A.5 Ordering Systems** (akin to 2009 SPC A.8) *No substantial adjustment required.*

- **A.6 Use of Precedents** (akin to 2009 SPC A.7) *No substantial adjustment required.*

- **A.7 History and Global Culture** (akin to 2009 SPC A.9) *No substantial adjustment required.*

- **A.8 Cultural Diversity and Social Equity** (akin to 2009 SPC A.10) *No substantial adjustment required.*

- **A.9 Cultural Diversity and Social Equity** (akin to 2009 SPC A.10) *No substantial adjustment required.*

Realm B: Building Practices, Technical Skills, and Knowledge

- **B.1 Pre-Design** (akin to 2009 SPC B.1) *No substantial adjustment required.*

- **B.2 Site Design** (akin to 2009 SPC B.4) *No substantial adjustment required.*

- **B.3 Codes and Regulations** (combined aspects of 2009 SPCs B.2, B.5 and C.7)
  Curricular Adjustment: Previously, coursework for design-specific code elements was concentrated in Design Studio classes; coursework for regulatory issues were covered by the Professional Practice class, ARCH 561. Subsequent to the 2014 Conditions, introduction to IBC and code review was concentrated in the Materials class, ARCH 533; the application of those codes, including life safety and accessibility accommodation, should now be explicitly evidenced by student work in Design Studio V, ARCH 550.

- **B.4 Technical Documentation** (akin to 2009 SPC A.4) *No substantial adjustment required.*

- **B.5 Structural Systems** (akin to 2009 SPC B.9)
  Curricular Adjustment: emphasis on "ability" to demonstrate principles of structural design is reflected by increased curricular rigor and new class assignments in ARCH 526 (Wood and Steel) and ARCH 527 (Concrete).

- **B.6 Environmental Systems** (akin to 2009 SPC B.8)
  Curricular Adjustment: emphasis on "ability" to demonstrate principles of environmental design is reflected by revised project assignments in ARCH 523 (Env. Controls) and demonstrated competence in ARCH 550 (Design Studio V).

- **B.7 Building Envelope Systems** (akin to 2009 SPC B.10) *No substantial adjustment required.*

- **B.8 Building Materials & Assemblies** (akin to 2009 SPC B.12) *No substantial adjustment required.*

- **B.9 Building Service Systems** (akin to 2009 SPC B.11) *No substantial adjustment required.*

- **B.10 Financial Considerations** (akin to 2009 SPC B.7)
  Curricular Adjustment: the wish to demonstrate this SPC in project-specific contexts suggested a change: this SPCs is now integrated into upper-level studio courses (ARCH 540 and 550) so that students may better relate design-factor decisions to "Financial Considerations."

Realm C: Integrated Architectural Solutions

- **C.1 Research** (akin to 2009 SPC A.11)
  Curricular Adjustment: the importance of covering this SPC early in the curriculum led to the creation of course ARCH 501 "Transitions in Architecture," in which research methods are introduced along with basic principles of architectural design, theory, history, and culture.

- **C.2 Integrated Evaluations and Decision-Making Design Process** (new to 2014)
  Curricular Adjustment: renewed emphasis in the capstone "Terminal Project" sequence (ARCH 771-772) on the relationship between research and pre-design development, including concept creation, functional programming, site selection, site analysis, and metrics for project evaluation.

- **C.3 Integrative Design** (akin to 2009 SPC B.6)
  Curricular Adjustment: acknowledgement of the importance of demonstrating student ability in Integrative Design also in capstone design studio (ARCH 772), in addition to earlier topical studios.

Realm D: Integrated Architectural Solutions

- **D.1 Stakeholder Roles in Architecture** (combined aspects of 2009 SPCs C.3 and C.9)
  No substantial adjustment required.

- **D.2 Project Management** (akin to 2009 SPC C.4) *No substantial adjustment required.*

- **D.3 Business Practices** (akin to 2009 SPC C.5) *No substantial adjustment required.*

- **D.4 Legal Responsibilities** (akin to 2009 SPC C.7) *No substantial adjustment required.*

- **D.5 Professional Conduct** (akin to 2009 SPC C.8) *No substantial adjustment required.*

(back to TOC)

Section 3. Compliance with the Conditions for Accreditation

I.2.1   Human Resources and Human Resource Development   *(back to TOC)*

All three tracks towards the Master of Architecture degree are administered by the Graduate Program in Architecture (ARCH), which operates autonomously within the Department of Graduate Built Environment Studies. Both graduate-only tracks consist of core courses taught by Program faculty (full-time and part-time), as well as electives taught by graduate faculty (full-time and part-time) in the Landscape Architecture (LAAR) and City and Regional Planning (CREP) programs. The "3+2" track, however, requires significant undergraduate coursework in advance of a student's acceptance into the M.Arch. program itself. This coursework is administered solely by the Department of Undergraduate Built Environment Studies and its preprofessional Bachelor of Science in Architecture and Environmental Design (BSAED) Program. In this particular case, therefore, both groups of faculty (graduate and undergraduate) represent the "human resources" which provide instruction for students working towards their accredited professional degree.

The accredited Graduate Program in Architecture has to it dedicated 6 full time faculty, including the Program Director. Since they are assigned to a Masters-level degree program, ARCH faculty members are expected to teach 9cr per semester. (The Program Director teaches a reduced load, 9cr per *year*, to accommodate his administrative duties; for other faculty, course release may be granted given special circumstances, including funding from other sources.) The following list indicates the name of each Program faculty member and his or her area of specialization; please follow the link for each name to review the faculty member's resume.

- **Dr. Jason Charalambides**, IA-AIA PE ISI -- Structures, Infrastructure, and Project Management
- **Ruth Connell**, AIA -- Design, Professional Practice, Building Technology, Art and Architecture
- **Dr. Mohammad Gharipour** -- Architectural History, Research Methods, and Health/Design
- **Coleman Jordan** -- Evidence-based Design, Historiographies of Representation [Started 9/16]
- **Jeremy Kargon**, RA (Program Director) -- Design, Building Materials, Visual Culture
- **Fred Sharmen**, AAIA -- Design, Architectural Systems, Systems Theory, Urban Design

Prof. Sanjit Roy, part of the full-time faculty since 2008, resigned at the end of August 2016. Names and credentials for him and adjunct instructors in the Graduate Program in Architecture, as well as instructors in the LAAR and CREP programs, may be examined in THIS file, which contains all SA+P faculty resumes.

Other disciplines, including Landscape Architecture (LAAR) and City and Regional Planning (CREP), contribute significantly to student learning and achievement at both the graduate and undergraduate level. For students in the accredited Graduate Program in Architecture, LAAR and CREP provide a wide range of graduate-level elective coursework in their respective disciplines. Furthermore, LAAR faculty and students alike are active collaborators in introductory studio coursework (ENST 510, 512) as well as the capstone research seminar (ARCH 771). Click HERE for a link to a single file containing all SA+P faculty resumes, including LAAR and CREP faculty.

The preprofessional Bachelor of Science in Architecture and Environmental Design program has to it dedicated 10 full time faculty, including a Department Chair and Program Director. Since they are assigned to a Bachelors-level degree program, BSAED faculty members are required by University practice to teach 12cr per semester. (The Department Chair and Program Directors teach a reduced load, between 6cr and 9cr per *year*, to accommodate their administrative duties; for other faculty, course release may be granted given special circumstances, including funding from other sources.) The following list indicates the name of each BSAED faculty member and her or his area of specialization; please follow the link for each name to review the faculty member's resume.

- **Adam Bridge**, AIA (co-Program Director) -- Design, Architectural History
- **Leon Bridges**, FAIA -- Professional Practice
- **Suzanne Frasier**, AIA -- Design, Sustainability, Interior Design
- **Dale Green**, AAIA -- Preservation, Architectural History
- **Brian Grieb**, AIA -- Design, Building Materials, Professional Practice
- **Pavlina Ilieva**, AIA (co-Program Director) -- Design, Professional Practice
- **Dr. Samia Rab Kirchner**, IA-AIA -- Urban Design, History of Architecture
- **Gabriel Kroiz**, AIA (Department Chair) -- Design, Professional Practice, History/Theory
- **Brian Stansbury** -- Fabrication and Digital Design
- **Isaac Williams** -- Design, Education

Selected LAAR faculty provide Site Design instruction for BSAED students; selected CREP faculty have taught elective courses for BSAED. (The Construction Management program does not contribute to required courses in the BSAED portion of 3+2 Program coursework.) Names and credentials for adjunct instructors in the BSAED program, as well as for LAAR and CREP faculty, may be examined in THIS file, which contains all SA+P faculty resumes.

Teaching Matrices for AY 2014-2015 and AY 2015-2016

THIS DOCUMENT illustrates teaching assignments in the accredited **Graduate Program of Architecture** for AY2014-2015 and AY 2015-2016.

THIS DOCUMENT illustrates teaching assignments in the preprofessional **Bachelor of Science in Architecture and Environmental Design Program** for AY2014-2015 and AY 2015-2016.

How faculty members remain current in their Knowledge of the Changing Demands of the Discipline, Practice, Licensure.

Faculty members in the Graduate Program in Architecture remain current with respect to changes in architecture, its professional practice, and licensure is several ways, but each faculty member does so differently depending on their particular circumstances.

- Faculty members with current architectural licenses are required to take part in continuing education. Opportunities to do so include local lectures by other architects, presentations by vendors, professional seminars, etc., all of which generally inform participating faculty in new developments concerning architectural technologies, design discourse, and practice.

- Faculty are expected to participate at least once a year in a national conference in their research specialty, the better to expose them to new ideas in the discipline from other academics or professionals.

- The program Architectural Licensing Advisor is required to report to Program Faculty concerning changes in licensing requirements, as encountered in NCARB communications or events.

- Close contacts with Baltimore's professional community leads to interaction and exchange between Program Faculty and active practitioners. Events sponsored by the Friends of Architecture at Morgan (FoAM), in which many local architects come to listen and speak informally with students and faculty, encourage continued mutual intellectual "nourishment."

- In addition, several faculty succeed in maintaining a practice while fulfilling their academic roles. Doing so naturally keeps faculty abreast of new practices relevant to architectural professionals.

Resources available to Faculty and the Extent to which Resources are Used.

As a state-funded HBCU, Morgan State University's financial resources for faculty are limited. As is explained HERE, only a few faculty development opportunities are available at the University and SA+P level. As will be explained below in Section III I.2.3, individual programs with the School of Architecture and Planning do not manage budgets independently. Nevertheless, the SA+P Dean has succeeded in funding each faculty member participation in (and travel to) at least one national conference each academic year. Additional travel, however, depends either on faculty's personal resources or their success in applying for sponsored research.

Non-financial resources include the CBEIS building facility itself (with its excellent IT infrastructure and the year-round operation of BEARLab), the University Library, and other University facilities. A recent example is an exhibit of his architectural research by Assoc. Prof. Jeremy Kargon held at the James E. Lewis Museum, Morgan's excellent gallery of fine arts. Another example is Asst. Prof. Jason Charalambides' use of School of Engineering laboratory space to pursue both his own research and students' independent studies. Outside the campus, Baltimore's location offers extensive opportunities for faculty research and development. Assoc. Professor Mohammad Gharipour's involvement with the Walters Art Museum includes both consulting with curators on exhibits and collaborating with museum scholars on significant academic research. Assoc. Ruth Connell has participated in numerous fine art exhibits throughout Maryland; her success attests to the vitality of local artists' activities as well as the general accessibility of programs for designers interested in the relationship between art and the built environment.

List of Past and Projected Faculty Research / Scholarship / Creative Activities since Previous Visit

- HERE is a list of Graduate Architecture faculty activities since Spring 2011.

Description of Student Support Services, including Advising, Career Guidance, & Internship Placement

Student support services provided by the Graduate Program in Architecture include faculty **advising**, academic support for **registration**, **referral & guidance** for employment, and **notification** of opportunities for events, scholarships, and other activities outside the academic curriculum. The preprofessional BSAED program, serving a much larger undergraduate population, provides similar services with the additional focus on student retention, for which a full-time coordinator is provided by the University.

Advising: Faculty advising for students in the graduate program is a key to their academic progress. Each student is required to meet with her or his faculty adviser in advance of course registration each semester. At this meeting, the faculty adviser reviews the student's academic progress, performs an audit of required remaining courses, and discusses generally the student's professional and academic interests. Together, the adviser and student determine the most appropriate course load for the coming term and, accordingly, which courses must be taken. Any unresolved questions or registration

issues are referred to the Program Director and then, if necessary, to the School of Graduate Studies or Registrar.

Newly-admitted graduate-level students and students in their first year in the 3+2 program are assigned to the Program Director; after the first semester, these students are assigned randomly to one of the other five faculty members. Continuing graduate students typically maintain the same adviser until graduation. HERE is the advising list for Spring 2016; HERE is the advising list for Fall 2015, during which Prof. Ruth Connell was on sabbatical. Typical advising forms used by faculty and shared with students may be found via these links: 90cr, 60cr, 60Plus (including additional required courses).

Registration: Morgan's on-line registration system, Websis, has accumulated over many years conflicting course permission information, resulting often in the prevention of students' registration. Until the system is reformed, students often require administrative assistance simply to register for courses. At the graduate level, the Program Director provides that assistance; students must request explicitly an "override" for registration, after which the Program Director provides one-by-one permission overrides in the system. Although this continuing problem is significant drain the Program Director's time, one advantage is additional control over student course registration, ensuring that students register only for courses for which they have the necessary pre-requisites and adviser permissions.

At the undergraduate level, the Dean's Assistant provides similar administrative support and advising, as well as -- with the undergraduate Department Chair's -- support for student transfers from community colleges.

Referral & Guidance: Although the Graduate Program in Architecture does not have a formal internship or "co-op" program, students are encouraged strongly to engage the profession through part-time or even full-time employment during their education. Not surprisingly, local architects regularly contact the Program about opportunities for recent graduates or current students. Program Director, in consultation with the faculty, works to match students with appropriate skill sets to the opportunities as they arise. To do so, the Program Director reaches out to feasible student candidates, reviews their resume's and portfolios if possible, and generally coaches the students in their initial contact with potential employers. The Program does not, however, contract formally with employers for student services. Rather, students and employers come to their own mutual agreement concerning compensation, hours of work, and benefits. Nevertheless, the Program does NOT support unpaid internships and will reject offers of that kind.

Recent examples include program referrals for part-time professional work at Manns Woodward Studios Architecture + Planning (April 2016); for an "Energy Project Internship" at Healthy Neighborhoods, Inc.; for student contributions to grant funded research concerning "Next Generation Volume Reduction Green Infrastructure Stormwater Control Measures" (May 2016); and for paid participation in the Wells Fargo Works Small Business Neighborhood Renovation Program, coordinated with Gensler's Baltimore Office (June 2016);

In addition, the Program's academic structure encourages significant contact between graduate students and active professionals in the classroom (as in-class project "mentors") and at local events. These relationships are explicitly nurtured to grow for students their professional network while still working towards their professional degree. A consistent example is the coordinated in-class partnerships between students and professionals in ARCH 541, "The Intelligent Detail." HERE is a list of that class's most recent pairings between local architects and student collaborators.

