July 25, 2011

Dr. David Wilson, Ed.D.
President
Morgan State University
1700 E. Cold Spring Lane
Truth Hall, Room 400
Baltimore, MD 21251

NAAB

Dear Dr. Wilson:

At the July 2011 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the Morgan State University, School of Architecture & Planning.

As a result, the professional architecture program:

Master of Architecture

was formally granted 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

The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017. The **focused evaluation** is scheduled for calendar year 2014. For more information on focused evaluations, please see Section 6 of the *2010 Procedures for Accreditation.*

Continuing accreditation is subject to the submission of *Annual Reports. Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

> **Part I (Annual Statistical Report)** captures statistical information on the institution in which a program is located and the degree program.

> **Part II (Narrative Report)** is the narrative report in which a program responds to the most recent *VTR*. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the *VTR*. Part II must also include a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2012, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation,* 2010 Edition.

Finally, under the terms of the *2010 Procedures for Accreditation,* programs are required to make the *Architecture Program Report,* the *VTR,* and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Cornelius "Kin" DuBois, FAIA
President

cc: Ruth Connell, Chair
           Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA, Visiting Team Chair
           Visiting Team Members

Enc.

Morgan State University
Department of Architecture

Visiting Team Report

M. Arch
Track I: (Non-pre-professional degree + 90 graduate credits)
Track II: (Pre-professional degree + 60 graduate credits)
Track III: (Pre-professional degree + 36 graduate credits)
               (168 total credits: "3 + 2 Master of Architecture Degree Program")

The National Architectural Accrediting Board
9 March 2011

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I.   **Summary of Team Findings**

1.   **Team Comments & Visit Summary**

The team wishes to thank the Dean, Dr. Mary Anne Akers, the Department Chair, Ruth Connell and the entire faculty and staff of the department of architecture at Morgan State University for their hospitality, kindness and the many hours of preparation for the visit. The faculty exhibit, team room and course notebooks were easily accessible. The team room and course notebooks expressed the underlying mission and vision of the program. The intent of the vision of the school was clearly expressed in the architectural program report.

The multidisciplinary collaboration between architecture, planning and landscape architecture was evident to the NAAB Team. The team was impressed with the work ethic, engagement and passion of the administration, faculty, students and staff. Their passion for design excellence and service permeates to the part-time faculty members.

The team also acknowledges the efforts of the staff. Their work has been essential to the School of Architecture and Planning's daily operations since its inception.

The NAAB Team recognizes as strengths the engagement of the external community, i.e. the professional architectural community, the advisory board, the alumni and the employers. It is also a rare architectural program that has the support and understanding of an architecturally knowledgeable President who has been involved with AIA functions and the architectural profession. President Wilson's involvement is essential to the continued success and growth of the architecture program.

2.   **Conditions Not Met**

B.8 Environmental Systems

3.   **Causes of Concern**
    A. Physical Resources
        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.

    B.   *Human Resources:* There is a sufficient number of faculty for an architectural 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.

    C.   *Financial Resources:* As the faculty numbers continue to increase in 2011/2012 funding for faculty professional development opportunities are limited. Additional resources will be needed.

4.   **Progress Since the Previous Site Visit (2005 M. Arch)**

1998 Condition 3, Public Information: *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.*

Previous Team Report (2005): While the required statement language is found in the *Graduate Catalog*, it does not appear in the IAP's brochure or on its newly developed Web site.

> **2011 Team Assessment:** This condition has been met. See section 2.4 Public Information for additional comments.

1998 Condition 5, Human Resources: *The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.*

Previous Team Report (2005): The faculty complement is barely sufficient to meet the needs of the graduate program in light of the burgeoning success of the undergraduate enrollment that currently exists without a dedicated coordinator. The administrative head is overseeing multiple programs; the administrative support staff is one well-qualified individual who needs additional support; and the technical support staff is wholly inadequate for a program that is developing increased scale and complexity. There is a vacant position for one additional administrative support staff person that remains unfilled due to the lack of benefits. There is no evidence of faculty support staff.

> **2011 Team Assessment:** This condition has been met. See section 1.2.1 Human Resources and Human Resource Development of this report for additional information.

1998 Condition 7, Physical Resources: *The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.*

Previous Team Report (2005): The IAP occupies approximately 24,000 ft^2 (7,315 m^2) on the first and second floors in a building in which the only academic programs are those of the IAP. It is clear with the growth of the undergraduate program that this facility, while temporary, is not adequate to satisfy the needs of the graduate program and the expanding undergraduate program. While there is an expectation that planning for a new building will begin next year and its construction is scheduled for completion in 2010, it is clear that interim solutions are needed immediately. In addition, items that were noted by the last visiting team (inadequate office space for full-time and adjunct faculty who must meet privately with students and the absence of a model shop) have not been addressed.

Although additional computers have been provided, more computers, printers, and plotters are needed.

> **2011 Team Assessment:** The team finds this condition met. See section 1.2.4 Physical Resources of this report for additional information.

1998 Condition 8, Information Resources: *The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.*

Previous Team Report (2005): The team was provided with an assessment that indicated the numbers of volumes (4,800) available remain below the required 5,000 titles. It appears from previous reports that this collection has diminished. Although there are 1,200 volumes available in the in-house Media Resource Center, these are neither readily accessible nor included in the main library cataloging system.

> **2011 Team Assessment:.** The team finds this condition has been met. See Section 1.2.5 Information Resources of this report for additional information.

1998 Criterion 12.21, Building Service Systems: Understanding of *the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Previous Team Report (2005): This condition is partially met. These issues are covered extensively in ARCH 523, Architectural Technology III, with the exception of plumbing, vertical circulation, communication, and security.

> **2011 Team Assessment:.** The team finds this condition has not been met. See section 2.1 – Realm B.08, Environmental Systems for additional information about this requirement.

1998 Criterion 12.28, Technical Documentation: Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

Previous Team Report (2005): Although the elective Internship courses and elective Production Techniques course meet this criterion, there is no evidence that all students get this experience.

> **2011 Team Assessment:.** The team finds this criterion has been met. See section 2.1 – Realm A.04, Technical Documentation.

II.   Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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 is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2011 Team Assessment: The program has described within the APR, the written history, mission and culture included in its promotional material, and website, and evidenced in the student comprehensive design work especially supported by project and syllabus work in Arch 520 Architectural Design II, Arch 530 Architectural Design III, Arch 550, and URBD 511 Urban Design.

