NAAB®

Morgan State University
School of Architecture and Planning

2017 Visiting Team Report

Master of Architecture
Track I: (non-preprofessional degree + 90 graduate credits)
Track II: (preprofessional degree + 60 graduate credits)
Track III: (preprofessional degree (SI) + 38 graduate credits)
          [168 total credits: "3 + 2 Master of Architecture Program"]

The National Architectural Accrediting Board
March 8, 2017

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

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

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I.   **Summary of Visit**

a. **Acknowledgements and Observations**

Dean of the School of Architecture and Planning (SA+P) Mary Anne Akers and others graciously hosted the team at Morgan State University (MSU). The visit focused on the Master of Architecture program.

The visit was well organized. The president, provost, faculty, staff, alumni, and students were well informed, and the SA+P responded quickly to all requests for information. The team had open conversations with all of the stakeholders.

The information in the team room was extensive and well organized. The presentation of material was unique in that core undergraduate course content was in a digital format, which was supplemented by hard copies of the content. Course binders, exams, and term papers were easily reviewed and evaluated in the digital format. This format provided convenient access to a much larger collection of student work.

The student population is well aware of professional employment opportunities and the architecture licensure process. Many students are currently working in offices. The students' ability to be employed is supported by the graduate program's scheduling of evening classes.

The staff is supportive of, and appreciated by, the students, and they help to maintain a thriving studio environment. The staff confirmed that there is a very student-centered environment in the school. The alumni cited multiple examples where the program administrators appreciated their input.

b. **Conditions Not Achieved**

I.2.4   Information Resources
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II.   **Progress Since the Previous Site Visit**

2009 Criterion 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, day lighting and artificial illumination, and acoustics; include the use of appropriate performance assessment tools.**

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

2017 Team Assessment: The team found that this criterion is **Met**. The student work in ARCH 550 - Architectural Design Studio V and ARCH 523 - Architectural Technology III

(Environmental Controls) provides evidence of compliance with the principal of acoustics at the prescribed level.

III.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review: Morgan State University is the premier public urban research university in Maryland and offers one of the two accredited architecture programs in the state. The motto of President David Wilson's Strategic Plan is "Growing the Future – Leading the World." The graduate program in architecture is a thriving component of the multifaceted SA+P. All of the programs offered in the SA+P align with the university's mission: "through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service... to [address] societal problems, particularly those prevalent in urban communities." As MSU approaches its 150th anniversary, its 21st century values remain close to the ideals that inspired its founding.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: The SA+P Studio Culture Policy was initially adopted, revisited, and approved with faculty and student participation. The policy has been distributed to faculty via email and to students via email and online access. The SA+P has maintained its commitment to review the policy and document the participation of faculty and students in the review process. With regard to policy content, the SA+P identifies fundamental values and shared responsibilities related to time management, general health and well-being, work-school-life balance, and professional studio etiquette. Students participate in field trips and have access to professional societies and organizations, as well as community-wide activities.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: This condition is **Met with Distinction**. The program has a very diverse population of faculty, staff, and students. For example, there is a strong presence of African or African American students among the graduate students, which exceeds the national and statewide demographic figures and is far in excess of national professional numbers. The program's APR describes the school's plan for maintaining or increasing the diversity of its faculty, staff, and students. The APR and the site visit confirmed that program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.

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

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

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

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

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

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

2017 Analysis/Review:

Collaboration and Leadership. The program has successfully developed a culture for individual growth through its primary curriculum. As a program dedicated to creating a successful academic environment for the working student, it is aware of the challenges that it faces with regard to fostering a common

identity within the cohort of the graduate program in architecture, as well as the undergraduate program in architecture, which share a common studio space. Despite these challenges, the school remains successful in creating an environment that promotes team building, collaboration, and individual intellectual leadership. Students have opportunities throughout their education to collaborate with students from the landscape architecture program and the city and regional planning program.

This culture of collaboration is evident in courses such as ENST 510 – Environment Design as well as URBD 511 – Urban Design, and in the physical environment of the SA+P. The Center for the Built Environment and Infrastructure Studies (CBEIS) houses research and instructional programs for the SA+P and the School of Engineering's Civil Engineering, Transportation Studies, and the National Transportation Center. Within CBEIS, students in the SA+P often informally engage with students from these other disciplines in the common areas and while using shared facility resources. It is evident from the team's discussion with the graduate students that the school's commitment to community engagement and design provides opportunities for individual leadership and for collaboration with stakeholders in the community.