The preprofessional undergraduate program has itself innovated significant career guidance activities. Administered by the BSAED Program Director, **Design Connect** introduces undergraduates to the culture of active architectural offices. Select group of high-achieving junior/senior students are hosted by local firms in the Baltimore and DC area for 3 weeks (12-15 hours per week) as part of 1-credit course during the Winter term. As unpaid, job-shadowing interns, students will observe office workflow, various stages of the design process, related interactions and activities and record observations in sketchbook/digital journal in order to gain and share knowledge of the design profession and prepare for future paid internships.

Notification: Making students aware of what's happening in the profession is itself an important Program activity. Doing so has necessarily to leverage both in-Program resources -- that is, the Program Director, Faculty, and Graduate Assistants -- and SA+P-level resources, such as the Dean's Office staff. Within the Program itself, the Director makes extensive use of e-mail to relay to graduate students about upcoming events, on-campus and off. With the help of the Dean's Office, the Graduate Program can add content, including promotional content for specific events, to its web pages. The Graduate Program maintains a LinkedIn group, the Graduate Architecture Alumni @ Morgan page. More generally, the Program makes use of SA+P's social media presence, including the very active "Morgan State University SA+P" page on Facebook. The Program Director is an approved contributor to the page, to which he adds news and information relating to Graduate Architecture events, faculty activities, and alumni news.

Name of the Architect Licensing Advisor and a Summary of Recent Activities

Since before Spring 2012, the Architect Licensing Advisor for the professional program had been Associate Professor **Sanjit Roy**. In this capacity, he organized the following school-wide events, open both to graduate and undergraduate students:

- Wednesday 10 February 2016 -- AIA Mentoring Event at ASG Architects
- Monday 1 February 2016 -- NCARB "IDP Exchange" led by Michelle Dixson.
- Wednesday 11 February 2015 -- AIA Mentoring Event at ASG Architects
- Monday 8 September 2014 -- NCARB "Designing Your Future" led by Martin Smith.
- Wednesday February 19 2014 -- AIA Mentoring Event at ASG Architects
- Tuesday November 12 2013 --   Faculty Shoptalk: "Pathway towards the Profession"
- Wednesday 25 April 2012 -- off-campus "IDP Exchange" at Hord Coplan Macht Architects

Professor Roy participated in NCARB's IDP Coordinator's Conference in August 2014 and, most recently, in August 2016. Prof. Roy resigned his position in August 2016. Starting in Fall 2016, therefore, Professor **Ruth Connell**, AIA, will take on the role as Architect Licensing Advisor.

Description of Resources -- Administrative Assistance

One final aspect of "Human Resources" are the staff available to support administrative functions of the Program. It is these resources which are typically hardest to come by at Morgan; in general, the Graduate Program in Architecture has only a single administrator -- the **Program Director** -- dedicated to those functions. (See Part III 1.2.5 Administrative Structure and Governance for additional information.) The Program has no dedicated administrative assistants; the Program Director can request help from the Dean's Office, but doing so is impractical for program-specific needs. The Graduate School has, since

before 2011, provided funding for one full time **Graduate Assistant** (or, in 2015-2016, two half-time Graduate Assistants) to serve non-student-related Program functions.

The **Department Chair** serves the program through his work in coordinating schedules, faculty assignments, and assessment practices among the three graduate program. However, since the current Department Chair is also the Program Director of Landscape Architecture, his time is sorely taxed due to his more direct responsibilities to that program.

The **Assistant to the Dean** is the point of contact for all Programs with respect to building administration, adjunct contract administration, and other issues which requires coordination with administration outside the SA+P.

The School of Graduate Studies maintains a staff dedicated to graduate admissions and subsequent student-related issues, like Graduate Aid and visas for foreign graduate students. Besides the **Graduate School Dean** are the following SGS staff which provide administrative support for all graduate students, including those in the M.Arch. program: an **Asst. Dean of Graduate Studies**, a **Financial Mgr./Budget Officer**, the **Graduate Recruitment & Admissions Coordinator**, a **Manager of Operations and Information** , and two **Administrative Assistants**.

For undergraduate BSAED students, including those newly accepted into the 3+2 track towards the Master of Architecture, Morgan provides a wide range of student support, including institutional aid for Honors students and students who "diversify Morgan ethnically, geographically, and academically based on their current major." (Many, if not most, 3+2 Track students qualify for both kinds of aid while they retain their undergraduate status.) Undergraduates are served generally by a separate **Office of Financial Aid**, the **Office for Student Success and Retention**, the **University Writing Center**, the **Office for International Student and Faculty Services**, the **Center for Career Development**, as well as the large number of **student-related services** typical of undergraduate education.

I.2.2   Physical Resources   *(back to TOC)*

Description of Physical Resources

Morgan's School of Architecture and Planning, including the Graduate Program in Architecture, has been housed since Fall 2012 in the **Center for Built Environment and Infrastructure Studies** (CBEIS). CBEIS is a ~126,000sf facility for academic design and engineering programs. Besides the SA+P, CBEIS houses the School of Engineering's Civil Engineering and Transportation Studies programs, as well as Morgan's National Transportation Center. Sharing a single facility affords both design and engineering work a highly collaborative environment within and among these disciplines.

Located at the north end of the university campus, CBEIS is a signature "gateway" building. (HERE is a campus map that indicates CBEIS's location.) CBEIS interacts with two very different environments: the urban context along Perring Parkway to the west and the natural landscape of the Herring Run, to the east. Designed to be the physical link between these two environments, CBEIS was designed by the local firm Hord Coplan Macht Architects in collaboration with the award-winning architect Philip Freelon. Morgan State University mandated that the new facility be at the forefront of sustainable design practices, utilizing high performance materials and systems, serving, both a demonstration and incubator of responsible planning, design, engineering and cutting-edge technology. CBEIS was given LEED "Gold" certification and was recognized by the following local and national awards:

AIA Baltimore	2012 Design Award - Sustainable Design
AIA Baltimore	2012 President's Award - Client of the Year
AIA North Carolina	2012 Merit Award
USGBC MD	2012 Wintergreen Award - Institutional Award
AIA Maryland	2013 Design Awards - Public Building of the Year
BestMastersDegrees.com	50 Most Impressive Environmentally Friendly University Buildings (#15)

Generally, CBEIS includes classrooms, a multi-program design studio space, computer labs, faculty and administrative offices, group study rooms, conference rooms, jury rooms, a fabrication shop, built-environment technology laboratories, student lounges, loading and service facilities, and a dramatic atrium space. Adjacent to CBEIS is a parking garage for use by students only; faculty and staff, as well as visitors, may use the at-grade parking lot to the north of the building. Building access hours are Monday through Friday 8am-8pm for the general public and 7 am - 2 am (Sunday through Thursday) and 7 am - 12 pm (Friday and Saturday) for students, faculty, and staff of the School of Architecture and Planning.

CBEIS's LEED "Gold" certification depends, in part, upon technical features that reduce energy and water consumption. These features are used extensively by SA+P faculty to illustrate for students how a building's design can address concerns about sustainability of the built environment. Examples of how CBEIS does so include the building's site selection, its Green Roof installations, its provision for bicycle storage, its use of "low-emitting" and recycled materials, the general provision of daylight, and the design of its exterior landscaping, which includes native plantings, retention ponds, and bio-swales to capture and treat 50% of the site's storm water runoff. CBEIS's energy use is supplemented by three types of

solar panels. The west roof holds 247 solar panels that generate approximately 30 kva. Sixteen additional collection panels provide hot water to the building and produce approximately 25,000 btu/panel/day. A decorative photovoltaic glass installation, situated on the south façade of the CBEIS atrium, also provides power to the building. Energy modeling studies predict that CBEIS's solar-power infrastructure will result in operating costs 30% lower than similar non-high performance buildings. CBEIS also utilizes an innovative rainwater reuse system that stores rainwater in (2) 2,000 gallon tanks on the 100 level. Water held in these tanks is used for flushing toilets on the north end of the building. The use of this grey water reuse system combined with the low flow toilet fixtures in building will allow CBEIS to use 60% less water than a typical building. A more complete description of the building's planning for sustainability can be found HERE.

Floor plans of CBEIS, color-coded to indicate these six categories, may be reviewed in THIS FILE.

Programmed spaces within CBEIS may be characterized in the following six ways:

- spaces that are dedicated solely for use by the accredited M.Arch. program and its faculty;

- spaces that are dedicated solely for use by BSAED (undergraduate) program and its faculty;

- spaces that are dedicated solely for use by one of the other SA+P programs (graduate LAAR and CREP, or undergraduate CM) and their faculty;

- spaces that are used jointly by SA+P students, faculty, and staff; use of these spaces is coordinated by the SA+P Dean's Assistant.

- spaces that are used jointly by both SA+P and School of Engineering programs housed within CBEIS. Generally, use of these spaces is coordinated by the SA+P Dean's Assistant.

- spaces that are dedicated solely for use by School of Engineering programs.

In addition, CBEIS contains "non-programmed" spaces: such as circulation, egress, and spaces used by the general public upon entering the building. The following written description itemizes the programmed spaces within each category. Illustrations of individual facilities may be viewed via links where noted within the text; HERE is a file which includes all the following illustrations of the CBEIS facility.

Spaces which are Dedicated for Use by the Accredited M.Arch. Program and its Faculty:

1. **Design Studio** (within CBEIS 111): 66 desks. Each graduate student enrolled in a design studio receives a dedicated desk, including plan drawer, personal storage, shelving, and drawing surface sized 36"x60". See illustration HERE. Students not enrolled in a design studio course may also receive a dedicated studio desk upon request. Students typically maintain their studio desk over the full course of the academic year.

2. **NAAB Archive Room** (CBEIS 106): Storage room ~12'x12'. Equipment includes flat-files for paper-based documents and shelving for models, miscellaneous student work, and faculty course binders. See illustration HERE.

3. **Faculty Offices** (CBEIS 213, 216, 217, 218, 220, 223): Each full-time faculty member receives a private office, including a desk, chair, shelving, storage, phone, and computer. The typical dimension is approximately 12'x10'. See illustration HERE.

4. **Program Resource Room** (CBEIS 329): Work room and library, ~11'x18'-6". This room is maintained by the Program Director for use, when needed, by Graduate Program Assistants or other student research. (The Director's personal professional library is stored in this room.) See illustration HERE.

Spaces which are Dedicated for Use by the Undergraduate BSAED Program and its Faculty:

1. **Design Studio** (within CBEIS 111): 140 desks. Each undergraduate student enrolled in a design studio at the sophomore, junior, and senior level receives a dedicated desk, including plan drawer, personal storage, shelving, and drawing surface sized 36"x60". The undergraduate freshman cohort is provided approximately 20 "hot desks," which may be used in turn as student schedules allow. Undergraduate students typically maintain their studio desk only over the course of a semester, and must vacate their desk in advance of the end of each term.

2. **Student Retention Coordinator Office** (CBEIS 107): For use by the administrator who works with undergraduates in guidance and schedule management, this office is similar in dimension and equipment to Faculty Offices.

3. **Faculty Offices** (CBEIS 211, 212, 214, 215, 219, 224, 225, 226, 336): Each full-time faculty member receives a private office, including a desk, chair, shelving, storage, phone, and computer. The typical dimension is approximately 12'x10'. See illustration of typical office HERE.

4. **Communications Classroom** (CBEIS 253): Room sized ~ 26'x24' to accommodate multiple sections of introductory undergraduate graphics classes take place in this dedicated room, with 15 desks. Each desk includes space for portable student hand-drawing equipment and is also provided with a computer for computer graphics work. See illustration HERE.

Spaces which are Dedicated for Use by one of the Other SA+P programs (LAAR. CREP, or CM):

1. **Design Studio** (within CBEIS 111): 42 desks. Each graduate LAAR student enrolled in a design studio receives a dedicated desk, including plan drawer, personal storage, shelving, and drawing surface sized 36"x60". Graduate CREP students have been provided with 8 desks within this space, for use when taking a "Planning Studio."

2. **Faculty Offices** (CBEIS 222, 313, 314, 315, 316, 317, 318, 319, 337, 338, 339): Each full-time faculty member receives a private office, including a desk, chair, shelving, storage, phone, and computer. The typical dimension is approximately 12'x10'. See illustration of typical office HERE.

Spaces that are used jointly by all SA+P Students, Faculty, and Staff:

1. **Built Environment Applied Research (B.E.A.R) Fabrication Lab and Outdoor Model Area** (CBEIS 020 & 020E): The BEAR.Lab provides all SA+P students with access to advanced mechanical and digital "maker" tools. A covered, well-ventilated exterior work area is adjacent to the BEARLab itself, and provides access for deliveries. Students must first attend a Safety and Orientation workshop before being permitted to work in the shop. Additional training for specialized equipment is available as needed. A supply center for student purchase of stock materials is also located within the shop. The BEAR.Lab's hours of operation are Mon - Thu (9:00 am - 9:00 pm) and Friday (9:00 am - 5:00 pm). See illustration HERE.
HERE is a list of specialized equipment in the BEARLab available for student use.

2. **The SA+P Studio** (Room 111): this large complex of rooms includes student work desks dedicated to individual programs, including the Graduate Program in Architecture, BSAED, LAAR, and CREP. In addition to this large open space, the SA+P Studio includes the following specialized rooms, which are shared generally by students, faculty, and staff:

   a. **PC Computer Lab** (CBEIS 111A): sized ~22'x40'. Includes 36 stations with PC computers, flatbed scanning station, and printer; standard AV equipment for use as a classroom; and podium with AV controls adjacent to a whiteboard at the front of the room. See illustration HERE.

- **PC Computer Lab** (CBEIS 111A) continued:
  HERE is a link to guidelines for student use of the Computer Labs.
  HERE is a link to guidelines for student printing and plotting.
  HERE is a list of licensed software applications to which students have access.
  HERE is a link to additional software resources for SA+P students.

b. **Print Lab** (CBEIS 111B): sized ~22'x24'. Includes printing, plotting, and scanning facilities, as well as a station for the student staff member tasked with helping students with printed output. See illustration HERE.
   HERE is a list of specialized equipment available for student use.

c. **Mac Computer Lab** (CBEIS 111C): sized ~20'x30'. Includes 16 stations with iMac computers (running Windows 10), , flatbed scanning station, and printer; standard AV equipment for use as a classroom; and podium with AV controls adjacent to a whiteboard at the front of the room. See illustration HERE.

d. **Student Lockers** (CBEIS 111*): Includes 186 lockers of dimension 36"h x 15"w x 15"d for personal use by all SA+P students, upon registration with the Dean's Assistant. See illustration HERE.

e. **IT Support Suite** (CBEIS 111D): Two rooms for use by the SA+P's Manager of Information Systems. One room is used as the Manager's office; the other as a temporary storage room for equipment. See illustration HERE.

f. **Model Photography Station** (CBEIS 111*): Although originally planned as a kitchen for use by SA+P students, this room has been adapted for quasi-permanent use as a model photography station. Equipment includes black and white "light tents" and spot light lamps. See illustration HERE.

g. **Jury Rooms** (CBEIS 111E, 111F, 111G, and 111H): These rooms are used by all SA+P programs for class pin-ups, formal juries, and many other class and extra-curricular activities. The four areas are separated by foldable partitions, allowing flexible configuration of the aggregate space. Each individual area is sized ~ 28'x30' and is provided with 25 movable chairs, a white board, digital projector, and a podium with a computer for AV control. (AV control may be ganged among all the rooms, if required.) The partitions are themselves suitable for pin-up of student documents; the fixed walls at the rear of each Jury Room area are fitted with fabric-covered pin-up material. Ad hoc use of these rooms is common, but generally academic use of the Jury Rooms must be coordinated with the Dean's Assistant. See illustration HERE.

h. **Atrium Pin-up Walls**: Although the CBEIS Atrium is not, strictly speaking, "programmed" space, the walls between the Atrium and the SA+P Studio are used extensively by all programs for temporary pin-up of drawings, boards, and models. Everyday use of this wall for class activities is common; longer-term use of this wall for exhibits or display of student work must be coordinated with the Dean's Assistant. See illustration HERE.