I.1.2 Learning Culture and Social Equity:
- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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.*

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

2011 Team Assessment: Students and faculty have developed a Studio Culture Policy, which has been adopted by both the BSAED and the graduate program in architecture. The development process was a sequence of workshops with both faculty and student participation. This Studio Culture Policy (SCP) helps to cultivate a desirable environment for social equity and the values are extended to all educational settings – classrooms, field trips – and to the office environment involving the staff. Access to the SCP basically happens in four ways: student distribution at matriculation, posting on walls within the SA+P; reference in syllabi; and posting on the SA+P web site. The SCP, which is relatively new, is scheduled to be evaluated and updated on a two-year review cycle.

Measurable assessment rubrics for the SCP are being developed in academic year 2010-11. No required classes are scheduled on Friday evening, Saturday or Sunday to accommodate a diversity of religious observations. Elective courses are sometimes offered during these time periods, particularly Friday evening and Saturday, but flexible accommodations are made for students to the extent possible. The university has services for students with learning disabilities, and faculty and students are encouraged to use these services

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2011 Team Assessment: The School of Architecture and Planning in collaboration with students and professionals has produced studio culture documentation highlighting the atmosphere and the objectives of the studio and learning culture within the education and facilities. The diversity in the cultural and ethnic demographic in students, faculty, and administration provides bountiful evidence of a culturally rich environment with respect between all stakeholders within the studio and learning culture. Studio culture documentation is also well advertised on the website in equal visibility as most required criteria indicated in 2.4 Public Information. Diversity has been instilled within the mission of Morgan State University and the evidence in the data on student, faculty, and staff, but no evidence was found of a diversity policy in place.

The program has benefited from a rich diversity of faculty, students and staff that reflects the diversity of faculty, students and staff of the larger institution of Morgan State. The Department of Architecture seeks to expand its full-time teaching component as the student population grows, and when expanding or replacing the faculty component, it is always an objective to further diversify faculty in gender and ethnicity while hiring faculty of the highest caliber. The program has benefited from a rich diversity of faculty, students and staff that reflects the diversity of faculty, students and staff of the larger institution of Morgan State.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

  A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

[X] The program is responsive to this perspective.

2011 Team Assessment: The architecture faculty, students and staff in the School of Architecture and Planning make contributions to Morgan State University in the areas of scholarship, community engagement, service, and teaching by offering an evening program in architecture to African American students and others who may need to be gainfully employed. Students are encouraged to work with firms in the Baltimore area, following their first one or two semesters in the program. The students are also active on campus with the other two graduate programs in the school of architecture and planning: the master of landscape architecture and the master in city and regional planning. They also anticipate a partnership with the School of Engineering the Transportation Research Center. Most of the students take one elective course with non-architectural content and one elective course in landscape architecture or in CREP. The students have participated in campus wide research symposiums, such as the 5th National Minority serving Institutions Research Partnership Consortium Conference, AIAS and NOMAS functions. They have also networked with other HBCU architecture students.

The architecture program has provided leadership to the program by taking on design projects such as investigating the adaptive reuse and green renovation of a historic mill building on campus, and developing alternative design solutions for a university testing center and the former library facility.

The faculty engages in faculty governance by serving on campus wide committees and by participating in faculty symposiums and convocations held throughout the academic year.

B. **Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2011 Team Assessment: Graduate and undergraduate students of architecture are fortunate to be part of a very diverse student body further supported by an equally diverse faculty. The program has active chapters in both the American Institute of Architecture Students and the National Organization of Minority Architecture Students. The students in both the Masters of Architecture program and the Bachelors of Science in Architecture and Environmental Design feel adequately supported by faculty and administration for the challenges after graduation and the pursuit of the profession and continued learning. Self-worth and awareness are made very clear in the SA+P support of the University mission and an emphasis on diversity.

C. **Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2011 Team Assessment: The IDP Education Coordinator has been active in the school, and there was a sense that students were aware of the process of registration. During an interview session many students, by a show of hands, had opened their NCARB record and have started IDP. The IDP Education Coordinator also makes two presentations in the fall semester to the

undergraduate students in the four year BSAED program to educate them about IDP and the internship.

Students are formally introduced to the concept of licensure during the first courses of freshmen year, and are educated about the role of the registration board in Maryland, and that of NCARB, during formal coursework about the profession (ARCH 412, ARCH 561).

D. **Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2011 Team Assessment: The program is responsive to this perspective as evident in its intensive use of practitioners as guest critics and lecturers towards providing the students with a realistic insight into the profession of architecture, Furthermore, the students greatly benefit from the programs in landscape architecture and urban planning offered within the same setting as the architectural program, to help provide a better understanding of the diversity and collaborative role available to the students as graduates of this program.

E. **Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2011 Team Assessment: The program has demonstrated a commitment to the public good through ongoing collaboration with Baltimore City evidenced in course study such as URBD 511, Urban Design. The student's work reflects social responsibility, cultural diversity, urban sustainability, and historical context. Further evidence supports student and faculty involvement in public and non-profit activities associated with the urban mission goals of the program. Social responsibility is a core value of the Architecture program at Morgan State University.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

2011 Team Assessment: The graduate program formulated a very thorough 2008 strategic plan and it is included in the APR.

The decision-making process for the Department of Architecture for both short-term goals and long-range planning normally engages the complete complement of the full-time graduate faculty reporting to the

Chair of the Department; the BSAED faculty meets with the BSAED program director for undergraduate planning. The Department of Architecture full-time graduate faculty meets twice a month during the academic year. The faculty group is relatively small, with five full time faculty and the chairperson. The chairperson normally has 50% release time from teaching. At this size, the Department rarely uses committee structures, with faculty preference for involving the complete graduate faculty group for the decision making process. If the Department needs additional time for long-range planning or special needs, half-day or full-day workshops are held. The Department follows a strategic plan which is evaluated and updated every two or three years. The current Strategic Plan for the Department of Architecture was completed in 2008, and will be evaluated and updated during fall 2010. The planning process for many long range objectives is organically a part of the larger community goals and objectives of the SA+P as the larger unit. In other words, a majority of the goals and objectives of the SA+P are the same as the goals and objectives of the Department of Architecture. The SA+P faculty meet as a collective group once a month. During academic year 2009-2010, the SA+P developed a five-year strategic plan, with faculty input during monthly meetings

In addition, the documented plan for growth over five years is included in the architecture program report enumerating faculty and student projected increases in numbers (2010-11 to 2014-15).