Design. Design is at the core of the program. Students entering the program are expected to take six design studios over the course of their studies, as required by the program's curriculum plan. Students are also expected to develop all of the necessary skills to be successful design thinkers and architectural designers, supported by a focus on design thinking and methods. The program's design studios focus on a diverse set of relevant program typologies as well as social concerns.

Professional Opportunity. The program prepares students to enter the profession through its academic coursework, relationship with local practitioners, opportunities for internships with local professionals, and extracurricular opportunities such as the Design-Health initiative. The professional opportunities available to students were evident through conversations that the team had with local practitioners, alumni, students, and faculty. The school's Friends of Architecture at Morgan (FoAM) committee is a unique group that works to enhance the professional opportunities available to students through fundraising for student activities and events that are focused on connecting students to the profession. An active Architect Licensing Advisor organizes workshops and educational sessions relating to the National Council of Architectural Registration Boards (NCARB) and the architectural licensing process.

Stewardship of the Environment. The program demonstrates a commitment to developing students who are prepared to participate in the profession as active and engaged citizens and are responsive to the needs of a dynamically changing world. Students develop the knowledge necessary to become responsible professional practitioners with respect to the impact of building and the construction of human settlements. This is achieved through environmentally focused design studios, technical courses on materials and environmental controls, and opportunities to collaboratively engage with students in the landscape architecture program and the city and regional planning program.

Community and Social Responsibility. This perspective is **Met with Distinction.** The school's commitment to community and social responsibility is one of its strongest attributes. In meetings with students, faculty, staff, alumni, professionals, and the school and university administration, it was evident that the SA+P places community engagement and design at the core of the graduate program. The focus on community outreach, particularly with respect to outreach involving MSU's setting in Baltimore, cuts across all levels of the university's operations. The university president exhibited a clear commitment to community outreach within the university as a whole and particularly within the SA+P, as was evident from the team's meeting with the president and from the university's goals listed in the 2011-2021 Strategic Plan.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: Long-range planning within the graduate program in architecture reflects continuing self-assessment. In the APR and in discussions during the site visit, the team identified multi-

year objectives for continuous improvement and a planning document and planning process for the program. The program also demonstrated that assessment data is collected routinely, and from multiple sources. The program's planning process is part of a larger strategic plan for the university.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2017 Analysis/Review: The APR and the site visit confirmed that the program regularly assesses how well it is progressing toward its mission and stated objectives. The program has multi-year objectives that are the focus of the Comprehensive Design Review (CDR) and the Terminal Project Review (TPR). It has also addressed the deficiencies and causes of concern identified during the last visit. The program demonstrated changes that had resulted from its process for curricular assessment and adjustments. Faculty, students, and alumni are all involved in developing curricular agendas and initiatives.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: The team's interviews with students, faculty, and staff indicated that the program has sufficient human resources to support student learning and achievement. The experienced faculty, progressive administration, and caring staff make up the critical infrastructure that will ensure the program's long-term success. The faculty's teaching and service assignments are typical for an architecture program. Even though responsibility for the ALA position appears to be in transition, the students were able to identify the individuals responsible for the ALA duties during the transition. While faculty referenced limited opportunities for professional development, this type of support does exist. The students have sufficient access to academic advisors, convenient scholarship support, and multiple professional internship opportunities.

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

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2017 Team Assessment: This perspective is **Met with Distinction.** Floor plans and descriptions of the building's facilities were provided in the APR. The team toured the facilities and found the spaces available to be as described and generally adequate to meet the needs of students, faculty, and staff. Based on the team's physical tour and feedback from students, faculty and staff, the team found the facilities to be excellent.