3. **The SA+P Main Offices** (Rooms 103 and 104): These rooms are managed by the Dean's Office and serve, generally, school-wide and administrative functions.

a. **SA+P Conference Room** (CBEIS 103): sized ~20'x25'. Includes a large meeting table for 16 persons, white-board with digital projection, a 70" flatscreen, and a podium with a computer for AV control. This room is also fitted with a Polycom conference call device. Although generally reserved for use by the SA+P Dean, faculty and students may reserve use of this room via the Dean's administrative staff. See illustration HERE.

b. **SA+P Office** (CBEIS 104): Serves as the SA+P "main office" and includes the following rooms:

      i. **SA+P School Reception and Staff** (CBEIS 104): sized ~25'x25'. This area is used to received faculty, students, staff, and guests for administrative purposes. The main space includes four work stations, a guest seating area for two, and access to other offices. See illustration HERE.

      ii. **Dean's Office** (CBEIS 104C): sized ~12'x15'. The SA+P Dean receives a private office similar to faculty's -- with upgraded wood finish -- including a desk, chair, shelving, storage, phone, and computer. See illustration HERE.

      iii. **Dean's Assistant's Office** (CBEIS 104B): sized ~15'x15'. The SA+P Dean's Assistant receives a private office similar to faculty's, including a desk, chair, shelving, storage, phone, and computer. See illustration HERE.

      iv. **Copy Room** (CBEIS 104A): sized ~10'x10'. This room includes a standalone reproduction/scanning station, faculty mailboxes, and a kitchenette. See illustration HERE.

      v. **Storage Room** (CBEIS 104D): sized 12'x15'. Used for clerical supplies, including paper, portable office equipment, etc. The dimension is approximately 00'x00'. See illustration HERE.

4. **Center for Built and Natural Environment Research** "CeBNER" (CBEIS 108): sized ~14'x40'. This suite has been designated for a nascent "research center," CeBNER, the mission of which will be to administer SA+P applied research initiatives. CBEIS 108 includes two faculty-type offices and a common room for collaborative work. See illustration HERE.

5. **CO+IN "Collaboration and Innovation" Reference Room** (CBEIS 235): sized ~ 90'x20'. This large room is typically used by administration, faculty, and students for meetings, presentations, and other medium-sized group activities. This room includes large-format projection equipment, as well as miscellaneous tables, chairs, desks, and storage units. Accessed through CO+IN are adjunct faculty offices (CBEIS 235A-F), similar to regular faculty offices and assigned to part-time instructors on an as-needed basis. Also accessed through CO+IN is the Faculty Copy Room (CBEIS 235G), which includes a standalone reproduction/scanning station, a printer, a scanner, and a binding station. Room 235G also includes a microwave oven and refrigerator, for use by faculty, whose offices are nearby. See illustration HERE.

6. **Planning Research Studio Laboratory** (CBEIS 364): sized ~ 20'x26'.This classroom serves 24 students and includes a podium with AV controls adjacent to a whiteboard at the front of the room. The design and installation of this room was part of a research project, "Learning Space Design for the Ethnically Diverse Undergraduate Classroom," sponsored by a grant from the AIA. See illustration HERE.

7. **Small Meeting Rooms** (CBEIS 362 & 363): These small rooms may be used by either students or faculty for miscellaneous activities, including student organizations, faculty meetings, or projects.

Spaces that are Used Jointly by both SA+P and School Of Engineering Programs housed within CBEIS

1. **Seminar Rooms** (CBEIS 244, 245, 346, 347): sized ~18'x24'. Each seats 12 and includes 6 re-configurable tables, white-board with digital projection, a 70" diag. flatscreen, and a cabinet with a computer for AV control. One wall in each room is prepared with a pin-up surface for student work. Although generally designated for use by academic classes in both the SA+P and the School of Engineering, faculty and students in both schools may reserve use of this room via the Dean's Assistant. See illustration HERE.

2. **Computer Lab** (CBEIS 248): sized ~40'x40'. Includes 40 stations with PC computers, the screens of which can be lowered for regular class use, and a printer; standard AV equipment for use as a classroom; and podium with AV controls adjacent to a whiteboard at the front of the room. See illustration HERE.

    --> HERE is a list of licensed software applications to which students have access.

3. **Classrooms** (CBEIS 254 & 255): sized 35'x18'. Each includes 30 seats; standard AV equipment for use as a classroom; and podium with AV controls adjacent to a whiteboard at the front of the room. A movable partition may be operated to combine both rooms. Room 235 includes a 70" diag. flat-screen monitor mounted from the ceiling at the rear. See illustration HERE.

4. **Computer Lab** (CBEIS 256): sized ~38'x22'. Includes 20 stations with PC computers, the screens of which can be lowered for regular class use; standard AV equipment for use as a classroom; and podium with AV controls adjacent to a whiteboard at the front of the room. See illustration HERE. (See link above for software applications.)

5. **Computer Lab** (CBEIS 352): sized ~35'x27'. Includes 31 stations with PC computers, the screens of which can be lowered for regular class use; standard AV equipment for use as a classroom; and podium with AV controls adjacent to a whiteboard at the front of the room. Additional equipment -- 6 stations, scanner, and printer -- is available in each of two adjacent smaller rooms, CBEIS 352A & 352B, sized 12'x12'. See illustration HERE. (See link above for software applications.)

Spaces that are Dedicated Solely for Use by School of Engineering Programs.

In general, SA+P students and faculty (including students in the Graduate Program in Architecture) do not have access to or make use of these facilities. Nevertheless, a strong spirit of collaboration underlies the relationship among programs, and so SA+P students and faculty are encouraged to propose projects which make use of Engineering's resources. Of particular interest has been the Seismic Simulator Lab (CBEIS 121) and the Civil Engineering Materials Lab (CBEIS 124), where Graduate Architecture Professor Jason Charalambides has been conducting research concerning the strength characteristics of concrete.

"Non Programmed" Spaces

It goes without saying that CBEIS includes substantial service infrastructure and circulation spaces. Although these are characterized as "non-programmed" spaces, they nevertheless play a significant role in the function and use of the building by faculty, staff, and students. The following list itemizes the most important of these spaces:

1. **CBEIS Atrium**: The central core of the building reaches three stories above the 100 "entry" level and affords faculty, staff, and students with an exhilarating shared space for circulation, sitting, eating, and generally coming together for common activities. The Atrium can accommodate lectures with audiences of more than 100 people, and so has been fitted with a "smart screen" for presentation purposes. Clerestory windows introduce natural light from both the sides and above; in addition, the Atrium features large pendent lamps which can be programmed to illuminate the space with white or colored light in a kinetic fashion. See illustration HERE.

2. **Elevators:** CBEIS maintains two elevators, one located at the north end and one at the south end of the building. The south elevator is the larger of the two and functions, due to its proximity to the loading dock, and the "freight" elevator. See illustration HERE.

3. **Stairs:** CBEIS maintains three protected stairwells for egress purposes, one at the north end and two at the south end. See illustration HERE. An additional "grand stairwell" rises through the Atrium, and connects the 100, 200, and 300 levels.

4. **Lavatories:** CBEIS maintains two paired Men's/Women's lavatories, one at the north end and one at the south end of the building. Women's lavatories include 5 toilets (of which 1 is HC) and 6 sinks; Men's lavatories include two toilets (of which 1 is HC), two urinals, and four sinks. See illustration HERE. Drinking fountains are located at both north and south sides of the building, opposite lavatory entrances. In addition, at the south end of the building on the 100 level are located two small shower rooms (1 ADA compliant).

5. **Loading Dock:** CBEIS's non-BEARLab-related loading facility is located on the 100 level, at the south end of the building. See illustration HERE.

6. **Roof Terraces:** CBEIS includes two roof terraces facing the natural environment of Herring Run, to the SE. The smaller of the two is accessible directly from the SA+P Studios (CBEIS 111) and is furnished with occasional chairs for use by students during or outside of class time. A larger roof terrace, including live plantings, is located at the 200 level on the SE side of the building and serves as the roof of the SA+P studio for its entire length. This terrace is sufficiently spacious to handle large functions, such as the popular school-wide BBQ at the end of the Spring semester. See illustration HERE.

7. **Building Exterior and Landscape Design**: The building's exterior, including its landscape design, contributes greatly to occupants' academic experience. Besides providing an attractive and eye-catching architecture at Morgan's northern campus "gateway," landscape design elements (such as bicycle racks, storm-water management devices, and native plantings) reinforce the SA+P's commitment to long-term sustainable design. See illustration HERE.

Description of Current or Pending Changes to the Physical Resources

No changes to the Physical Resources are currently underway or planned.

Identification of Problems which impact Operation or Services

Although all the SA+P programs have been generally well-served since moving in to CBEIS in Fall 2012, several problems both with the program use of the building have been identified. Generally, these may be characterized either as "bricks-and-mortar" issues, which relate to the building itself, or as "management resources" issues which relate to the organization and manpower by which the building is operated.

"Bricks-and-Mortar" Issues

- **Function of Jury Rooms for Architectural Pin-ups**: in retrospect, the Jury Rooms were poorly designed for student use. Pin-up surfaces are colored dark blue, which reduces visibility of pinned-up tracing paper; the foldable partitions themselves are hard to pin into. In general, the amount of pin-up space is less than one would expect adjacent to a studio for 248 desks. Although the schedule offset between graduate and undergraduate classes alleviates the problem, conflicts do sometimes arise.

- **Studio capacity for undergraduate freshmen**: First year students in the BSAED program are provided with "hot desks," which students may use only for a designated part of the week. Ideally, each student in each design program in the SA+P would have a studio desk assigned to her or him.

- **Studio capacity for future programs, such as Interior Design**: Since the SA+P Studio desks are already fully apportioned among the existing SA+P programs, proposals for new future programs (such as Interior Design) are constrained by the existing space.

- **Lack of individual offices for Graduate Students who participate in research**: Increasingly, students in all SA+P graduate programs -- including the Graduate Program in Architecture -- participate in research activities, either under the direction of a faculty grant or as independent research. Students currently use their designated studio desks for work of this kind. Better, for more serious research activities, would be temporary offices which students could use upon petition to the Dean's Office. The current lack of these offices presents a challenge for developing increased student research activity.

- **Lack of mid-range classrooms for non-technical instruction**: Classes sized below 15 can be accommodated by the seminar rooms (CBEIS 244, 245, 346, 347); larger classes must be taught in rooms which are designed for use with computers or rooms with similarly fixed tables. Both types of class rooms lack the flexibility which most non-technical courses require; only the Planning Research Studio Laboratory (CBEIS 364), the subject of a study of the impact of classroom design, has been fitted to support flexible classroom teaching. Additional rooms of this kind are needed.

- **Lack of Lecture Hall**: When CBEIS was originally programmed in the early 2000's, planners made the assumption that architecture students could easily use lecture halls in other campus buildings, such as the adjacent Engineering Building to the south. In reality, the SA+P (including the Graduate Program in Architecture) feels acutely the need for a dedicated lecture hall of 100-150 persons. As a stop-gap measure, SA+P faculty hold public events in the Atrium, with temporary seating of up to 100 persons; doing so has been exciting, to be sure, but difficult nevertheless. A dedicated lecture facility would improve both program and school-wide functions, as well as the possibility for community outreach.

- **Lack of "smart" collaborative research spaces**: Contemporary knowledge work requires flexible access to information resources. Several faculty and administrators have expressed concern for the lack of small-scale, "smart" rooms for collaborative work. Although the existing CeBNER room (CBEIS 108) has some of these capabilities, that room had been expected generally to be used by faculty who have been awarded sponsored research. Additional, albeit smaller, rooms of that kind would be useful.

- **Relative isolation of CBEIS from Main Campus and from Baltimore's historical core**: The location of CBEIS is remote in two ways. On the one hand, the building is at the northern end of the campus, a significant walk from other campus facilities, including the University library, the School of Graduate Studies, the student center, and non-Engineering academic centers. Although a shuttle bus provides some increased mobility for students and faculty, the fact remains that CBEIS is far from the "heart" of Morgan's campus. More critical, however, is the campus' own remoteness form Baltimore's historical core. As Maryland's "urban" public university, Morgan's location in the city's suburbs is unfortunate. Since the Graduate Program in Architecture focuses on design for urban environment, closer proximity to Baltimore's historical core would be helpful in many ways. In Fall 2011, the Program contracted with a downtown gallery to use its space for instruction. The experience was stimulating, but logistical and financial difficulties have prevented continued use of that space.

"Management Resources" Issues

- **BEARLab Hours and Graduate Architecture Student Use**: In general, all the graduate programs (including Architecture) would be served by expanded weekend and evening hours. The shop's usual weekday closing time 9pm means that Graduate Students cannot work in the lab during the last hour of their Studio Class time. More generally, the dependence on student assistance to staff the lab in the evening hours reduces the consistency of evening opening.

- **Print Lab capacity**, **especially at the end-of-semester**: Not surprisingly, Print Lab use is especially heavy at the end of each semester, as multiple sections of the large undergraduate program makes use of the facilities. Graduate student reviews typically occur later, and so there have been occasions where Print Lab supplies have been exhausted in advance of the expected period for Graduate Student use. Better planning and, if necessary, rationing would ensure more equitable access to the Print Lab resources.

- **Student conformance with existing rules and regulations**: Smooth function of the CBEIS building and its facilities depends on mutual cooperation among its occupants, including students

and faculty alike. Guidelines for student behavior include sanitation, noise, music, use of furniture, work with dangerous media, and security practices, such as not propping up card-access doors; nevertheless, too many instances of security breaches have occurred. The existing system of video surveillance is, according to the Dean's Assistant, insufficient. Additional cameras and more systematic surveillance practices will serve to identify problems early and prevent security lapses.

- **Trash Collection in Studio Areas**: Although students are forbidden from eating in the studio, this rule is routinely broken; enforcement is difficult. A result is that organic matter in studio trash receptacles can cause strong odors in teaching areas. Past complaints have been answered by increased frequency of trash removal. Although this particular problem may have been solved, administrators and faculty have remaining concern about attracting vermin even if trash is collected in a timely fashion. In short, as mentioned above, additional student attention to existing rules concerning studio use must be cultivated.

- **Physical Plant responsiveness to building breakages**: Even in a new building, problems arise that need repair; the HC-accessible automated door at the north entrance, for instance, has ceased to operate. Problems and repairs to CBEIS is the responsibility with of the University's "Physical Plant" Division; this division can sometimes be slow to respond to breakages, leading sometimes to degraded conditions within what is otherwise a new facility.

Description of How the Program Provides Space for Faculty

Each full time faculty member receives a dedicated office for use in all four of their roles, including teaching, scholarship, service, and advising. With respect to the first, "teaching," the faculty office provides a suitable work space and IT infrastructure for preparing course content and assuring its provision by digital means, if necessary. Faculty offices are conveniently located close to classrooms and studio, and so access to and from instructional activity is relatively seamless.