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
- *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
- *Individual course evaluations.*
- *Review and assessment of the focus and pedagogy of the program.*
- *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2011 Team Assessment: Several program specific assessment rubrics are in place for evaluating the department of architecture. The program regularly assesses itself by using portfolio reviews, freshman surveys, graduate surveys, minimum pass reviews, comprehensive design reviews, terminal project exhibitions, faculty evaluations, student course evaluations, faculty peer observations and faculty evaluation processes. The program also monitors the IDP participation by its students. Samples of the assessment documents are included in the architecture program report. These assessment tools include solicitation of faculty and student perspectives on teaching, learning, curriculum development, and course content.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - o *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 which may include but are not limited to faculty and staff position descriptions[2].*
  - o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - o *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.*
  - o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - o *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.*
  - o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2011 Team Assessment: The program demonstrates adequate human resources for a professional degree program in architecture. During the 2009-10 AY a tenure track position was shifted to the Master of Architecture Degree program, which came from a vacated undergraduate tenure track position. Concurrently, a new faculty line position of fulltime lecturer was created. Also a full-time lecturer was promoted to fill this Assistant Professor position in August 2009, after a faculty search process.

There are currently 5 full-time tenure track faculty members in the graduate program including one tenured faculty member. In the fall of 2010, there were 60 students identified as graduate students in the program; but as the program grows additional faculty members will be needed for studio and lecture support.

The normal faculty teaching load in the graduate program is one design studio and one lecture course. The normal faculty teaching load in the undergraduate program is one design studio and two lecture courses. Full-time faculty members also serve on a number of departmental committees, university committees, and act as faculty academic advisors. Additionally they maintain an average of 8 posted office hours per week.

The faculty members in the undergraduate program have a heavier than normal workload. This is not an equitable practice; however, the normal teaching load does allow full-time faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development. Part-time faculty members are fully engaged and committed to the school. They are also in need of mentoring.

An undergraduate program director was hired in a tenure-track position to teach and administer the BSAED program in the fall of 2008, Gabriel Kroiz.

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[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

There is a department chairperson who is the chief administrative officer of the graduate architecture program, who has 50% release time from teaching to administer the programs. She is supported by a part-time secretary. An undergraduate program director administers the undergraduate component. The department chairperson and the undergraduate program director each report directly to the dean of the School of Architecture and Planning.

- *Students:*
  o *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  o *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

Additional staff positions have not been added; but, an existing administrative staff position was replaced with a more highly effective individual. Students will benefit from this person. An information technology specialist was hired in 2009. He is the manager for all basic IT needs for students, staff and faculty. Paid student workers are also filling some IT needs. Students' admission policies and procedures are documented and maintained by a retention coordinator and the Chair of the architecture department. These policies and procedures include includes information on freshman and transfer students.

Morgan State University is committed to the policy that all persons shall have equal access to programs without regard to race, sex, religion, national origin, handicap, age, or status as disabled or Vietnam- era veteran. However, there are basic requirements for admissions. Admission requirements for college freshmen are 2.0 Grade Point Average (GPA), and 850 SAT (Combined critical reading and math), or 17 ACT (Composite Score). G.E.D. recipients must earn a score of 410 on each section of the high school equivalency examination and at least a total score of 2250. Students are assigned an admissions officer to assist them in the process.

Upon receipt of an admitted transfer student's transcript(s) from the University's Transfer Center, the SA+P transfer coordinator reviews the courses descriptions from the student's sending institution(s) to see if and how the credits will transfer to Morgan State University. If transferable, credits are included to the student's Morgan transcript as earned credits. For Maryland Public Institutions, general education courses transfer to Morgan without further review and without the need for a course-by-course match. For non-Maryland Public Institutions, there must be a course-by-course match in order for the credits to transfer towards the fulfillment of the degree requirement.

From institutions in which the BSAED program has an articulation agreement, the courses that are stipulated in the agreement transfer to the program without further review. The review process for the 3 + 2 M. Arch is by committee. Committee composition includes:
> Graduate Faculty Member
> Chair of Department of Architecture, or representative
> Undergraduate Faculty Member
> Director, Undergraduate BSAED Program, or representative
> Undergraduate BSAED Faculty Member
> External member, defined as an architect from the Baltimore professional community.

Depending upon available resources and criteria for eligibility, graduate students may receive financial aid in the form of scholarships (tuition awards), graduate assistantships including research assistantships (RAs), fellowships, work study and loans to assist students who have received unconditional admission to the School of Graduate Studies. To be eligible for financial aid from the School of Graduate Studies, a student must, as a minimum, be admitted to and enrolled in a graduate program and pursuing a degree

on a part-time (i.e., a minimum of 6 credits) basis. Graduate students who are pursuing less than 6 credits are not eligible for financial aid unless enrolled in Thesis Guidance, Thesis Seminar, Dissertation Guidance, or Dissertation Seminar. The School of Graduate Studies does not fund a second master's or second doctoral degree.

Within the Department of Architecture, internship placement is not formally offered in a systematic way, which is beyond the scope of staffing resources. However the academic advisors are able to provide informal networking to professional offices for students. The many architects and professionals that visit the school, and student engagement in off-campus architectural events in the city of Baltimore, offer many opportunities for students to have direct access to the Baltimore architectural community.

Students have many opportunities to participate in field trips and off-campus lectures and activities. Field trips may be class-specific, such as a building materials class visiting a construction site. For example, ARCH 541 The Integrated Intelligent Detail class visited a hot glass production facility of PPG in Carlisle, Pennsylvania, the offices of Kiernan Timberlake in Philadelphia, and the Anne Arundel Medical Center under construction. Other field trips have included multiple trips to New York City and Washington D.C.Arch.510 Environmental Design One visits Princeton University annually in October (William Chan/Sanjit Roy). Other trips may be program-wide. The Department of Architecture has planned that the last weekend in September is dedicated to a program-wide set of field trips; New Haven is the destination for September 2010.

The Baltimore Architectural Foundation (BAF) offers regular walking tours with different themes, and students are encouraged to participate. AIABaltimore holds *Architecture Week* in the month of October, which delivers two full weeks of extracurricular architecture events every year.

Faculty-led undergraduate trips have been to Europe and to Africa (Ms. Barbara Mobarak). In summer 2010, two students visited and studied in Korea (Gabriel Kroiz). Several students, both graduate and undergraduate, participated in the inaugural SA+P student-faculty trip to India in January 2010, and a new group will travel and study in India in January 2011 (Sanjit Roy +Suzanne Frasier).