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

[X] Demonstrated

2017 Team Assessment: The team reviewed the budget data for the SA+P, which was provided by the Dean's Office. The SA+P has sufficient financial support, particularly for a public university. The provost confirmed the university's commitment to the architecture program.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Not Demonstrated

2017 Team Assessment: The students and faculty do not have "convenient, equitable access to literature and information." The students stated that the distance between the architecture facilities and the library was considered by them to be "a sufficient barrier" to resist working with Morgan's architecture books. The faculty indicated that they have inadequate information resources to support the graduate program in architecture. The APR states that the faculty "have traditionally not been active" in suggesting titles to be acquired by the library for the architecture collection. While the library building is new, the onsite architecture collection is not sufficient to support a professional curriculum in architecture.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: The team found evidence of an autonomous administrative structure in the SA+P and in the university. During team interviews with the administration, faculty, and staff, the team confirmed that the administrative structure and key personnel are as described in the organizational chart. Regarding governance, the faculty, staff, and students have vehicles for input and decision-making. The faculty are involved in a variety of program, service, advisory, and standing committees. The staff are engaged and active in their particular roles.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE
CRITERIA

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 771 - Terminal Project Seminar (Thesis Report assignments 4 and 5), ARCH 530 - Architectural Design Studio 3 (diagrams, sketches, 2-D orthographic drawings, and 3-D digital renderings) and ARCH 540 - Architectural Design Studio 4 (diagrams, sketches, 2-D orthographic drawings, and 3-D digital renderings). Student ability to speak effectively was demonstrated during the team's meeting with graduate students.

A.2   **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ENST 510 - Environmental Design (orthographic drawings, sketches, diagrams, photographs, precedent studies and analysis, study models, final models, perspectives, and artistic visualizations) and ARCH 530 - Architectural Design Studio 3 (orthographic drawings, sketches, diagrams, precedent studies and analysis, study models, final models, and perspectives).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 771 - Terminal Project Seminar (site analysis, literature reviews and proposals, precedent studies, annotated bibliographies, research reports, and final presentations), ARCH 501 -

Transitions in Architecture (written research papers, manifesto assignment, and term assignment), and ARCH 541 - Architectural Technology – Details (module assignments).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ENST 510 - Environmental Design, ARCH 520 - Architectural Design Studio 2, ARCH 530 - Architectural Design Studio 3, URBD 511 - Urban Design, ARCH 540 - Architectural Design Studio 4, ARCH 550 - Architectural Design Studio 5, and ARCH 772 - Terminal Project Studio (orthographic drawings, 2-D diagrams, physical models, perspectives, and 3-D diagrams).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ENST 510 - Environmental Design (site diagrams and models), ARCH 520 - Architectural Design Studio 2 (precedent analysis diagrams), and ARCH 530 - Architectural Design Studio 3 (precedent analysis diagrams).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 530 - Architectural Design Studio 3 (precedent analysis diagrams) and URBD 511- Urban Design (precedent analysis diagrams).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 511 - History of the Built Environment 1 (PowerPoint presentations), ARCH 521 - History of the Built Environment 2 (Assignments 1-4 and mid-term exam).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 - Transitions in Architecture (Paper #1 and Paper #2), URBD 511 - Urban Design (precedent analysis), and ARCH 533 - Architectural Technology – Materials (Universal Design exercise).

Realm A. General Team Commentary: The team found that the student work in the foundational criteria that comprise Realm A have been completely met. A.5 Ordering Systems was found to be strong, and the student work involving the application of ordering systems in ENST 510, ARCH 520, and ARCH 530 was