With respect to "scholarship," the IT infrastructure of the faculty office provides direct access to substantial on-line research portals. On the other hand, that same office provides only limited capacity for a professional library. Most faculty depend on their homes or their professional offices to hold their books. Nevertheless, the faculty office provides sufficient storage for holding in-use books or journals brought from libraries or other sources. Faculty have, in addition, access across campus to the University Library, which offers additional office space for faculty as need requires. Architectural faculty whose research depends upon fabrication have full access to the BEARLab and, just as importantly, the expertise of the BEARLab director. Faculty who require the use of a laboratory have, on the other hand, more limited options, defined generally by the scope of opportunities afforded by the SA+P's good relations with the School of Engineering and the School of Arts and Sciences, among others. Use of the SoE's laboratories, for instance, depends upon proposals for collaborative projects or the successful application for sponsored research.

School-wide and university "service" activities are easily accommodated by the faculty office. More general kinds of service, including community partnerships or participation on the boards of local institutions, typically place minimal demands on the program's physical resources. Rather, faculty serve in various capacities away from the campus. Likewise, faculty "advising" is easily accommodated by the typical faculty office. Each office is fitted with two "guest" chairs; the L-shaped desk-and-return can be arranged in various ways, according to the needs of individual faculty. In short, faculty offices easily accommodate one- or two-student meetings with faculty. Larger meetings may be arranged in other spaces, including seminar rooms (CBEIS 244, 254, 346, 347), the SA+P Conference Room (CBEIS 103), CO+IN (CBEIS 235), or even the Jury Rooms (CBEIS 111EFGH), depending on the required scope of advising. In general, instructional use of CBEIS is not so intense that faculty cannot find one or more spaces for ad-hoc use for student meetings, if necessary.

I.2.3   Financial Resources   *(back to TOC)*

Institutional Process for Allocation of Financial Resources to the Professional Degree Program

Generally, financial resources for the Graduate Program of Architecture and the other programs in Morgan's School of Architecture and Planning are administered by the SA+P **Dean's Office**. Additional financial resources for graduate student aid is administered by Morgan's School of Graduate Studies (SGS). **In the SA+P, neither individual departments nor programs within those departments manage budgets.** As will be illustrated below, the SA+P Dean's Office manages (in coordination with the University Provost, the VP for Academic Affairs) payroll for faculty and staff, operations, equipment purchase, major development funding, faculty development such as travel, and miscellaneous expenses. The School of Graduate Studies manages (again, in coordination with the University Provost) payroll for graduate admissions staff, operations which support that staff, and financial aid to graduate students.

Advantages of this centralized system include fiscal and administrative efficiency in the processing of stable budgetary items (like faculty/staff salaries) and fluctuating items (like operational expenses). This system allows Chairs and Program Directors to focus on academic affairs rather than on accounting. In addition, given the relatively few resources of a State-funded HBCU, this system assures equity of resource allocation among SA+P programs as determined by the SA+P Dean and the Provost. Accordingly, any significant proposed change in resource allocation (including program expansion, new programs, or extracurricular activity) must be negotiated with the Dean and among her Management Team, which includes Chairs and Program Directors, and discussed generally with SA+P faculty.

This system covers the full range of instruction, advising, and student services; it does *not* cover "discretionary" expenses, such as student enrichment like field trips, student conference attendance, stipends for jurors, or even food at Program events. To pay for activities of this kind, each program is challenged to be entrepreneurial; each program must raise money via donations or faculty-led sponsored research. To manage donations, each program maintains a separate account held by Morgan's Development Office (the "Foundation"). Each Foundation account is administered by the respective Program Director so that she or he may pay invoices or reimburse out-of-pocket expenses. In the case of the Graduate Program in Architecture, this account has covered diverse discretionary expenses as listed above, as well as not-for-credit workshops teaching digital graphics, CADD, and BiM. Nevertheless, donations are sparse, and so discretionary spending is extremely limited. As a result, unfortunately, the scope of student enrichment activities is also limited.

In summation, financial support for Morgan's M.Arch. degree program derives from the following sources:

1. **SA+P**, which receives from Academic Affairs a budget for faculty and administrative salaries; operating costs, which covers staff salaries, equipment, supplies, services, etc.; and money from the University's Title III Part B: "Strengthening Historically Black Colleges and Universities Program" award, which contributes also to faculty salaries, supplies, equipment, etc. Additional Title III "carryover" funds, on an ad-hoc basis, may also contribute to SA+P spending for supplies, equipment, or faculty travel.

2. **Academic Affairs** (AA), which pays directly for adjunct salaries and summer faculty salaries;
3. **School of Graduate Studies** (SGS), which provides Graduate Student support and services;
4. **SA+P Contracts**, which supplement instructional and operational costs;
5. **Faculty Grants**, which provide direct support for faculty salary and/or release time, as well as may provide for student research support;
6. **The Program "Foundation" Account**, which supports discretionary spending for student enrichment. This account is funded by private donations and, on occasion, fees levied at events;
7. **University Physical Plant**, which provides maintenance for CBEIS and other University facilities;

Expense Categories for the Operation of the Professional Degree Program

Expenses for the M.Arch. program and its feeder BSAED program are illustrated by the following documents:

- THIS DOCUMENT describes the School of Architecture and Planning's Budget for the Academic Year 2015-2016.

- THIS DOCUMENT illustrates the Scope of Financial Support for the Graduate Program in Architecture for the Academic Year 2015-2016.

- THIS DOCUMENT illustrates the Scope of Financial Support for the BSAED Program for the Academic Year 2015-2016.

Revenue Categories for the Operation of the Professional Degree Program

As explained above, with the exception of donations to its "Foundation" account, the Graduate Program in Architecture does not control directly any revenue. The BSAED program maintains a similar account for activities which benefit its students. The following documents provide information about those accounts:

- THIS DOCUMENT lists income and expenditures for Grad Arch.'s Foundation Account over the course of Academic Year 2015-2016.

- THIS DOCUMENT lists income and expenditures for BSAED's Foundation Account over the course of Academic Year 2015-2016.

Institutional Context: University-level Budget and Personnel

More generally, both expenses and revenues for the University as a whole affect the Graduate Program in Architecture and its operation. THIS DOCUMENT contains "Operating Budget Data," "Personnel Data," and "Operating Budget Analysis" for Morgan State University's Fiscal Year '16 (roughly congruent to the Academic Year 2015-2016).

As a state-supported institution, Morgan's capital budget and operating budget are subject to separate appropriations. The following documents provides information about the University's concern both with present and future fiscal health. HERE is testimony that Morgan's President David Wilson gave to the Maryland State Legislature concerning Morgan's Operations Budget for FY2016. HERE is testimony that Morgan's President David Wilson gave to the Maryland State Legislature concerning Morgan's Capital Budget for FY2016.

Scholarship, Fellowship and Grant Funds Available for Student and Faculty Use

Graduate Student Financial Aid -- The School of Graduate Studies makes awards to continuing and new students based on a number of criteria: academic standing, program recommendation, and application by a published deadline. In addition, the SGS provides each program with a number of "graduate assistants" depending on the size of the program.

With respect to the Graduate Program in Architecture, the SGS provides two "half-time" (10hr/week) assistantships of a two-year duration. The student assistants are under the direct supervision of the Graduate Program Director and so provide tactical administrative support for diverse program activities. **THIS link illustrates SGS financial aid to Graduate Architecture students since 2011.** Graduate student aid increased dramatically in the Spring of 2016.

Undergraduate Student Financial Aid -- Financial Aid for undergraduate students is administered by a dedicated Office of Financial Aid within the Division of Academic Affairs. Besides Federal, State, and extra-institutional aid beyond Morgan's direct control, the school provides several kinds of Institutional Scholarships: Honors Scholarships, awarded for high GPA; Diversity Grants, awarded to students who help diversify Morgan ethnically, geographically, and academically based on their current major; Athletic Grants; and ROTC Scholarships. In general, undergraduate students accepted to accredited 3+2 Program often have already qualified for Honors Scholarships; many receive Diversity Grants.

Faculty Travel -- Opportunities for faculty travel are provided directly by the SA+P Dean's Office. Typically, each faculty may receive travel funding once a year; additional travel may be funded by a faculty's own grant money, or if additional funding becomes available over the course of the year. Faculty travel is typically limited to those participating in a conference by giving a paper or chairing a session; otherwise, the Dean may approve other kinds of travel, including research trips or participation in administrative meetings. Depending on available funds, travel expenses up to $2000 may be granted. Within these constraints, therefore, all SA+P faculty applications for travel in AY 2015-2016 were granted. **THIS link lists Program Faculty travel for AY 2015-2016.**

Faculty Development Grants (Academic Affairs) -- Each year, Morgan's Office of Faculty Development offers summer "Faculty Enhancement" grants to "provide faculty with 'seed money' to foster the advancement of ... research and creative works that lead to externally funded projects and scholarly outcomes." Eight awards of a maximum $6,250 are awarded on a competitive basis.

Summary of Pending Changes to Financial Resources in the Professional Degree Program

- **Pending Reductions or Increases in Enrollment**
  After a decline over several years, enrollment has increased since Fall 2014. (Enrollment for Fall '16 may exceed 51 students, up from 37 in Fall '15.) Enrollment for the next two years is still projected to remain below capacity (70 students), and so no changes to Financial Resources is planned. Generally, however, the program has established the following mechanism to accommodate fluctuating enrollment: first sections of core courses, including especially studio courses, are covered by full time faculty. If course enrollment grows beyond a minimum threshold (10 students for a seminar, ~14 students for studio, ~20 for non-studio courses), an adjunct instructor is contracted to teach a second section. Doing so assures that full time faculty oversee course content and administration but, also, that up-to-date professional expertise is introduced into academic coursework. (Additional adjunct instructors may be contracted depending on instances of course release for full-time faculty or unique course content.) Salary for these additional sections comes from Academic Affairs, subject to approval of the SA+P Dean. In this way, expected enrollment increases can easily be accommodated for the foreseeable future.

- **Pending Reductions or Increases in Funding and Plans for Addressing these Changes**
  There are no pending reductions in funding. Future increases may include cost-of-living and merit increases for faculty and staff salaries. Additional funding may come via faculty grants.

  Cost-of-living increases are based on appropriations for State of Maryland employees. Since 2012, three cost of living adjustments (COLA) were awarded: January 2013 (2% increase), January 2014 (3%), and January 2015 (2%). No COLA was awarded in 2016; the current governor's administration is unlikely to approve COLA for the end of year 2016 or 2017.

  Faculty salaries are also subject to merit increases, depending on earmarked appropriations in Morgan's budget each year. Since 2012, merit increases were given in 2014 and 2016. The amount of each faculty's increase is based on a performance review and recommendation given by the Program Director to the SA+P Dean. The aggregate amount of all Program Faculty merit increases is limited to a Dean-given percentage of aggregated program faculty salaries; the Program director then makes recommendations for individual increases within that aggregated amount. In 2016, the designated percentage was 2.5; the aggregated amount was $9,205 distributed over 4 faculty, not including the Program Director. (One faculty member did not received a merit increase.) See the attached schedule. Prospects for future merit increases are unknown.

- **Changes in Funding Models for Faculty Compensation, Instruction, Overhead, or Facilities**
  There have been no recent changes to the Funding Models for Faculty Compensation, Instruction, Overhead, or Facilities. No such changes are planned.

- **Planned or In-progress Development Campaigns for the Program**
  As described elsewhere in this document, the Friends of Architecture at Morgan (FoAM) is a committee of local architects, drawn from more than 25 firms, who work to support Morgan's graduate and undergraduate architecture programs through soliciting donations and organizing programming. Each winter, a signature event -- "Conversations in February" -- is the focus of a significant development campaign. In previous years, most of the revenue raised ~ $5000) was spent on the Conversations event itself. Any left-over money (typically approximately $1000) was split between Grad. Arch. and BSAED. In a May 2016 meeting, however, FoAM members agreed to reorient the focus of their fundraising to grow each program's discretionary funds. Meetings over the summer of and fall of 2016 will be held to plan for the next development campaign, which could potentially raise as much as $6000 for the two programs.

I.2.4   Information Resources   *(back to TOC)*
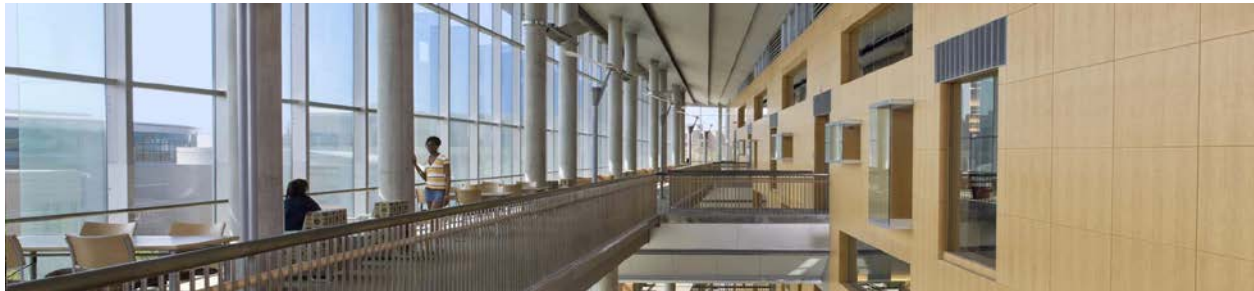
The **Earl S. Richardson Library** is the main academic information resource center on the campus. The new building which covers approximately 222,517 square feet opened in 2008. It houses approximately 400,000 volumes and access to 1,900 periodical titles. The Library subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. It is located in a highly prominent site along Hillen Road, towards the south end of Morgan's campus. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, computer laboratory, and other computers in many locations.

Content, Extent, and Formats Represented in the Current Architecture (NA) Collection

The library houses approximately 400,000 volumes**. Morgan's architecture collection consists of 5,235 volumes** (covering 4,372 titles) under the NA designation. Related books include 6,476 volumes under N, NB, NC, ND, NE, NK, or NX (Fine and Decorative Arts); 164 under GE (Environmental Sciences); and 285 under GF (Human Ecology, including Urban Settlements). These books are held mostly on the 3rd floor in two separate sections: one for regular-sized books and one for oversized books. Very large, folio-sized books are held on the first floor, in the reserve room; new books purchased within the last two years are located also on the first floor, in a locked room dedicated to new books.

The library maintains also 56 journal titles, print and online. See HERE for the list of journal subscriptions. **Morgan subscribes to 16 on-line databases of direct service to the SA+P**; HERE is a list of those databases. Among these is the *Avery Index to Architectural Periodicals*; HERE are graphic representations of *Avery Index* usage over the last three years.

In January 2015, **a private donor expanded the collection of architecture and urban planning books by more than 700 volumes**. Some of that donation has yet to be processed and cataloged. See HERE for the list of volumes received in that donation.

Library Building and Staff Services

Architecturally, the library includes a four-story, glass enclosed stairway which faces Morgan Commons; a large Reading Rooms on the first, second, and third floors, facing to the east; and interior seating with distinctive skylights. **See photographs of the Earl S. Richardson Library HERE**. Floor plans of the building may be found HERE. The Library is open typically 97 hours per week when classes are in session and 24/7 during midterms and final exam week. A full list schedule of University Library operating hours may be found HERE.