The Baltimore Architectural Foundation sponsors architectural speakers, and students may be required to attend as part of a class, for example, in Fall 2009: Witold Rybczynski, University of Pennsylvania, spoke at Baltimore Museum of Art.

AIAS has an active chapter at Morgan State University, and the chapter leadership attended the AIASForum in January 2010. The chapter holds a wide array of activities for its membership, which is primarily undergraduate. NOMAS has an active chapter, with multiple events planned by the student membership.

Graduate students have opportunities to work with faculty on research and creative activities, although these opportunities are primarily through Supervised Research for academic credit.

I.2.2 Administrative Structure & Governance:
- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

  [X] Administrative Structure is adequate for the program

  2011 Team Assessment: The administrative structure for the program consists of a department chair with a 12-month appointment. Ms. Ruth Connell has been the department chair since fall 2008.

The Department of Architecture, graduate faculty, meets twice a month with a focus on consensus for the majority of decisions affecting the program. Administratively, within the graduate component, each full-time member is a Curriculum Area Leader, having academic responsibility for a subject area, or stream, of the curriculum. The department chair works closely with these faculty members to review subject matter content; however the faculty body collectively discusses any major changes to curriculum; final curriculum decisions are made by the department's Curriculum Committee.

The undergraduate program director has a 12-month appointment, and primarily reports directly to the Dean. Mr. Gabriel Kroiz has been the undergraduate program director since fall 2008. The undergraduate program faculty meets once a month. At the university level, graduate chairs participate in the Graduate Council within the realm of the School of Graduate Studies. Chairs have the opportunity to serve on various policy-making committees; the Graduate Council votes as a body on major changes. The SA+P send three faculty-elected faculty representatives to the University Council. The administrative structure for the academic unit in which the Master of Architecture program is located consists of the following personnel: Dean, the Graduate Program in Architecture, the Graduate Program in Landscape Architecture, the Graduate Program in City & Regional Planning, the Bachelor of Science in Architecture & Environmental Design, the Bachelor of Science in Construction Management, the Post-Baccalaureate Certificate in Urban Planning and Health, and the Assistant to the Dean.

Ms. Salimah Hashim is the primary administrative assistant in SA+P. Her major responsibility is to assist the Dean in budget and fiscal activities, preparing contracts for adjunct faculty and student research assistants, faculty travel, and purchasing card management.

Ms. Filomena Johnson and Ms. Nakira Williams are office clerks who are in-charge of the front desk They provide clerical assistance to the faculty, chairpersons, and the Dean's Office staff. The hiring of these two individuals enable the main office to be opened from 8:30 a.m. to 7:30 p.m.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2011 Team Assessment: See the comments mentioned in the above section on administrative structure. The faculty is actively involved in the governance of the architecture program.

I.2.3 Physical Resources: 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.

[X] Physical Resources are adequate for the program

2011 Team Assessment: The Architecture program has 5,798 square feet of dedicated spaces. Students share classrooms, computer labs, print shop, and the fabrication lab. Since the last site visit, Dean Akers has obtained approximately 4,844 square feet of additional space in Montebello for the School's purposes.

The Graduate Program includes classrooms, office spaces, studio spaces; fabrication lab; and a computer lab all located within the Montebello Complex. These spaces are vertically accessible by a centrally located elevator and an adjacent internal stairway. The primary space for the Graduate

Program's studios occurs on the second floor controlled by a key card accessed entry door. Aside from the Fabrication Lab; Computer Labs; and a few classrooms; the studios and faculty offices are somewhat centrally located. The juxtaposition of the studios in relationship with the faculty offices and classrooms greatly enhances and encourages interactive learning, including constructive critiques between students and faculty.

The physical resources for the School are currently adequate. There is no ventilation in the classrooms. There is also poor maintenance of the building.

The Center for Built Environment and Infrastructure Studies (CBEIS), a new shared LEED facility for the School of Architecture and Planning, Department of Civil Engineering, and the Institute of Transportation is currently under construction. The new building will be an enormous asset to the Architecture Program. The building will be a 126,000 gross square feet building. The School of Architecture and Planning has been allocated 28,690 square feet for its purposes. However, by 2014, the projected student occupancy is 260 and will be deficient of 30 studio design workstations.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

The SA+P budget for the academic year 2010-2011 is $2,300,354. The Dean has been successful in obtaining grants and additional resources for the school. If she is successful with a grant for 725, 000 this will be an enormous boost to meeting future resource challenges for the architecture program. A large percentage of Dr. Akers'grants are spent on student hires, faculty release time, and equipment for SA+P.

Due to the economic downturn, faculty has not had salary merit increases in the past two years. In addition to the absence of merit pay increases, or cost-of-living pay increases, the faculty has had mandatory furlough days for the current year and for the two proceeding academic years. This trend is expected to continue. This has created low morale among a few of the faculty. However, as faculty strengthens their grant writing skills and are successful in procuring grants and contracts this may provide some financial resources.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information Resources are adequate for the program

2011 Team Assessment: With the completion of the new Earl S. Richardson Library on the Morgan State University campus, the program now has access to a state-of-the-art facility which supports an Architectural collection easily identifiable within the Dewey subclass NA. The library is open 7 days a week and until midnight most days which allows for the program's evening students to use the facility. Evidence was presented to support additional access to Information Resources through Morgan State University's inclusion in the University System of Maryland and the Maryland Digital Library systems. Library professionals are available to support the student resource needs. Also, student and faculty interviews confirmed on-going access to web-based information resources for all courses.

The SA+P resource library was re-established in summer 2010 (C-09A). A person was hired to reorganize the slide collection, purchase a total of $4940 worth of books, and create links to online visual library collections. The purpose of the library, which is opened from 8:30 a.m. to 5:00 p.m., is to serve as an on-site repository of magazines, journals, and reference materials. Purchased books are not placed here but are sent to the Richardson Library for processing and circulation.

Part I: Section 3 –Reports

I.3.1 Statistical Reports[3]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

Program student characteristics.
- *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
- *Demographics compared to those recorded at the time of the previous visit.*
- *Demographics compared to those of the student population for the institution overall.*
- *Qualifications of students admitted in the fiscal year prior to the visit.*
- *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
- *Time to graduation.*
- *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
- *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

Program faculty characteristics
- *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
- *Demographics compared to those recorded at the time of the previous visit.*
- *Demographics compared to those of the full-time instructional faculty at the institution overall.*
- *Number of faculty promoted each year since last visit.*
- *Compare to number of faculty promoted each year across the institution during the same period.*
- *Number of faculty receiving tenure each year since last visit.*
- *Compare to number of faculty receiving tenure at the institution during the same period.*
- *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2011 Team Assessment: Statistical data on the architecture program's student and faculty characteristics and other data which demonstrate social equity and faculty development in the program and activities were supplied. Extraordinary diversity is found in the racial and intellectual ethnicity of the program.