noted with distinction. Student work was presented from many courses across the curriculum. The level of ability or understanding was clearly satisfied in both graduate-level and undergraduate-level courses.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 530 - Architectural Design Studio 3, ARCH 533 - Architectural Technology – Materials, ARCH 540 - Architectural Design Studio 4, and ARCH 771 - Terminal Project Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement for site design at the prescribed level was found in reading/tests and student projects for ARCH 540 - Architectural Design Studio 4 and ARCH 550 - Architectural Design Studio 5 (urban context, building orientation, and ecology). Evidence of an understanding of urban developmental patterning was found in student work prepared for URBD 511 - Urban Design. Evidence of student understanding regarding how to respond to topography in the development of a project was found in student work prepared for ENST 510 - Environmental Design. Evidence of the ability to respond to soil conditions was found in student work prepared for ARCH 533 - Architectural Technology – Materials (readings/tests). Evidence of the ability to respond to climate in the development of a project design was found in student work prepared for ARCH 523 - Architectural Technology – Environmental Controls.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 530 - Architectural Design Studio 3 (Center for Professional Practice of Architecture (CPPA) project), ARCH 533 - Architectural Technology – Materials (assignment week 2 – building code restrictions, and mid-term exams), and ARCH 550 - Architectural Design Studio 5 (Veteran Recovery project).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 541 - Architectural Technology – Details (Inverted Skylight project - Outline Specs for Double Layered Façade Detail, and Courtyard House project – CIP concrete thermal mass wall detail), ARCH 540 - Architectural Design Studio 4 (College Park Airport project), ARCH 533 - Architectural Technology – Materials (wall sections-steel framing, and details and connections), ARCH 550 - Architectural Design Studio 5 (Guggenheim Helsinki project), and ARCH 772 - Terminal Project Studio (A Social Incubator project).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 525 - Architectural Technology - Statics, ARCH 526 - Architectural Technology - Steel and Wood, and ARCH 527 - Architectural Technology - Concrete. The fundamentals taught in these three courses track into the studio work, especially in ARCH 550 - Architectural Design Studio 5 and ARCH 772 - Terminal Project Studio, where the creative work demonstrates structural forms that utilize flexible and biomorphic design, and the use of plastics and non-traditional materials.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student exams and projects in ARCH 523 - Architectural Technology - Environmental Controls and ARCH 550 - Architectural Design Studio 5.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 533 - Architectural Technology – Materials (course exercises, mid-term, and final exam), ARCH 541 - Architectural Technology – Details (Modules 1-6 – precedent analysis, historical context of detailing, detail concept and context, diagramming the technical challenge, material research and outline specifications, and the transformed detail).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 533 - Architectural Technology - Materials (building materials weekly exercises #3-11, foundations and soils, wood construction, steel construction, concrete construction, masonry

technology, enclosure, and skins and cladding), ARCH 541 - Architectural Technology - Details (Relating to the Historical Context of Detailing exercise, Detailing Villa Savoye vs. Jubilee Church exercise, and Mashrabiya Dominant Element that is Found in Traditional Arab Cultures Exercise), and ARCH 772 - Terminal Project Studio (Design for Flex Change project).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 523 - Architectural Technology - Environmental Controls (assignment week 6 - heat loss, energy input/output, BTUs, quiz on fire protection and security systems, mid-term exam, and final exam), ARCH 550 - Architectural Design Studio 5 (Veteran Recovery project), and ARCH 541 - Architectural Technology - Details (Transformations to Existing Detail, fire protection, and air distribution).

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

[X] Not Met

2017 Team Assessment: In ARCH 540 - Architectural Design Studio 4 and ARCH 550 - Architectural Design Studio 5, there was little evidence of achievement in the fundamentals of building costs, including project financing methods and feasibility, construction scheduling, and operational and life-cycle costs at the prescribed level. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Realm B. General Team Commentary: With the exception of B.10, the team found that the student achievement in the elements of Realm B was consistently presented.

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

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 - Transitions in Architecture (research methodology and practices used throughout the design process, literature review, and case studies) and ARCH 771 - Terminal Project Seminar (solar analysis, snowfall studies, and site condition analysis).

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

[X] Not Met

2017 Team Assessment: This SPC challenges programs to document a deliberate design process with respect to the problems identified within a project. There was no clear documentation of evaluative criteria or predicting the effectiveness of various options in the student prepared work. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 550 - Architectural Design Studio 5 and ARCH 772 - Terminal Project Studio (drawings, models, and 11x17 booklets).

Realm C. General Team Commentary: The team found that two of the three SPC requirements in this realm were met. The student work presented for C.3 was an indication of why the employment rates of graduates of this program are high and why these students are very sought after.

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

Student learning aspirations for this realm include:

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

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 - Transitions in Architecture and ARCH 561 - Architectural Practice, Law, and Management (quizzes, and student-prepared questions for engagement with local practitioners during panel discussions demonstrating an understanding of the architect's relationships with the client, contractor, and consultants and the role of the architect in managing stakeholders).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 561 - Architectural Practice, Law, and Management (quizzes, and student-generated questions and the associated follow-up essays).

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

[X] Not Met

2017 Team Assessment: A business plan referenced in the previous VTR was not presented for this review. In ARCH 561 - Architectural Practice, Law, and Management, limited evidence of student achievement at the prescribed level was found to meet this SPC. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 561 - Architectural Practice, Law, and Management (contracts prepared following the recommendations in the *AIA Handbook of Architectural Practice*).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 561 - Architectural Practice, Law, and Management.