Staffing: Full time positions include 3 administrators, 5 professional librarian positions, 2 IT positions, 11 support staff and additional part-time staff members to provide late evening and weekend coverage. HERE is a link to the current list of library staff. The SA+P has to it designated a "liaison librarian," currently Elizabeth Fields, for requests by students and faculty.

Other notable functional features of the Earl S. Richardson Library include the following:

- Showcases for themed exhibits; multimedia and A/V capabilities in meeting and study rooms;
- Display cases for items from the collection of the James E. Lewis Museum of Art;
- The Beulah M. Davis Special Collection for African-American manuscripts, and Morganiana;
- The Benjamin A. Quarles Room for seminars and meetings;
- The Boardroom and terrace located on the fourth floor;
- The Parren J. Mitchell Room/Study Lounge (vending machines, computers, etc.);
- The Clarence W. Blount Room for seminars and meetings; Study space for visiting and emeriti faculty; General use computer lab accommodating sixty (60) users

Other Collections: Morgan's University Library is a member of the University System of Maryland and Affiliated Institutions (USMAI), a group of 16 libraries in public universities and colleges within the State of Maryland. Members of the Morgan community have access in person or via on-line request to those other institutions' collections, foremost among them University of Maryland's main McKeldin Library and its excellent Architecture Library.

Interlibrary Loan: Morgan is a member of Interlibrary Loan (ILLiad) as well as the Baltimore Academic Libraries Consortium, which affords Morgan faculty, staff, and students borrowing privileges at 8 local academic libraries in the Baltimore area.

Electronic Resources: Students, faculty, and staff have access to the following on-line databases with which to pursue research:

- The University System of Maryland and Affiliated Institutions "Research Port," which affords access to over 100 on-line databases.

- Worldcat MSU, the university portal to what has been called "the world's largest network of library content and services."

- LibGuides, a Morgan-developed resource which includes subject guides that contain lists of topic/course related resources.

- Belulah Davis Collection, an on-line finding aid for a collection of non-circulating collections of African American materials that chronicles the life, history and culture of the African American experience throughout the Diaspora. The Collections include: rare books, manuscripts, artifacts, etc. This collection also holds Morgan State University's Master Theses and Dissertations.

- "New Resources," which includes recent on-line resource acquisitions and temporary trials.

Nearby Special Collections for Architectural Research: One significant advantage of Morgan's location in Baltimore is its proximity to outstanding research collections within an hour's reach by car or by public transportation. A partial list of these collections include the following:

- Special Collections at Johns Hopkins University, which includes both the Fowler Collection of architectural treatises at the John Work Garret Library and the Peabody Library, itself a significant architectural masterpiece.

- Baltimore City Archives, a critical source for documentation of all kinds throughout the course of Baltimore's 200+ year history.

- The Maryland Historical Society's Baldwin Library, located in downtown Baltimore. the MDHS library is an indispensible resource for information about Baltimore's architecture through the first decades of the 20th century.

- The [Maryland Department](#) of the Enoch Pratt Free Library, located at Baltimore's public library's Central Branch. The Maryland Department has a significant collection of books concerning local architecture as well as a easily accessible collection of historical maps.

- [Library of Congress](#), located near the US Capitol in Washington DC.

- [Dunbarton Oaks Research Library and Collection](#), in Washington DC.

Problems that Affect the Professional Program's Use of Information Resources

The single biggest challenge to students' use of what volumes Morgan does have is the University Library's relative remoteness from CBEIS. Although the distance may be walked in less than 20 minutes, many students find even that distance a sufficient barrier to resist working with Morgan's architectural books. Additional problems include the following:

- The over-capacity of the facility and the library's strategic plan have identified a need for additional staff, but recent budget constraints have prevent their hire. The current number of librarians (5) is less than a third of the ALA standard ratio (1:500) for a university with 8000 students.

- Students often leave the NA shelves in disarray; although library staff is dedicated to maintaining order, some books remain hard to find.

- Book Purchases: regular book purchases are not included in the library's annual operating budget. The University President earmarked in 2014 a substantial sum of money for new books, including $20,000 for built-environment topics. Looking ahead, however, no additional money for book purchases is anticipated.

- The rooms housing the Beulah M. Davis Special Collection do not have a separate climate control system; accordingly, some risk to existing archives exists pending a dedicated system.

- Program faculty, upon whom the library otherwise depends for suggestions about new titles, have traditionally not been active in doing so.

The University Provost Dr. Gloria Gibson has proposed using a room on the first floor for dedicated use as a "Center for Excellence of Learning and Teaching." [Dr. Richard Bradberry](#), believes that the library's current student study areas lack dedicated "collaborative study" spaces. Although renovating existing building areas has been discussed with the University's Department of Planning, doing so has not yet received funding.

In sum, although sufficient for use by students and faculty for general study and class requirements, Morgan's existing collection of books is not itself suited to architectural research at a high level. Its on-line resources cover much of the gap. Nevertheless, Morgan's own collection is complemented by easy accessibility of other institutions' collections which specialize in Built Environment material. The University of Maryland's Architecture Library in College Park is accessible to students and faculty alike. Equally accessible are some of the best collections for architectural research in the world: JHU's Fowler Collection, the Peabody Library, and the Library of Congress. In short, Morgan's Information Resources exist within an excellent intellectual environment for the study of and research in architecture.

I.2.5   Administrative Structure & Governance   *(back to TOC)*

As with any academic unit, the administrative structure of Morgan's Graduate Program in Architecture reflects the complex trajectory of its institutional history. Although many of the administrative relationships are clear and represent a "chain of command" from rank-and-file faculty up through the University President, some of those relationships cross departments and even entire schools. The following figure illustrates the most significant of those relationships in diagrammatic form.
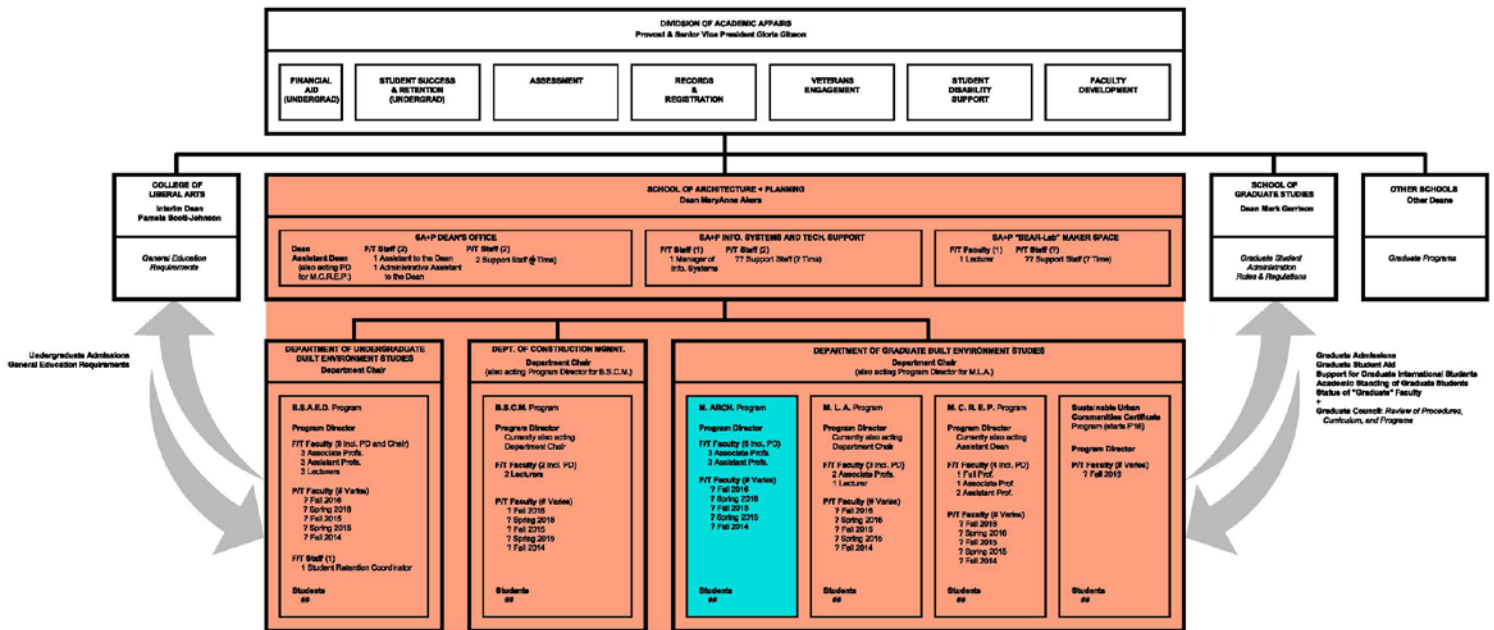
Figure 3.I.2.5: Chart Illustrating Administrative Structure & Governance
Click HERE for Enlarged Chart

The home of the Graduate Program in Architecture is Morgan's School of Architecture and Planning (SA+P). The SA+P is one of 10 schools and colleges under the Division of Academic Affairs. Nevertheless, graduate programs within each of the schools have an additional administrative affiliation with the School of Graduate Studies, which handles admissions, financial aid, and academic standards for graduate students. Likewise, undergraduate programs depend on the College of Liberal Arts for its General Education Program and related academic requirements.

Within the SA+P are three autonomous departments: The **Department of Undergraduate Built Environment Studies**, the **Department of Construction Management**, and the **Department of Graduate Built Environment Studies**. Comprising the latter are three accredited graduate degree programs, including the **Graduate Program in Architecture**. Each program has a full time Program Director, who acts as the direct supervisor of the program's full time department faculty; each department has a Department Chair, who acts also as the direct supervisor of the Program Director (or directors). Regular faculty meetings are typically held among Program faculty and, each month, among school-wide faculty. (HERE is a file that contains the agenda for all Program faculty meetings since August 2014.) All Directors and Chair are members of what the SA+P Dean calls the "Management Team," which advises the Dean in administrative decisions at the school-wide level.

The SA+P's current department structure (adopted in 2014) codifies longstanding Morgan distinctions between graduate and undergraduate faculty. The department structure also balances the size of the three departments, since the two undergraduate programs (BSAED and CM) are so much larger than the

graduate programs (ARCH, LAAR, and CREP). The existing structure reflects also differences in academic culture, with the graduate faculty focusing somewhat more on research and the undergraduate faculty on creative work and teaching. In the case of the Department of Graduate Built Environment Studies, which has multiple programs, the Department Chair coordinates schedules among the different programs, manages shared curricular initiatives, and generally facilitates communication among program directors and with other SA+P departments.

The current key administrative personnel within the SA+P are as follows:

- Dean: Dr. MaryAnne Akers
- Assistant Dean (Acting):   Dr. Siddhartha Sen
- Assistant to the Dean: Evan Richardson
- Department of Graduate Built Environment Studies Chair: Paul Voos, ASLA
- Department of Undergraduate Studies Chair: Gabriel Kroiz, AIA
- Graduate Program in Architecture Director   Jeremy Kargon, RA
- BSAED Co-Program Director   Pavlina Ilieva, RA
- BSAED Co-Program Director   Adam Bridge, AIA

The Dean has the role of advocating for SA+P (and its constituent departments/programs) among other Deans and with the Provost at the level of Academic Affairs. The Dean also relays communications from Academic Affairs to the members of her Management team. The Dean has some communication, too, with other University-wide units, such as Finance and Management, Institutional Advancement, General Council, etc. Although some informal communication may occur between faculty and University administration outside of SA+P, protocol typically requires that the Dean be school representative in University matters. Exceptions to that protocol include Graduate Council, led by the School of Graduate Studies, comprised of Chairs and Directors of Doctoral and Masters programs, including Architecture, Landscape Architecture, and City and Regional Planning. Another exception is the University Council, comprised of faculty representatives of all the academic units on campus.

Figure I.1.6.B, which indentifies parties involved in Curriculum Assessment, illustrates also the shared governance of faculty, staff, students, and program supporters such as practicing professionals and program alumni.

Student Involvement in Program Governance

As Figure I.1.6.B indicates, the accredited Program formally integrates student outcomes in assessment, but mechanisms for direct student governance are weak. The Program Director is the most common liaison with students concerning non-academic matters, including shared grievances as well as proposals for changes to the Program's operation. Attempts to constitute a formal body of student governance at the graduate level have foundered on logistics. Graduate students live and work off campus, and so that they have neither time nor inclination to devote to extracurricular activities. Rather, graduate architecture students are active off campus -- whether in paid internships for AIA Baltimore or at local firms, where their interest in service tends to outweigh concerns for Program governance. Other attempts at fostering student governance include the appointment of "studio stewards," one from each Studio class, whose responsibility includes generally the maintenance of physical conditions in the shared workspace. Within the last few academic years, the studio stewards have been appointed but not active.

More generally, however, Morgan does have a Graduate Students Association, open to graduate students from programs across campus, including the SA+P. At the undergraduate level, too, the Student Government Association provides opportunities for students to assume responsibilities for self-government. The activities and responsibilities of the Student Government are substantive and designed and operated as real life experiences for training students to function effectively and to take responsibility

in the greater community of life. Opportunities include election to Morgan's Board of Regents as the Student Regent, as well as the chance to manage activities which contribute to the life of the campus.

A chapter of the National Organization of Minority Architects is sponsored by one of the BSAED instructors; this chapter, open both to undergraduate and graduate students, provides limited programming over the course of the school year. In a similar fashion, the AIAS attracts a limited number of students to its local chapter.

Alumni and Professional Involvement in Program Governance

As explained earlier in this document the Friends of Architecture at Morgan (FoAM) provides programming and financial support to the graduate and undergraduate programs at Morgan. FoAM originated, in fact, as an advisory board for the accredited graduate program. The mechanism of its advisory role was, however, was perceived by both FoAM members and the SA+P Dean to conflict with the University's actual administrative structure. Starting in 2011, therefore, FoAM underwent a process by which its bylaws clarified its purpose: advising Program leadership "on achieving the vision, mission, and goals of the programs, as well as on matters relating to the effectiveness and relevance of the programs to students, the profession, and the community... [and to] advance the standing of the degree programs at a regional and national level."

Generally, Alumni and local professions are extensively involved, albeit informally. Given the good communication between the SA+P and the professional community -- and given the general openness of both accredited and preprofessional architecture programs to professional involvement -- these informal connections serve both to mutual benefit.

II.1.1 Student Performance Criteria   *(back to TOC)*

Morgan's Graduate Program in Architecture offers the **Master of Architecture** as a NAAB-accredited degree, in three tracks:

    Track 1:   Non-pre-professional degree+ 90 graduate credits
    Track 2:   Pre-professional degree+ 60 graduate credits
    Track 3:   Pre-professional degree + 38 graduate credits -- Single Institution (SI)

The three tracks overlap to a considerable degree, starting with the "second-year-level" courses in the Fall semester. (Although most students do not follow a linear path through the Program, "second-year-level" refers to courses in the second year of the 90-credit program.) In advance of this point in the curriculum, students are expected to form in different streams their conceptual and technical bases for future integrative academic work. At the start of "second-year-level" classes, students in all three tracks are brought together. From then on, parallel content streams converge towards multiple student exposure to Integrated Architectural Solutions and a self-defined, research-based capstone design project. In all three tracks, the basic sequence of contact with Student Performance Criteria is roughly the same, based on 90-credit program's overall structure.