Information was also supplied on faculty and the number of faculty maintaining US architectural licenses. See the architecture program report for actual reported data.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to 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.

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[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2011 Team Assessment: Annual required reports including statistics and narratives were supplied and evidenced in the architecture program report. All NAAB responses to annual reports prior to 2008 were supplied. The focused reports were also included with appropriate appendices and addenda.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

> *In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2011 Team Assessment: Faculty credentials were provided. The graduate architecture faculty component consists of six full time faculty members, which includes the department chair, all of whom are all registered architects (one registration pending for newest Assistant Professor). Currently four to five adjunct lecturers are employed by the graduate program. The undergraduate pre-professional program faculty component consists of eight full time faculty members, including three registered architects. Currently eight adjunct lecturers are teaching in the BSAED program. Evidence was found in the architecture program report, faculty exhibit and on the world wide web. The faculty exhibit included highlights of the faculty's professional development and range of experience.

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[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2011 Team Assessment: Evidence was provided in the team room for review by the team members of the following:

- Studio Culture Policy
- Self Assessment Reports
- Personnel Policies including:
- Position Descriptions for all faculty and staff
- Rank, Tenure, & Promotion:
- Morgan State University Faculty Handbook
- Reappointment
- EEO/AA
- Faculty Development
- Student-to-Faculty ratios for all components of the curriculum
- Faculty Member Space Allocation in Square Feet
- Admissions Requirements
- Advising Policies
- Department of Architecture Student Guidelines
- Digital Media Policy: Use and Integration of Digital Media in Architecture Curriculum
- Policies on Academic Integrity
- Policies on Library and Information Resources Collection Development and
- Description of the Information Literacy Program & Curriculum

The cultural diversity policy was missing.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & 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:
Architects must have the ability to build abstract relationships and understand the impact of ideas based
on research and analysis of multiple theoretical, social, political, economic, cultural and environmental
contexts. This ability includes facility with the wider range of media used to think about architecture
including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations
include:

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

A.1.   **Communication Skills: *Ability to* read, write, speak and listen effectively.**

[X] Met

2011 Team Assessment: Evidence of ability was found in ARCH-521 & ARCH 531 - History of the
Built Environment II & III in the case studies, research papers, and final exams; also in ARCH 561 -
Architectural Practice, Law, and Management manual within student semester long project collection.

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

2011 Team Assessment: Evidence of this ability was found in studio courses ARCH 530, and in
written work examples of ARCH 540. Evidence was also found during design studio desk critique
discussions between the students and the faculty members.

A. 3.   **Visual Communication Skills: *Ability to* use appropriate representational media, such
as traditional graphic and digital technology skills, to convey essential formal
elements at each stage of the programming and design process.**

[X] Met

2011 Team Assessment: Evidence for meeting the ability of this criterion is found in courses ARCH
103, ARCH 104, ARCH 510 and ENST 512. The evidence is demonstrated through three dimensional
models, drawings exercises and finished drawings.

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

[X] Met

2011 Team Assessment: Evidence for meeting this ability was demonstrated in drawings found in course ARCH 541.

> **A.5.** **Investigative Skills:** *Ability to* **gather, assess record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2011 Team Assessment: Evidence for meeting this ability is fulfilled by courses ARCH 530 & ARCH 511.

> **A. 6.** **Fundamental Design Skills:** *Ability to* **effectively use basic architectural and environmental principles in design.**

[X] Met

2011 Team Assessment: Evidence for meeting this ability is met in both ARCH 510 and ARCH 530 by using hand and computer graphic drawings as well as physical and computer modeling.

> **A. 7.** **Use of Precedents:** *Ability* **to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2011 Team Assessment: Evidence of meeting this ability is demonstrated in the drawings of ARCH 530 and in ARCH 550 Architectural Design Studio V.

> **A. 8.** **Ordering Systems Skills:** *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2011 Team Assessment: Evidence of criterion met in hand-made and computer aided realms of ordering systems. Ordering systems are evident in design process in two- and three-dimensional renderings and models.

> **A. 9.** **Historical Traditions and Global Culture:** *Understanding* **of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

2011 Team Assessment: Evidence of the understanding of this criterion is satisfied in Arch 511and Arch 521. The evidence is demonstrated in the course notebooks through class presentations, quizzes, PowerPoint presentations, and term paper examples.

A. 10. **Cultural Diversity**: *Understanding* **of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

2011 Team Assessment: The understanding of this criterion is satisfied in URBD 511 and ARCH 550. The evidence is demonstrated in sample quizzes, tests, graphics analysis drawings and design projects for a courthouse, and library facility.

A.11. **Applied Research:** *Understanding* **the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

2011 Team Assessment: The understanding of this criterion is satisfied in ARCH 771 and ARCH 779. The evidence is demonstrated in the terminal research and design projects of these same design studios. The sample terminal project is research intensive as noted in the project notebooks.

Realm A. General Team Commentary: The overall review of student achievement in all elements of Realm A is very consistent throughout most of the presented projects in the graduate program. Evidence was presented and displayed by different students in the form of hand, computer drawings and models. Some concern was expressed by the team in the over-reliance on computer drawings for evidence. Models were used by one studio year more than others. Team would like to see more variety of evidence used. Evidence from lecture courses were quizzes, analytical diagrams, power point presentations and essays.Critical thinking was also evident in the analytical drawings and diagrams presented. However there also appears to be a difference in skill level between the undergraduate and graduate students.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2011 Team Assessment: Evidence of ability of design assessment criteria were found in course handouts, references, and drawings generated in ARCH 540.

B. 2. **Accessibility:** *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Met

2011 Team Assessment: Evidence of ability was found in ARCH 207, ARCH 302, ARCH 520, and ARCH 530 course manual, drawings, and other student work.

B. 3. **Sustainability:** *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2011 Team Assessment: Evidence of ability is found in the posted drawings in ARCH 523 and ARCH 540 which support this criteria being met.

B. 4. **Site Design:** *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

2011 Team Assessment: Evidence of ability is found in the posted drawings for courses ARCH 540 and ARCH 550 which supports this criteria being met.