Realm D. General Team Commentary: The program attempts to meet the five SPC in this realm primarily in one course, which is taught by practicing architects. The list of lectures for ARCH 561 indicates that the material covered in this realm is presented to the students.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

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

[X] Met

2017 Team Assessment: The status of MSU's accreditation was documented and confirmed with a copy of the official letter from MSACS, the accrediting agency.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

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

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

[X] Met

2017 Team Assessment: MSU offers a Master of Architecture professional program as a single institution (SI). The material presented in the APR and reviewed on site indicated that the M. Arch degree conforms to the professional studies, general studies, and optional studies credit-hour requirements.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: Evidence of a thorough and equitable process for evaluating the preparatory preprofessional education of candidates, and for tracking their performance throughout their time in the architecture program, was found in the Admissions and Advising binder for Tracks 1, 2, and 3 of the M. Arch. Some Track 2 candidates are required to complete more than 60 credit hours based on this evaluation process. If they do not agree with the evaluation results, they may request a waiver through procedures outlined in the Student Guidelines.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Not Met

2017 Team Assessment: The Statement on NAAB-Accredited Degrees that is posted on the school's website does not match the most current statement released by the NAAB, as written in the *2014 NAAB Conditions for Accreditation.*

II.4.2 Access to NAAB Conditions and Procedures:

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

> *The 2014 NAAB Conditions for Accreditation*

> *The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

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

[X] Not Met

2017 Team Assessment: The links provided on the school's website to the *2014 NAAB Conditions for Accreditation*, the *Conditions for Accreditation* in effect at the time of the last visit, and the *NAAB Procedures for Accreditation* do not link to the sources.

II.4.3 Access to Career Development Information:

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

[X] Met

2017 Team Assessment: Access to career development and placement services, as well as links to professional organizations, is easily accessible on the school's website.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.

- The most recent APR.[1]

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[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: The required documents are available to the public on the school's website.

II.4.5 ARE Pass Rates:

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

[X] Not Met

2017 Team Assessment: The document linked through the school's website does not provide ARE pass rates beyond the year 2008. Data for MSU's ARE pass rates from 2009-2016 is available on NCARB's website.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2017 Team Assessment: The required documentation is accessible on the school's website.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2017 Team Assessment: The required documentation is accessible on the school's website.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2017 Team Assessment: Annual Statistical Reports have been provided for fall 2008 through fall 2015 and are linked through the APR. The APR affirms that all statistical data has been verified by the university. A letter dated July 26, 2016, provided by the director of institutional research, is also linked to the APR document.

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

[X] Met

2017 Team Assessment: The Interim Progress Report, dated September 2013, was submitted to the NAAB and available online.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

I.1.3 Social Equity

I.1.4 Defining Perspectives (E. Community and Social Responsibility)

I.2.2 Physical Resources

Appendix 2. Team SPC Matrix

Morgan State University School of Architecture and Planning
Department of Graduate Built Environment Studies
Master of Architecture Program: Non-professional Degree + **90 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

Student Performance Criteria (SPCs) expected to have been met in prior study: NONE

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

Realm	A: Critical Thinking and Representation								B: Integrated Building Practices, Technical Skills and Knowledge										C: Integrated Arch. Solutions			D: Professional Practice				
	A.01	A.02	A.03	A.04	A.05	A.06	A.07	A.08	B.01	B.02	B.03	B.04	B.05	B.06	B.07	B.08	B.09	B.10	C.01	C.02	C.03	D.01	D.02	D.03	D.04	D.05
	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulation	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
FALL ARCH 501 | Transitions in Architecture		●					●												●			●				
ENST 510 | Environmental Design			●		●	●				●																
ENST 512 | Graphics Workshop																										
ARCH 525 | Architectural Technology - Statics													●													
SPRING ARCH 520 | Architectural Design Studio 2				●	●																					
ARCH 511 | History of the Built Environment 1						●																				
ARCH 526 | Architectural Technology - Steel and Wood													●													
ARCH 533 | Architectural Technology - Materials							●	●	●	●	●	●	●			●	●									
FALL ARCH 530 | Architectural Design Studio 3	●	●		●	●	●			●		●															
ARCH 521 | History of the Built Environment 2							●																			
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																						●	●		●	●

Department of Graduate Built Environment Studies
Master of Architecture Program: Pre-professional Degree + 60 graduate credits