SPC/Course Matrix for Track 1: Non-pre-professional degree + 90 graduate credits

Click HERE for an enlarged version in PDF format.

SPC/Course Matrix for Track 2: Pre-professional degree + 60 graduate credits

SPC Matrix, consistent with NAAB 2014 Conditions   Key: ● Indicates course selected for the demonstration of SPC   □ Indicates course which contributes significantly to SPC

Program Course Equivalencies — Student Performance Criteria (SPCs) expected to have been met in preparatory Pre-Professional Education

- ENST 510 | Environmental Design
- ENST 512 | Graphics Workshop
- ARCH 511 | History of the Built Environment 1
- ARCH 520 | Architectural Design Studio 2
- ARCH 521 | History of the Built Environment 2
- ARCH 525 | Architectural Technology - Statics
- ARCH 526 | Architectural Technology - Steel + Wood
- ARCH 533 | Architectural Technology - Materials

06/30/2016 REV — Student Performance Criteria (SPCs) to be met in NAAB-Accredited Program

Realm A: Critical Thinking and Representation; Realm B: Integrated Building Practices, Technical Skills and Knowledge; Realm C: Integrated Arch. Solutions; Realm D: Professional Practice

60 Credit Program:

FALL
- ARCH 530 | Architectural Design Studio 3
- ARCH 501 | Transitions in Architecture
- URBD 511 | Urban Design
- ARCH 527 | Architectural Technology Concrete

SPRING
- ARCH 540 | Architectural Design Studio 4
- ARCH 523 | Architectural Technology - Env. Controls
- ARCH 541 | Architectural Technology - Details

FALL
- ARCH 550 | Architectural Design Studio 5
- ARCH 771 | Terminal Project Seminar

SPRING
- ARCH 772 | Terminal Project Studio
- ARCH 561 | Architectural Practice, Law, and Management

Click HERE for an enlarged version in PDF format.

SPC/Course Matrix for Track 3: Pre-professional degree + 38 graduate credits [3+2 Program]

SPC Matrix, consistent with NAAB 2014 Conditions   08/15/2016   Key: ● Indicates course selected for the demonstration of SPC   □ Indicates course which reinforces SPC

Student Performance Criteria (SPCs) to be met in NAAB-Accredited Program

Realm A: Critical Thinking and Representation; Realm B: Integrated Building Practices, Technical Skills and Knowledge; Realm C: Integrated Arch.; Realm D: Professional Practice

Undergraduate Courses:

FALL
- ARCH 103 | Communication Skills 1

SPRING
- ARCH 101 | Concepts and Theories of Built Env.
- ARCH 104 | Communication Skills 2
- ARCH 207 | Site Design

FALL
- ARCH 201 | Design 1
- ARCH 205 | History of the Built Environment 1
- ARCH 208 | Building Materials 1

SPRING
- ARCH 202 | Design 2
- ARCH 206 | History of the Built Environment 2
- ARCH 209 | Building Materials 2

FALL
- ARCH 301 | Design 3
- ARCH 311 | Statics & Strength of Materials

SPRING
- ARCH 302 | Design 4
- ARCH 312 | Steel and Wood

At this point in the curriculum, BSAED students apply for admission to the Accredited M.Arch. Program. If accepted, they maintain their "undergraduate" status while taking graduate-level coursework

Graduate Courses:

FALL
- ARCH 530 | Architectural Design Studio 3
- ARCH 501 | Transitions in Architecture
- URBD 511 | Urban Design
- ARCH 527 | Architectural Technology Concrete

SPRING
- ARCH 540 | Architectural Design Studio 4
- ARCH 523 | Architectural Technology - Env. Controls
- ARCH 541 | Architectural Technology - Details

At this point in the curriculum, 3+2 students receive their undergraduate BSAED degree and immediately afterwards received "graduate" status.

FALL
- ARCH 550 | Architectural Design Studio 5
- ARCH 771 | Terminal Project Seminar

SPRING
- ARCH 772 | Terminal Project Studio
- ARCH 561 | Architectural Practice, Law, and Management

Click HERE for an enlarged version in PDF format.

Academically, design studio lies at the core of the accredited program curriculum. The design studios begin with "basic design," introducing formal ordering systems, notion of path and place, and the mutually-supportive relationship among drawing, making, and thinking about environmental design.

Studio I (ENST 510) is taught with the Landscape Architecture Program, and so students are encouraged to see architecture as relating holistically to site, ecology, and human movement. Studio II (ARCH 520) expands upon those themes to include functional planning, tectonic and material "reality," and additional facility with three-dimensional design. Generally, the initial studio classes emphasize SPCs from Realm A (Critical Thinking and Representation); subsequent studio classes introduce students to SPCs from Realm B (Building Practices &c.), and finally to Realm C (Integrated Architectural Solutions). The design curriculum utilizes a blend of assignments, from small to large design problems over a range of building types, most of which require attention to real-life sites in the city of Baltimore.

A unique theory class, Transitions in Architecture (ARCH 501), introduces all students beginning in the program (from all three tracks) to research methods. Just as critically, ARCH 501 surveys for students the ideas upon which study of the built environment depends. For 90-credit track students, the History sequence (ARCH 511 and 521) presents to students without previous architectural training a survey of global architectural precedents. Urban Design (URBD 511) is a theoretical treatment of that topic, including the role of communities in design; this course, however, also bridges the gap between writing-intensive research and graphic analysis. In this way, the History-Theory "sequence" provides important SPCs in both Realm A and D.

The technology sequence includes three structures classes (ARCH 525, 526, and 527) and two "systems" classes: Materials (ARCH 533) and Environmental Controls (ARCH 523). Along with "The Intelligent Detail (ARCH 541), these courses cover SPCs in Realm B. Nevertheless, attention to the continuing importance of sketching, diagramming, and drawing -- Realm A "Critical Thinking" -- remains a key component of these classes.

Attention to Realm D (Professional Practice) SPCs bookend student's study at Morgan. The introductory class, ARCH 501, presents students with the cultural and ethical issues which underlie the architectural profession; more technical Realm D issues, such as contract, law, and management, are presented at the end of the curriculum (ARCH 561), alongside students' capstone "Terminal Projects." Although additional Realm D content is covered in passing throughout the studio classes and, in innovative ways in technical classes like ARCH 541, presenting Professional Practice material as students ready themselves for graduation assures students' heightened attention to the content in the context of what they have already learned.

In advance of student's entry into the 3+2 Program, the BSAED program provides a strong general foundation in Realms A and B. Special emphasis through the freshman and sophomore years is placed on Communication Skills and Basic Design, as well as Site Design and Built Environment History; at the same time, students have also General Education requirements outside their undergraduate major to fulfill. In the junior year, the BSAED studios have been designed to emphasize architectural design's potential impact on the City of Baltimore; a two semester sequence challenges students to design housing at multiple scales and at multiple sites throughout the city. The result is that students applying to the accredited 3+2 Master of Architecture during their junior year have an especially strong foundation in basic design, site planning, visualization, and urban site analysis.

Pedagogy and Methodology used to address Realm C, "Integrated Architectural Solutions."

As the title "Integrated Architectural Solutions" makes explicit, student outcomes which embody Realm C must demonstrate the ability to develop and coordinate the many systems (technical and non-technical) which make up an architectural project. Furthermore, "integration" implies reciprocal influence among constituent elements. Accordingly, successful student outcomes in Realm C must reflect that influence -- that is, projects must illustrate through their designs that different architectural systems support reciprocally each other's function, spatial composition, materiality, and social impact. Just as importantly, those outcomes must result through the systematic application of research-based decision making.

Morgan's Graduate Program in Architecture seeks to foster these outcomes through parallel course sequences at the start of the curriculum. Over the first three semesters of the 90-credit program (or for the first semester of the 60 credit program), design studio classes, technical classes, and history/theory classes lay the groundwork for content mastery in distinct disciplines. Just as importantly, The challenge of integrating this material begins in the second semester of the "second year": the courses during that semester require students to synthesize their technical and design knowledge at different environmental scales.

- ARCH 523 (Environmental Controls) presents a clearly theoretical framework for understanding "systems" as mutually interactive. The course requires that students illustrate that interactivity through bringing passive and active environmental controls into building-scale environments.

- ARCH 540 (Studio IV) typically includes a short Master-planning exercise to demonstrate relationships among urban design principles, site design, and large-scale environmental planning. Subsequently, this studio requires that students design a structural system for an architectural project; introduce a rudimentary mechanical system into that project; and propose building envelope designs integrating parallel coursework in detailing.

- ARCH 541 ("Intelligent Detail") looks to the smallest scale of architectural design and contextualizes it within a study of project precedents, field research, and project analysis. Student outcomes in this class are expected to use those methods to bridge the gap between technical facts and real design-based solutions.

Student work after these courses is evaluated during the Program's "Comprehensive Design Review," which serves to identify students needing additional time to grasp the basic principles of systems integration.

In the "third" year, students embark on a two-semester course sequence for which Realm C is the overarching theme. In the fall semester, an "advanced" studio (ARCH 550) requires an even higher level of technical resolution for student design work; accordingly, the students work again through all the phases of the design process towards a project which has traditionally been characterized as "Comprehensive Design." At the same time, students research (ARCH 771) a topic of their own choosing with the goal of identifying a project, analyzing and selecting a site, and creating a project program for use in the final, capstone "Terminal Project" Studio (ARCH 772) in the Spring. **This sequence of courses provides multiple occasions for students to demonstrate all three of the SPCs under Realm C**: Research; Integrated Evaluations and Decision-Making; and Integrative Design itself.

Methodology for Assessing Student Work (i.e., "high" v. "low" pass)

As a consequence of our Program's mission to afford access to a wide range of applicants traditionally excluded from professional education, incoming students have a wide range of pre-existing skills and -- to be realistic -- talents. Nevertheless, all students must be held to a basic level of competency, the importance of which reflects the architectural profession's commitment to public health and safety. Accordingly, assessment of student work tends to be organized according to two simple levels: competency (which correlates with "low pass") and excellence (which correlates with "high pass"). The methodology for making such assessments depends, of course, on the medium of the student work.

Written work, including research papers for History/Theory classes as well as short response essays assigned in technical or studio classes, must have the following characteristics to be considered competent: correct orthography, substantially complete citation of primary and secondary sources, proper grammar including complete sentences. Written work must be the student's own, of course, and not copied from another source without attribution. When written work with these characteristics succeeds also in addressing generally the required topic, the work may be deemed competent. Excellent written work must demonstrate the following additional characteristics: elegant prose style, robust selection of

primary and secondary sources, obvious grasp of those sources' meaning, and an original thesis supported by a clear, logical argument.

Objective work includes student assignments in structural calculation, code evaluation, thermal load estimations, etc., where a unique answer exists for each question. For work of this kind, each course instructor establishes criteria for competency and excellence based on her or his disciplinary expertise. In general, however, objective work is assessed according to traditional grade ranges: 70-79 (C); 80-89 (B); 90-100 (A). Morgan's School of Graduate Studies stipulates that C grades are unsatisfactory; nevertheless, the range 75-85 may be considered at least "competent." At the other end of the scale, the range 95-100 may be considered "excellent." HERE is an example of one instructor's quantitative analysis of student work in a class in which student work is unambiguously "objective."

Design work may include products of many different media: drawing, digital graphics, physical model, or even video. Compounding the challenge of medium is the qualitative nature of visual evaluation; two evaluators with similar experience might judge design work in entirely different way. Generally, competent student design work must demonstrate clear (and realistic) technical attributes; accurately represented material selection; an identifiable spatial organizing principle; and an understanding of site considerations. Just as importantly, competent design work must be at least accurately represented using drawings and models. Not surprisingly, excellent student design work must go well beyond that; excellent student work must attest to a well-expressed architectural concept, be represented with well-crafted models and graphics, and illustrate a logical process of development from initial investigations to final design. That said, aggregating evaluator responses (informally, in studio reviews, or formally, as with the Program's Comprehensive Design Review) demonstrates consistently that multiple responses do cluster around a mean, which represents consensus. To facilitate both initial evaluations and aggregation, many instructors use a simple numerical rubric (0 to 5 or 10) for multiple aspects of a single work, so that design's phenomenological complexity can be "approximated" in different ways. HERE is an example of one such student evaluation, in both the form delivered to the student and the original instrument itself. In assessments of this kind, instructors generally use the middle of the spectrum as the threshold of competency; marks at the upper end of the spectrum are judged to be excellent.

II.2.1 Institutional Accreditation *(back to TOC)*

Morgan State University is accredited by Middle States Commission on Higher Education [MSCHE]. The University's last accreditation review took place in the spring of 2008. Here is MSCHE's letter affirming Morgan State University's accreditation at that time:
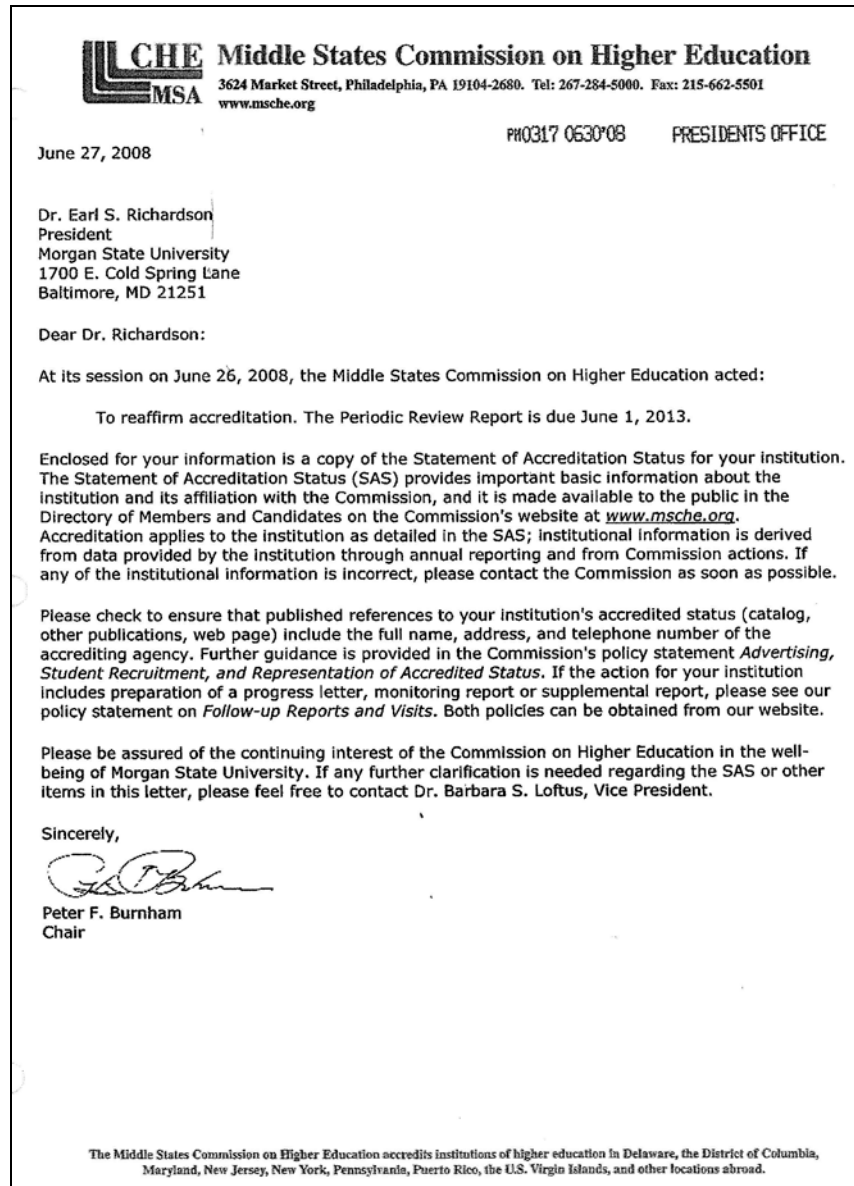
Click HERE for an enlarged copy of this letter.