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

2011 Team Assessment: Evidence of ability was found in grading comments in ARCH 550 which indicates attention to this SPC; and in posted drawings for ARCH 530 and ARCH 540 which displays ability to apply principles of life safety systems.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9. Historical Traditions and Global Culture	B.7. Environmental Systems
	B.9. Structural Systems

[X] Met

2011 Team Assessment: Evidence of this ability occurs in various posted technical drawings, illustrations, and charts, as summarized in course books ARCH 540 and ARCH 550 which support this criterion being met.

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Met

2011 Team Assessment: Evidence of understanding was found in a detailed business plan within the submitted booklet for course ARCH 561 and posted documents for course ARCH 533 which supports this criterion being met.

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.

[X] Not Met

2011 Team Assessment: 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.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

2011 Team Assessment: Evidence of understanding this criterion was found in homework, quizzes and tests indicate in courses ARCH 513, ARCH 522, and ARCH 532.

B. 10. **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2011 Team Assessment: Evidence of understanding is found in posted drawings and work samples within the submitted booklet for courses ARCH 533 and ARCH 541 which supports this criterion being met.

B. 11. **Building Service Systems Integration:** *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2011 Team Assessment: Evidence of understanding this criterion was found in drawings generated for course ARCH 523.

B. 12. **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

2011 Team Assessment: Evidence of understanding was found in ARCH 208, ARCH 533, and ARCH 541 course manual, drawings, research documentation, and student design work.

Realm B. General Team Commentary: The overall review of student achievement in all elements of Realm B was generally consistently presented. The technical systems of design and materials is an area where students shown minimal evidence particularly in technical documentation. More course work needed in building systems. Student learning aspirations of comprehending constructability is not thoroughly demonstrated in all design projects.

Realm C: Leadership and Practice: Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1.   Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Met

2011 Team Assessment: Evidence of ability of collaborative design is evident in courses ARCH 540 and URBD 511. ARCH 540 includes partner collaboration in multiple disciplines including site and landscape design and computer graphic skills. Collaboration evident in consistency within layouts coinciding with the level and amount of work produced indicates multiple individuals collaborating on the final design.

C. 2.   Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

2011 Team Assessment: The understanding of this criterion is satisfied in courses ARCH 520 and URBD 511. Evidence is demonstrated in sample quizzes, tests, assignments, essays and through the design of multi-family housing units in the ARCH 520 studio.

C. 3   Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Met

2011 Team Assessment: Evidence is found in work samples and drawings included in the submitted booklets for courses ARCH 561 and ARCH 771, which supports this criterion being met.

C. 4.   Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

[X] Met

2011 Team Assessment: The ARCH 561 course manual, exams, research papers, and graphic documentation support compliance with SPC C.4.

C. 5.   Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Met

2011 Team Assessment: Evidence of understanding is met in the course notebook for ARCH 561.

C. 6.   Leadership: *Understanding* of the techniques and skills architects uses to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

[X] Met

2011 Team Assessment: Evidence of understanding was found through work samples included in the submitted booklet for course ARCH 561.

C. 7. **Legal Responsibilities:** *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2011 Team Assessment: Evidence of understanding was found covered in the course notebooks of terminal projects ARCH 550.

C. 8. **Ethics and Professional Judgment:** *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2011 Team Assessment: Evidence of understanding was found in the ARCH 561 course manual exams, research papers, and graphic documentation.

C. 9. **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2011 Team Assessment: Courses URBD 511 and ARCH 561 satisfy this criterion. Evidence of understanding of the architect's responsibility is demonstrated in the notebooks through the analysis of public and private urban spaces, work samples and case studies of architectural firms.

Realm C. General Team Commentary: The overall review of student achievement in all elements of Realm C is satisfied. There appears to be a good understanding of the architect's role and responsibility. This may be due in part to the large number of licensed architects teaching these set of classes.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2011 Team Assessment: The accreditation letter dated June 27, 2008, included in the APR, confirms Morgan State University's regional accreditation with the Middle States Commission on Higher Education through June 1, 2013.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2011 Team Assessment: This condition is compliant per the programs defined degrees and curriculum documentation.

The three courses of M.Arch achievement in the Morgan State University curriculum all follow the criteria involving professional, general, and elective studies. The semester course loads have a minimum of four (4) semesters with fifteen (15) credits per semester equaling a minimum of 60 credits for graduate program studies in a minimum of two (2) years.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2011 Team Assessment: In fall of 2009 the BSAED Program enacted significant changes in the Program curriculum. The core of this change was to introduce 6-credit design studios and divide the remaining credits evenly between Technology and History/Theory subjects. A clear sequence of instruction was established for the Communications Skills and Design Studios including the addition of multiple fourth year studio options. The process for these changes was the following. The BSAED Program Director initiated a process of analyzing existing programs nationally and developing a proposal for changes to the BSAED Curriculum. These proposals were reviewed, received comments and were revised by the BSAED Program Director, first within the context of BSAED Faculty Meetings, then from the dean office and the chairs. This proposal was presented to the SA+P faculty prior to submittal to the Provosts Office.

Communications Skills and Design Studio courses involve several sections of a course taught by different instructors. These courses typically have a syllabus template which includes the catalogue description

and objectives for the course. The process for developing and administering this curriculum across several sections of the same course involves the designation of one of the instructors as coordinator with open participation from the other instructors. Two scheduled reviews of the course with the program director occur prior to the start of the semester. The coordinator and instructors meet regularly throughout the semester. At the end of the semester student work is collected in portfolio form and assessed annually in a one day faculty retreat.

Core non-studio curriculum such as History of the Built Environment I & II or Building Materials are reviewed periodically by the BSAED program director and the assigned faculty.

Elective non-studio curriculum is reviewed periodically by the BSAED program director and the assigned faculty.

Following spring exams, the faculty will attend a one day retreat including assessment of BSAED Student portfolios and discussion/response of assessment results. This exercise is intended to provide a barometer of student progress in the program and allow for coordinated adjustments of the curriculum to meet particular needs (see Self Assessment).

Graduate curriculum review and development happens at multiple levels. To insure continuity of instructional delivery in general, and also while employing part-time instructors, each full-time faculty member has specific oversight responsibilities for "streams" within the curriculum.

Changes to the graduate curriculum originate from both formal and informal assessment – faculty discussion and student feedback, to measured assessment.