SPC Matrix, consistent with NAAB 2014 Conditions   Key: ● Indicates course selected for the demonstration of 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. Solutions			Realm D: Professional Practice				
		A.01	A.02	A.03	A.04	A.05	A.06	A.07	A.08	B.01	B.02	B.03	B.04	B.05	B.06	B.07	B.08	B.09	B.10	C.01	C.02	C.03	D.01	D.02	D.03	D.04	D.05
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																						●	●		●	●

60 Credit Program

Column descriptions:
- A.01 Professional Communication Skills
- A.02 Design Thinking Skills
- A.03 Investigative Skills
- A.04 Architectural Design Skills
- A.05 Ordering Systems
- A.06 Use of Precedents
- A.07 History and Global Culture
- A.08 Cultural Diversity and Social Equity
- B.01 Pre-Design
- B.02 Site Design
- B.03 Codes and Regulation
- B.04 Technical Documentation
- B.05 Structural Systems
- B.06 Environmental Systems
- B.07 Building Envelope Systems and Assemblies
- B.08 Building Materials and Assemblies
- B.09 Building Service Systems
- B.10 Financial Considerations
- C.01 Research
- C.02 Integrated Evaluations and Decision-Making Design Process
- C.03 Integrative Design
- D.01 Stakeholder Roles in Architecture
- D.02 Project Management
- D.03 Business Practices
- D.04 Legal Responsibilities
- D.05 Professional Conduct

Master of Architecture Program: "3+2" Pre-professional Degree + 47 graduate credits

SPC Matrix, consistent with NAAB 2014 Conditions   Key ● Indicates course selected for the demonstration of 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				
		A.01	A.02	A.03	A.04	A.05	A.06	A.07	A.08	B.01	B.02	B.03	B.04	B.05	B.06	B.07	B.08	B.09	B.10	C.01	C.02	C.03	D.01	D.02	D.03	D.04	D.05
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

		A.01	A.02	A.03	A.04	A.05	A.06	A.07	A.08	B.01	B.02	B.03	B.04	B.05	B.06	B.07	B.08	B.09	B.10	C.01	C.02	C.03	D.01	D.02	D.03	D.04	D.05
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.

		A.01	A.02	A.03	A.04	A.05	A.06	A.07	A.08	B.01	B.02	B.03	B.04	B.05	B.06	B.07	B.08	B.09	B.10	C.01	C.02	C.03	D.01	D.02	D.03	D.04	D.05
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																							●	●	●	●

Appendix 3. The Visiting Team

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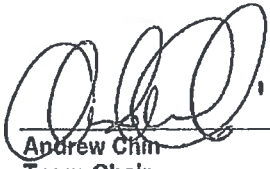jdonohoaia@legalconstructs.com

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V.   Report Signatures

Respectfully Submitted,

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Team Chair

_____   Representing the AIA
Julia Donoho, AIA, Esq., LEED®AP
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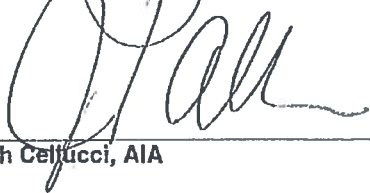
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Program Response to the Final Draft Visiting Team Report

Department of Graduate Built Environment Studies
Program: Master of Architecture

5/18/2017

Cassandra Pair
Director, Accreditation
cpair@naab.org

Dear Cassandra:

We are in receipt of the final Morgan State University Visiting Team Report. In response to the final VTR, we wanted to make the following observations for the benefit of NAAB's Board of Directors:

- With respect to the three "Conditions Not Achieved" mentioned under Sections II.4.1, II.4.2, and II.4.5 (Public Information), and as explained in our previous correspondence, we fixed the broken links so that the correct information is provided. That we did so can be confirmed via links on THIS PAGE and THIS PAGE (at the bottom).

- Concerning "Progress Since the Previous Site Visit," we were pleased that three "Causes of Concern" listed in the 2011 VTR ("Physical Resources," "Human Resources," and "Financial Resources") were deemed "Met" by this year's Visiting Team. Due to the importance of each program's addressing past concerns, we felt that it was important to bring to the Board's explicit attention our success in doing so.

As before, we want to thank you for your help and attention throughout the process. Thanks are due also to the chair of the visiting team and to the team members, especially for their hard work and dedication to architectural education.

Yours,

Jeremy Kargon, Architect / Associate Professor
Director of the Graduate Program in Architecture

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