Morgan State University filed a Periodic Review Report with MSCHE in 2013, after which MSCHE reaffirmed the University's accreditation. Morgan's next Self-study Evaluation is scheduled to take place AY 2017-2018. **MSCHE's current statement of accreditation status may be found online HERE.**

II.2.2 Professional Degrees & Curriculum   *(back to TOC)*

Morgan's Graduate Program in Architecture offers the **Master of Architecture** degree, in three tracks:

Track 1:   Non-pre-professional degree+ 90 graduate credits
(at least 210 total credits, depending upon the undergraduate degree)

Track 2:   Pre-professional degree+ 60 graduate credits
(at least 180 total credits, depending upon the undergraduate degree)
Students entering this track may be required to take additional coursework, depending on an evaluation of their preparatory education. Please see HERE for additional information about the evaluation process.

Track 3:   Pre-professional degree + 38 graduate credits -- Single Institution (SI)
(168 total credits: "3 + 2 Master of Architecture Program")

Course Distribution Table for Track 1: Non-pre-professional degree + 90 graduate credits

Curriculum Category	Program Credit Count	Required by NAAB	Notes See HERE for the 90cr track Curriculum)
General Studies	*	*	* Defined by baccalaureate required for admission ...
Optional Studies	15	10	
Professional Studies	75	**	** As required by program
Undergraduate Credits	120*	*	* Defined by baccalaureate required for admission ... Typically 120, minimum
Graduate Credits	90	30	
Total Credits	**210***		
Minimum NAAB-Required Credits		*168*	

Click HERE for an enlarged version in PDF format.

Course Distribution Table for Track 2: Pre-professional degree + 60 graduate credits

Curriculum Category	Program Credit Count	Required by NAAB	Notes See HERE for the 60cr track Curriculum)
General Studies	*	*	* Defined by baccalaureate required for admission ...
Optional Studies	15	10	
Professional Studies	45	**	** As required by program
Undergraduate Credits	120*	*	* Defined by baccalaureate required for admission ... Typically 120, minimum
Graduate Credits	60	30	
Total Credits	**180***		
Minimum NAAB-Required Credits		*168*	

Click HERE for an enlarged version in PDF format.

Course Distribution Table for Track 3: Pre-professional degree + 38 graduate credits [3+2 Program]

Curriculum Category	Program Credit Count	Required by NAAB	Notes See here for 3+2 Track Curriculum
General Studies	47 ¹	45	¹ 41 Undergraduate Credits / 6 Graduate Credits
Optional Studies	20 ²	10	² 6 Undergraduate Credits / 14 Graduate Credits
Professional Studies	99 ³	**	³ 72 Undergrad. Credits: 63 @ UG Level, 9 @ Gr. Level / ** As required by program / 27 Graduate Credits
Undergraduate Credits	121 ^	**	^ Includes 2cr for Orientation and Phys. Ed. / ** As required by program
Graduate Credits	47 ****	30	
Total Credits	**168**		
Minimum NAAB-Required Credits		*168*	

**** Of the 47 Graduate Credits, 9cr are accumulated while student retains Undergraduate Student status. After student attains Graduate Student status, 38cr are accumulated -- hence, the nomenclature "Pre-Professional + 38 Graduate Credit."

Click HERE for an enlarged version in PDF format.

- None of the listed tracks leading to the M.Arch. degree include "minors" or "concentrations.

- None of the listed tracks leading to the M.Arch. degree offer an "off-campus" program.

- The SA+P itself does not offer non-accredited, post-professional degree programs that use the degree titles B. Arch., M. Arch. or D. Arch. and which would need to be changes.

- In addition to the Master of Architecture degree, the SA+P offers the following:

    o [Master of Landscape Architecture](#) (accredited by [LAAB](#))

    o [Master of City and Regional Planning](#) (accredited by [PAB](#))

    o [Bachelor of Science in Architecture and Environmental Design](#) (unaccredited)

    o [Bachelor of Science in Construction Management](#) (unaccredited, but guided by [ACCE](#) standards)

    o [Post Baccalaureate Certificate Program in Sustainable Urban Communities](#) (unaccredited)

Changes to the Accredited Program Curriculum since the last Accreditation Visit

Since the Spring of 2011, the Graduate Program has made minor adjustments to the structure of its curriculum as suggested by a continual process of self-assessment. Changes include the following:

- The History survey (originally ARCH 511, ARCH 521, and ARCH 531) was consolidated to two semesters (ARCH 511 and 521 only), to make room for a new H/T class, ARCH 501. ARCH 531 is no longer taught.

- Students in all 3 tracks must start their graduate coursework with ARCH 501.

- One of the 5 required elective classes must include "approved History/Theory" content.

- All studio work in the first half of the studio sequence (ENST 510, ARCH 520, and ARCH 530) must be represented in non-digital media only. This policy reconfirms an informal requirement from before 2011. Students in these early studios may use hand-drawings, physical models, collage, or any other hand-created media for design development. (Students may use digital graphics to assemble booklets at the end of the semester.) From ARCH 540 onwards, students may use any medium, including digital tools, depending on student preference.

- Environmental Controls (ARCH 523) was moved to the Spring to be taught in parallel with Materials (ARCH 533), affording better opportunities for joint extracurricular activities. Doing so also afforded more direct coordination between ARCH 523 and Studio IV (ARCH 540), in anticipation of subsequent studio emphasis on "Integrated Design" concepts.

- Urban Design (URBD 511) was moved to the Fall to be taught as a co-requisite with Studio III (ARCH 530) and to prepare student better for master/site planning coursework in Studio IV (ARCH 540).

- Architectural Practice Law and Management (ARCH 561) was moved to the final semester of the typical full-time curriculum, to accompany Terminal Project Seminar (ARCH 771) as a "capstone" class in students' final semester.

- Starting in the Spring of 2015, two of the three-class structures sequence -- Statics (ARCH 525) and Wood/Steel (ARCH 526) were taught in "tandem" with undergraduate sections, ARCH 311 and 312. All three courses, including ARCH 527, received new graduate course numbers at the request of the Graduate School Dean to facilitate alignment with undergraduate sections; the undergraduate courses were not, however, renumbered as planned.

- Starting in Fall of 2016, Studio I (ENST 510, formerly ARCH 510) received its new "Environmental Studies" label to reflect the fact that M.Arch. and MLA students had been participating equally in the class's combined basic design curriculum.

- **Changes to the 3+2 Track only**: due to University mandated revisions to the total number of credits required for the baccalaureate at Morgan *and* the number of General Education credits required for graduation, the following changes were consequently introduced at the graduate portion of the curriculum to maintain the 168 credit program total:

    o With the 2014 reduction of the required BSAED credits from 126 to 121, an additional 5 credits of elective were added to the graduate portion of the 3+2 track. This might be met by one graduate 3cr class and two 1cr graduate classes (for a total of 168cr) or two 3cr graduate classes (for a total of 169cr).

    o With the concurrent reduction of the required Gen. Ed. credits for the undergraduate degree, in order to satisfy NAAB's minimum Gen Ed. requirement of 45cr, at least 6 credits of students' total graduate elective coursework must be "General Studies," ie, non-architectural content classes.

    o With the 2016 changes to the BSAED curriculum, which replaced a 4cr Gen. Ed. physics class with a 3cr Gen. Ed. class, newly-admitted 3+2 students will now be required to take the General Studies class "Sustainable Urban Communities" (CSUC 501) to contribute to NAAB"s minimum 45cr Gen. Studies requirement. An pending change in the BSAED Math requirement may require a smilar adjustment.

Due to all these changes, therefore, 3+2 Program curriculum (still totaling 168 credits) has had to shift credits towards graduate-level coursework (5 credits total), including 2 additional credits in the graduate-*status* portion of the curriculum track. These changes are incorporated into the most recent curriculum list, listed at the top of this section and HERE.

Minimum Number of Credit Hours Per Semester

A key element of Morgan's Graduate Program in Architecture is its flexibility with respect to student schedules. With its mission to serve the working student, the Program is keenly aware of the challenges to balancing obligations to academics, work, and home. Accordingly, the Program allows students to take as few courses each semester as a student chooses, within these general parameters:

- Students must take at least **9 credits** per semester to be considered a "full time" graduate student for reasons of academic standing or financial aid.

- Students taking **3cr** or **6cr** per semester may do so only with the consent of their academic advisors and the Program Director.

- Students who wish to take no courses during a semester must request a **Leave of Absence** from the School of Graduate Studies.

*Students in the Graduate Program in Architecture may not take more than **15 credits** during a semester.*

II.3   Evaluation of Preparatory Education   *(back to TOC)*

Consistent with Morgan State University's mission to expand access to education for traditionally underserved populations, the Graduate Program in Architecture casts a wide net. In general, minimum admission requirements are based on those stipulated by Morgan's School of Graduate Studies. Architecture-specific requirements, such as the graphic portfolio, are used less for admission than for placement and for accurately assessing the learning needs of incoming students. In this way, the program strives to accommodate both students with the aptitude typical of most architecture students (drawing talent, compositional skill) and those who have yet to develop that aptitude. Although not every student subsequently thrives -- or, even, succeeds -- affording an opportunity to a broad range of students has indeed brought into the profession new designers who otherwise would not have had the chance. Generally, therefore, the evaluation of preparatory education falls into two categories: Admission and Placement.

See HERE for the web-based explanation of the admissions and evaluation process. See HERE for the informational document available on that site and which new applicants are sent upon initial communication with the Program Director; **the student placement process is described in Appendix II.**

Admission of Students to the 60 or 90 Credit Programs

The following procedure holds for all applicants who hold previously-awarded undergraduate degrees, or else expect to complete their undergraduate degree requirements during the term of their application. These students may include those from other US institutions, Morgan's BSAED program, or from abroad.

Applicants must apply via Morgan's on-line application system, EMBARK, and satisfy the School of Graduate Studies' minimum requirements:

1. Have earned a bachelor's degree from a regionally accredited college or university.

2. The undergraduate record must be of such quality as to promise successful achievement at the graduate level. Only students with an undergraduate cumulative grade-point average of 3.0 will be considered for admission. Students with an undergraduate cumulative GPA of between 2.5 and 2.99 may be considered for conditional admission. Post-bachelor's undergraduate credits will not be used to enhance G.P.A. requirements for admission to graduate study.

3. Have completed, in a satisfactory manner, certain minimum course work in designated areas; the specific courses and amount of work depending upon the field of work which the student proposes to enter.

4. Submit an application for admission together with an official copy of transcripts from all institutions attended, including graduate and undergraduate colleges and universities.

5. Have three letters of recommendation sent to the Dean of the School of Graduate Studies from officials or faculty members of institutions previously attended who are acquainted with the applicant's ability for graduate study or from employment supervisors where applicable.

6. Submit a one-page personal statement of academic and professional plans and the reasons for selecting Morgan State University.

Applicants to the Graduate Program in Architecture are *not* required to submit tests scores such as the GREs. International students must submit additional personal information, TOEFL scores, as well as transcript reports prepared by WES or ECE, as explained HERE. Supporting information may be found on Morgan's SGS website or in the SGS Graduate Catalog.

Applicants to the Graduate Program in Architecture must also submit a hardcopy portfolio, sent to the Program Director. This portfolio format is as follows:

- on paper only, no digital portfolios or CD's will be accepted
- 8.5" x 11", in landscape format
- 10 to 15 sheets (10 sheets minimum – 15 sheets maximum)

Additional guidelines for preparation of this portfolio are given in to all applicants; see THIS file. As mentioned above, the portfolio is generally used for placement, not for admission. Exceptions may include submission of an obviously incompetent portfolio document, which will indicate additional caution in review of the applicant's full academic record. Other admission documents, such as letters of recommendation and the one-page personal statement, are used to confirm the intention of the student to complete the required course of study once admitted.

Review of application material takes place in the School of Graduate Studies. Once the SGS review is complete, and basic qualifications are established, the file is forwarded to the Architecture Program Director for review and, subsequently, a final decision to admit or reject. The Program Director makes most final decisions unilaterally; nevertheless, when an applicant's file requires special attention, the Program Director will consult information with other Program Faculty concerning the candidate's qualifications. Promising students whose GPA is below Morgan SGS's minimum 2.5 may be encouraged to apply instead as a non-Degree student. After 12 credits of successful (3.0 GPA) graduate work at Morgan, these students may re-apply to the Program for review in the usual way.

For all students holding previous undergraduate degrees, General Education requirements are assumed (without review) to have been satisfied during the course of their undergraduate studies.

Admission of Students to the 3+2 (168 Credit) Program

The following procedure holds for applicants who are juniors in Morgan's BSAED program or (in a few cases) sophomores either in Morgan's BSAED program or second year Community College students with whom Morgan's BSAED program holds an articulation agreement. During the spring term only, applicants must apply via Morgan's on-line application system, EMBARK, and satisfy the School of Graduate Studies' minimum requirements:

1. Demonstrate an undergraduate cumulative grade-point average of 3.0.

2. For students applying as juniors, applicants must have completed in a satisfactory manner course work according to the BSAED program through the first 5 semesters; current course work in the 6th semester must conform to standard the BSAED track, including the first two semesters of the structures sequence (ARCH 311 / 312) or their equivalent. For students applying as sophomores, applicants must have completed in a satisfactory manner course work according to the BSAED

program through the first 3 semesters; current course work in the 4th semester must conform to standard the BSAED track.

3. Submit an application for admission together with an official copy of transcripts from all institutions attended, including community colleges, other colleges, and universities.

4. Have three letters of recommendation sent to the Dean of the School of Graduate Studies from officials or faculty members of institutions previously attended who are acquainted with the applicant's ability for graduate study or from employment supervisors where applicable.

5. Submit a one-page personal statement of academic and professional plans and the reasons for selecting Morgan State University.

International students must submit additional personal information, TOEFL scores, as well as transcript reports prepared by WES or ECE, where applicable. All applicants to the 3+2 Program must also submit a hardcopy portfolio, as described above.

Initial review of application material takes place in the School of Graduate Studies. Once the SGS review is complete, and basic qualifications are established, the file is forwarded to the Architecture Program Director for review and, subsequently, a final decision to admit or reject. The Program Director makes most final decisions unilaterally; nevertheless, when an applicant's file requires special attention, the Program Director will consult information with other Program Faculty concerning the candidate's qualifications. Special attention is paid to students' success in academic studio work, as well as high achievement relative to their peers.

Admittance to the 3+2 students does not, at first, change a student's academic status. Newly-admitted 3+2 students remain "undergraduates" and so are still subject to all requirements stipulated by Morgan's undergraduate curriculum. Students admitted to the 3+2 program must take care to satisfy the designated General Education requirements before starting graduate course work in their fourth year and, subsequently, through the award of the BSAED degree at the end of their 4th year.