The Graduate Architecture Curriculum Committee is a quorum of three of the tenured/tenure track faculty, including the department chair. Changes and developments are discussed to the fullest extent in faculty meetings, but departmental approval is by committee vote. The next step is approval by the Dean, followed by approval by the Curriculum Committee of the University.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2011 Team Assessment: Evidence was presented to support a thorough evaluation process of students admitted to the program from preparatory or pre-professional programs. Established written guidelines are presented to both the students and faculty to define the review of applications and portfolios. Review of the process demonstrated that the portfolios are assessed in context to the SPC. Pre-developed matrices are completed defining date of review, status of admissions, credits met per SPC compliance, and program prerequisite compliance. The program has demonstrated its attention to gaps which may exist through an established and well defined Comprehensive Design Review (CDR) to ensure the student is on track with NAAB's Student Performance Criteria. Formal CDR review letters support the program's assessments.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2011 Team Assessment: The graduate student catalog and promotional media includes the proper language in compliance with the NAAB Conditions for Accreditation. Additionally, the School of Architecture and Planning includes the language on its website

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
    The 2009 NAAB Conditions for Accreditation
    The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2011 Team Assessment: The NAAB Conditions for Accreditation and the NAAB Procedures for Accreditation are included in the School of Architecture and Planning website as clearly defined links to the NAAB website within the Student Guidelines and Accreditation titled sections of the website. Additionally, the links are noted within the written Student Guidelines transmitted to all students.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
    www.ARCHCareers.org
    The NCARB Handbook for Interns and Architects
    Toward an Evolution of Studio Culture
    The Emerging Professional's Companion
    www.NCARB.org
    www.aia.org
    www.aias.org
    www.acsa-arch.org

[X] Met

2011 Team Assessment: The NAAB-required career pathways are clearly made available under the *Architecture Careers* section of the School of Architecture and Planning 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 available to the public:
All Annual Reports, including the narrative
All NAAB responses to the Annual Report

The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2011 Team Assessment: The NAAB Annual Report responses and final decision letter, the recent APR and VTR are directly and clearly accessible on the School of Architecture and Planning website. The current Annual Reports are made available to students, parents, and the public in a comprehensive handout booklet.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2011 Team Assessment: The ARE Pass Rates are clearly made available under the *Architecture Careers* section of the School of Architecture and Planning website under a section titled, *ARE Pass Ratings*.

III. **Appendices:**

1. **Program Information**

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. **History and Mission of the Institution**

Founded 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, who donated land to the college. Morgan awarded its first baccalaureate degree to George F. McMechen in 1895. McMechen later obtained a law degree from Yale and eventually returned to Baltimore, where he became a civic leader and one of Morgan's strongest financial supporters.

In 1915 the late 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. **Carnegie** Hall, the oldest original building on the present MSU campus, was erected two years later.

Morgan remained a private institution until 1939. That year, the state of Maryland purchased the school in response to a state study that determined that Maryland needed to provide more opportunities for its black citizens.

From its beginnings as a public campus, Morgan was open to students of all races. By the time it became a public campus, the College had become a relatively comprehensive institution. Until the mid-1960s, when the state's teachers colleges began their transition to liberal arts campuses, Morgan and the University of Maryland College Park were the only two public campuses in the state with comprehensive missions.

As Maryland's teachers colleges began to broaden their objective, Morgan and other like institutions were placed into a state college system governed by a Board of Trustees. However, in 1975 the State Legislature designated Morgan as a university, gave it the authority to offer doctorates, and provided for it to once again have its own governing board.

In 1988 Maryland reorganized its higher education structure and strengthened its coordinating board, the Higher Education Commission. The campuses in the state college system became part of the University of Maryland System. Morgan and St. Mary's College of Maryland were the only public baccalaureate-granting institutions authorized to have their own governing boards. The legislation also strengthened Morgan's authority to offer advanced programs and designated the campus as Maryland's Public Urban University.

Morgan State University is now a Carnegie-classified Doctoral Research Professional institution, offering more than 90 academic programs from the baccalaureate to the master's and doctoral levels. As Maryland's public urban university, 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. With over 31 years of higher education experience under his belt, Dr. Wilson comes to Morgan having been the first chancellor in Wisconsin's history to lead two University of Wisconsin campuses simultaneously. Dr. Wilson served in numerous capacities, from vice president to faculty and administrative roles, at Rutgers University, Kentucky State University, Radcliffe College, Auburn University and Tuskegee University. He holds degrees from Tuskegee Institute (now Tuskegee University), and an Ed.M. and Ed. D. from Harvard University. Dr. Wilson takes over from Dr. Earl S. Richardson, who announced in fall 2009 his intention to resign after 25 years as president.

Morgan State University Mission

Morgan State University is by designation of the Maryland General Assembly the State's public urban university. Its mission is to provide a comprehensive array of programs and services to the citizens and organizations of the Baltimore metropolitan area. Its three major mission components are:

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 and its residents
3. provide cultural opportunities for the region and offer programs of service to the community and the general public

The University has a long tradition of educating the very best prepared students as well as many others from disadvantaged backgrounds. It is strongly committed to continuing this tradition. At the same time the University is making a transition to a campus that will: award more advanced degrees, particularly in programs of importance to the region; carry out more research on topics important to the local community; and, share its resources with the general public and become a center of social and cultural life for the residents of metropolitan Baltimore. This document provides a blueprint by which the University intends to develop over the next several years.

Morgan State University Vision for the Future

The University will continue to emphasize and strengthen its historic mission; that of 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 plans to place additional emphasis on graduate study in selected disciplines as well as on research in these fields. These programs will be in fields of importance to the economy and will provide the foundation for an increased emphasis by the University on service to the City of Baltimore and the Baltimore region.

Program History

The Department of Architecture began as a graduate program of architecture within a Department of Built Environment Studies in 1979. Undergraduate studies in architecture would not be authorized by the Maryland Higher Education Commission (MHEC) for another two decades. Under the leadership of Harry Robinson, FAIA, who later departed for Howard University, the Department of Built Environment Studies incorporated the allied fields of architecture, landscape architecture and planning.

In 1992, under the leadership of Anthony N. Johns, Jr., Architect, FAIA, the program name was changed to the Institute of Architecture & Planning, comprised of architecture, landscape architecture and city and regional planning. Anthony N. Johns, Jr., FAIA

served as the first Director of the Institute of Architecture & Planning until his retirement in 1997.

The Graduate Program in Architecture achieved its initial National Architectural Accreditation Board (NAAB) accreditation in 1991, and a five-year accreditation was granted in 1993, under the leadership of Professor Johns. The program was structured as a day program, with afternoon studios modeled after national prototypes for graduate study following a non-professional degree, similar to the curriculum and scheduling of the Master of Architecture degree program at the University of Pennsylvania. The curriculum was centered on the core design studio experience, as a learning laboratory with the integrated self-assessment processes of design review juries.