Placement of Students within the Graduate Program Curriculum (60cr, "60Plus," 90 Credit tracks)

The diverse levels of preparation among entering students makes curriculum placement especially sensitive. Since before the 2011 NAAB Accreditation visit, incoming students have been afforded placement "between" the two standard tracks, that is, between 60cr and 90cr where necessary. Doing so has been especially helpful for international students and for students whose non-accredited undergraduate architecture degree was insufficiently rigorous. Students whose undergraduate performance in specific areas was relatively poor also benefit from having to take additional coursework at the graduate level.

The process for student placement within the Master of Architecture curriculum is as follows:

1. The Program Director will review the applicant's undergraduate transcripts, submitted as part of the application process.

    a) For all students, the transcripts are reviewed to check if they include an undergraduate course in mathematics *and* in physics. (Currently, there is no specific course content in math or physics required. The Program, following the suggestion of Prof. Charalambides, may consider bolstering the math requirement to include calculus in future years.) If either or both are missing, incoming students may begin regular Program coursework, *but are required to fulfill the math/physics pre-requisites at Morgan or elsewhere before starting the structures course sequence*, beginning with ARCH 525. The Program's flexible course-load scheduling allows students to do so.

b) If the student *does not* have an undergraduate degree in architecture, the student is placed in the 90 credit program. The portfolio is reviewed generally to get a sense of the student's background in the visual arts; this review does not affect placement.

c) If the student *does* have an preprofessional undergraduate degree in architecture, whether from Morgan or from another school, the process continues:

I. The Program Director performs a course-by-course review of all undergraduate transcripts. The transcripts are checked for courses corresponding to the first year of the 90 credit program: ENST 510, ENST 512 (Basic Design and Graphic Methods); ARCH 511, ARCH 521 (Architectural History Survey); ARCH 525, ARCH 526 (Statics and Wood-Steel); ARCH 520 (Studio II). Missing courses are indicated as "required" for the new student's curriculum, and so the resulting curriculum credit count will be accordingly increased.

This review does NOT include review of the syllabi of these courses, nor does it include an evaluation of the undergraduate degree-granting institution.

II. The Program Director then notes the above courses present on the undergraduate transcripts but for which the student has received a C grade or lower. These courses are generally also indicated as "required" for the new student's curriculum, and so the resulting curriculum credit count will be accordingly increased. Exceptions may be made at the Program Director's discretion; an example is not requiring Statics (ARCH 525) to be retaken if the student followed with a B grade in a course equivalent to Wood/Steel (ARCH 526).

III. The Program Director then reviews the portfolio in a qualitative way, and assesses the student's readiness for Studio III (ARCH 530), which requires previous achievement in building design as well as basic and urban design. Students for which this achievement is not evident from the portfolio may be asked to begin the studio sequence with Studio II (ARCH 520) or, on occasion, Studio I (ENST 510). The resulting curriculum credit count will be accordingly increased.

This assessment depends on the Program Director's first-hand experience with Studio III requirements; the Program Director may ask for additional input from other studio instructors, as necessary.

IV. The Program Director notifies the student of this evaluation informally by email when the acceptance is original processed. Additional information may be solicited at that time, or subsequently.

A final determination is then made at the first advising meeting with the student, in the weeks before the first term begins. Students who wish to appeal their placement may do so only before the start of their first term in the Program. Students are asked to provide evidence for course work equivalency by submitting syllabi, which are then reviewed by the instructor for the course. The instructor will then advise the Program Director concerning the equivalency, and a final determination will be made on that basis.

See HERE for the typical "60 Plus" track advising sheet, used by the Program Director to record curricular requirements for students with previous, preprofessional undergraduate degrees in architecture.

Placement of 3+2 Program Students

Students are accepted to the 3+2 Program (168 total credits, within Morgan) having demonstrated a high degree of motivation and achievement among their peers. Accordingly, their successful application to the program will have depended upon their having fulfilled all the pre-requisite course undergraduate work at a 3.0 average or above. 3+2 student placement does not, therefore, allow discretion vis-a-vis the graduate-level coursework required. In other words, all entering 3+2 students are placed in the required same course curriculum path.

(As late as Spring 2014, however, students were admitted into the 3+2 program without having completed sufficient undergraduate Gen Ed courses to receive their BSAED degree in the proper semester sequence. In these cases, students were allowed to take only as many graduate courses as typically allowed 3+2 students in their 4th year; these students then had to complete their undergraduate requirements and receive their BSAED diploma before moving on to additional graduate coursework and their Master of Architecture degree.)

Although the Graduate Architecture Program and the BSAED program are administered separately and maintain separate pools of instructors, the curriculum of the latter has been designed to dovetail with the Master of Architecture curriculum for both the 3+2 Program and, more generally, the 60 credit program. (In fact, the BSAED course list includes required coursework beyond what the Graduate Program's first year provides.) In a similar fashion, the BSAED Program awards transfer credit for students at known Community Colleges with which the program maintains articulation agreements. Accordingly, established standards for SPCs are maintained through adjustment at the Graduate level if the undergraduate program changes its curriculum.

II.4   Public Information   *(back to TOC)*

II.4.1   Statement on NAAB-Accredited Degrees

- NAAB Statement on Program Web Site

II.4.2   Access to NAAB Conditions and Procedures on Program Web Site

- The *2014 Conditions for Accreditation*

- The *Conditions for Accreditation* in effect at the time of the last visit (2009)

- The *Procedures for Accreditation* currently in effect (2015)

II.4.3 Access to Career Development Information

- Architecture Career Information on Program Web Site

II.4.4 Public Access to APRs and VTRs on Program Web Site

- Interim Progress Reports (and Annual Reports narrative): 2012, 2013

- NAAB responses to Interim Progress Reports and/or Annual Reports: 2011, 2012, 2013.

- The most recent decision letter from the NAAB (July 2011)

- The most recent APR (submitted September 2010)

- The most recent Visiting Team Report (March 2011)

II.4.5 ARE Pass Rates

- Link to ARE Pass Rates on Program Web Site

II.4.6. Admissions and Advising

- Link to Information about application to the Program on Web Site

- Link to an information package (PDF) which explains the admission process, decisions procedures, including policies and processes for evaluation of transcripts and portfolios and decisions regarding remediation and advanced standing.

- Link to the advising form used also for the evaluation of pre-professional degree content
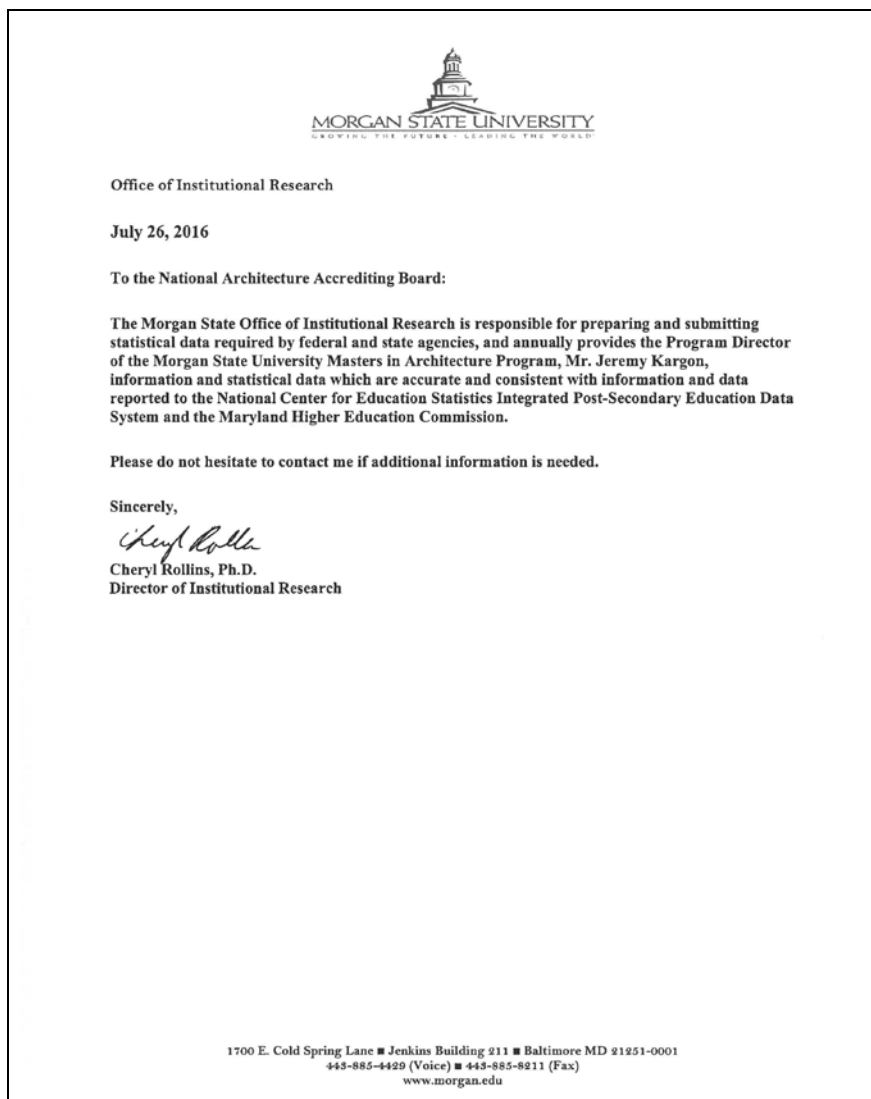
II.4.7 Student Financial Information

- Graduate Aid Information

- Morgan Tuition and Fees for AY 2016-2017, including links to other financial information.

- Estimating the Cost of Your Master of Architecture Degree...

III.1.1 Annual Statistical Reports   *(back to TOC)*

- Link to the Annual Statistical Report submitted Fall 2015
- Link to the Annual Statistical Report submitted Fall 2014
- Link to the Annual Statistical Report submitted Fall 2013
- Link to the Annual Statistical Report submitted Fall 2012
- Link to the Annual Statistical Report submitted Fall 2011
- Link to the Annual Statistical Report submitted Fall 2010
- Link to the Annual Statistical Report submitted Fall 2009
- Link to the Annual Statistical Report submitted Fall 2008

The following letter represents the statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics:

MORGAN STATE UNIVERSITY
GROWING THE FUTURE · LEADING THE WORLD

Office of Institutional Research

July 26, 2016

To the National Architecture Accrediting Board:

The Morgan State Office of Institutional Research is responsible for preparing and submitting statistical data required by federal and state agencies, and annually provides the Program Director of the Morgan State University Masters in Architecture Program, Mr. Jeremy Kargon, information and statistical data which are accurate and consistent with information and data reported to the National Center for Education Statistics Integrated Post-Secondary Education Data System and the Maryland Higher Education Commission.

Please do not hesitate to contact me if additional information is needed.

Sincerely,

Cheryl Rollins, Ph.D.
Director of Institutional Research

1700 E. Cold Spring Lane ■ Jenkins Building 211 ■ Baltimore MD 21251-0001
443-885-4429 (Voice) ■ 443-885-8211 (Fax)
www.morgan.edu

Click HERE for an enlarged copy of this letter.

III.1.2 Interim Progress Reports   *(back to TOC)*

These are NOT to be included in the APR. The NAAB will provide the following directly to the team at the same time as the VTR template and other materials:

☐ *All NARRATIVE REPORT 2012 or INTERIM REPORT 2013 submitted since the last visit.*

☐ *All NAAB Responses to annual reports submitted between 2008 and 2011, 2012.*
      IPR RESPONSE 2013

☐ *In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda.*

Section 4 Supplemental Material *(back to TOC)*

IV.1 Institutional Documents

- **Link to descriptions of all courses offered by the NAAB-accredited degree program.**
  Click **HERE** to review descriptions of Master of Architecture Core Courses.
  Click **HERE** to review descriptions of Master of Architecture Elective Courses.
  Click **HERE** to review descriptions of BSAED Core Courses (required by the 3+2 Track).

  Click HERE to review in a single file **all the above courses**.
  Click HERE to review the M.Arch. Program's entry in the 2014 - 2015 Graduate Catalog.

- **Studio Culture Policy**
  Click **HERE** to review the M.Arch. Program's "Studio Culture Policy" document, rev. 1/25/15

- **Grad Arch Student Guidelines**
  Click **HERE** to review the M.Arch. Program's "Student Guidelines" document, rev. 8/10/15

- Click **HERE** to review Morgan's *University Faculty Handbook*.
  Click **HERE** to review the **SA+P** *Faculty Handbook*.

- **Self Assessment Policies and Objectives**
  Morgan State University's assessment priorities and objectives are administered by the Office of Assessment, as explained **HERE**. Morgan's obligation for self-assessment is derived from Institutional accreditation standards, as expressed by Standards 7 and 14 as listed **HERE**. Assessment practices within the School of Architecture and Planning are two-tiered: at the School level, shared assessment activities are administered by the Assistant Dean, as explained in the *SA+P Faculty Handbook* (page 8); at a program level, each program works within the context of its accrediting agency. See Section I I.1.6 "Assessment" in this document for more information.

- **Policies on Academic Integrity for Students**
  Click **HERE** for the University-wide policy concerning Faculty and Student rights and responsibility concerning Academic Integrity. *In support of this general policy, standards of Academic Integrity are covered by concurrent documents.* **All course syllabi include language concerning plagiarism and related issues**. *More generally, the Grad Arch Student Guidelines include the following passage concerning "Academic Conduct and Ethical Research," found HERE. Finally, all students in the Graduate Program in Architecture must conform to the SGS Graduate Catalog Regulations and Procedures' policies on academic conduct, the relevant excerpt for which is HERE.*

- **Information Resources Policies**
  Click **HERE** for a list of links to University-wide Information Technology Policies.
  Click **HERE** for a description of Morgan's position on Library Instruction & Information Literacy.
  Currently, there is no specific University-level policy concerning the growth, development, or management of Information Resources.

- **The Institution's Policies and Procedures Relative to EEO/AA**
  - *Nondiscrimination Policy*
  - *Sexual Harassment Policy*
  - *Sexual Assault Policy*
  - *Code of Student Conduct*

- **The Institution's Human Resource Policies**
  Click **HERE** for a list of links to Morgan State University's Human Resources Policies.
  There is no University-wide policy for **human-resource development**. *Faculty Development opportunities are made available (when funding allows) by the* Office of Faculty Development, *administered by the Office of Academic Affairs. An example is the "Summer Grants" program available to faculty on a competitive basis. Otherwise, faculty may apply to the SA+P Dean for ad hoc funding for personal-development projects over the course of the academic year.*

- **The Policies, Procedures, and Criteria for Faculty Appointment, Responsibilities, Promotion, and Tenure.**

  o Click **HERE** to review the relevant excerpt from Morgan's **University Faculty Handbook**. (The entire document may be reviewed HERE.)

  o Click **HERE** to review the relevant excerpt from the **SA+P Faculty Handbook**. (The entire document may be reviewed HERE.)

- **Response to the Offsite Program Questionnaire**
  Not Applicable

IV.2 Miscellaneous Supplemental Material   *(back to TOC)*

- **Samples of Promotional Posters for Program Events and Faculty Presentations**

- **List of Invited Local Professional Design Review Guests**