In 1997, under the Institute's new Director Melvin Mitchell, Architect, FAIA, in an effort to reinvent itself and attract new students, the program declared its intention to adopt the practicum-based approach to architectural education pioneered by the Boston Architecture Center. Beginning in the fall of 1998, the program began offering all of its studios in the late afternoon or evening in an effort to encourage working people to become students and students to work. This change to essentially an evening program has been fundamental to the identity of Architecture at Morgan now for more than a decade, as the only architecture program in the state – or region - that offers an evening curriculum, creating a distinctive identity for the program and enhancing its accessibility. Students frequently work in architectural firms during the day, and graduates are well prepared for the transition into the internship phase of the architectural profession.

Another significant change during Professor Mitchell's term as Director was the planning and State of Maryland approval for the addition of an undergraduate program. The undergraduate program was designed to be interdisciplinary, pulling resources from the three sister disciplines –architecture, landscape architecture, and city and regional planning – for its direction and content. The program, which awards the Bachelor of Architecture & Environmental Design (BSAED), prepares students for any one of the three graduate programs, although the majority of undergraduate students state a preferred interest in architecture as their projected career path. As an interdisciplinary and independent undergraduate program, graduation from the BSAED program does not automatically provide admissions or advanced standing in any portions of the graduate program in architecture. However, following a formal admissions process with the School of Graduate Studies, with individual portfolio review by the Department of Architecture, many BSAED graduates have received advanced placement in the 90/60 credit graduate program. Melvin Mitchell FAIA retired from Morgan in 2002, and the first graduating class of BSAED students was in May 2004.

Richard Lloyd, Ph.D. began service as the new Director of the Institute of Architecture & Planning in July 2002. Dr. Lloyd, with an interdisciplinary background in both planning and architecture, and his extensive experience as an educator, worked diligently to develop the BSAED program. Dr. Lloyd was a strong advocate that the new interdisciplinary Center for Built Environment and Infrastructure Studies (CBEIS) that will house architecture in the future would be designed and built as a green building. Richard Lloyd returned to full time teaching in 2007. Mahendra Parekh AIA served as interim IAP Director, 2007 to 2008.

Authorized by the NAAB to begin the new track of study under the existing Master of Architecture accreditation, this accelerated track of the Master of Architecture degree program began in 2008 with the enrollment of the first cohort of students. Students are admitted to this optional track, named the "3+2 Master of Architecture Degree Program", through a competitive admissions process during their sophomore or junior year, and receive the BSAED degree prior to receiving the M. Arch.

Nationally recruited, Dr. Mary Anne Alabanza Akers assumed the role of Director in January 2008. Dr. Akers, with a Ph.D. in Social Science – Urban Planning and Community Organization, came to Morgan with significant research and teaching experience in planning and landscape architecture at the University of Georgia, among other institutions.

Gabriel Kroiz, an experienced architect, with degrees from the Rhode Island School of Design and the University of Maryland, was retained in fall 2008 as coordinator of the BSAED program, and currently serves as the BSAED Program Director.

The Institute was awarded status as the new School of Architecture + Planning on July 1, 2009. With this change, Dr. Mary Anne Akers became the first Dean of the School. Under Dr Akers, a new undergraduate program in Construction Administration was initiated in fall 2010.

Senior faculty member Ruth Connell AIA, now in her twentieth year of service to Morgan State University, was appointed the architecture coordinator in 2007 and became the first Chairperson of the Department of Architecture as the Institute transitioned to a School of Architecture & Planning.

B.   History and Mission of the Program

The mission of the Department of Architecture is supportive of the vision and mission for both the university and the School of Architecture + Planning.

The SA+P Vision follows:

Morgan State's SA+P"s vision is to be among the preeminent institutions of its kind and to be a role model for HBCU"s in preparing fully qualified architectural, design, and planning practitioners and construction managers in the exploration and documentation, design, planning and management of the built and natural environment through an interdisciplinary applied research, theory building, and community based outreach. SA+P will promote the inclusion of students traditionally excluded from the study of the built and natural environments. It will also embrace the epistemologies, cultures and contributions of all peoples and times in this study. Though embedded in Baltimore, Maryland, SA+P will adopt a global outlook in its activities.

The SA+P Mission follows:

The Mission of SA+P is to develop diverse, socially and environmentally responsible, and enlightened professionals through a process of skill acquisition, critical thinking, and value definition. In so doing, SA+P pursue this mission within a creative environment of inquiry and collegiality in the fulfillment and advancement of spatial justice, urban revitalization and sustainability, and design for the everyday experience.

The Department of Architecture Mission Statement follows:

The mission of the Department of Architecture has three components: the education of students for the profession of architecture, research and design in critical issues of urban architecture, and support to the metropolitan region of Baltimore and to the State of Maryland.

I.   The Education Mission: Preparation for the Profession of Architecture:
The primary objective of the education mission is preparation for the profession of

architecture, with a special emphasis on mentorship of student populations that are underrepresented in the profession of architecture. The mission focus is preparation for an increasingly complex profession, engaged with rapidly changing technologies in the materials, production, and representation of the built environment, in a world of diminished natural resources, degraded urban and suburban environments, and in a progressively more complicated social, cultural, economic and legal environment. A key objective is to mentor, to encourage, and to nurture students from disenfranchised populations; specifically, African American, women, and other minority students who are underrepresented in the profession of architecture with a curriculum and teaching pedagogy that is responsive to the needs of these students.

II. The Research Mission: Design and Research in the Urban Environment:

The objective of the research mission is to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context. The design and research activities of the program are integral to the education component.

III. The Service Mission: Engagement with the City of Baltimore:

The objective of the service mission is to engage in architectural, research, and educational projects that support and nurture the urban neighborhoods of Baltimore, and other areas within the region and the State of Maryland. Through active engagement with our region, respect for cultural diversity and for the environment is enhanced, and the goal of education for socially responsible design is reinforced.

The Department of Architecture mission statement above reflects the founding principles of the program while being relevant to 21st century architectural education. The fundamental principle of increasing access to the profession of architecture is actuated by several features of the program.

This increased access is supported in four primary ways:

First, the provision of a choice of paths, or curriculum tracks, to the Master of Architecture degree improves access to the profession. The initial curriculum track, the non-professional degree + 90 graduate credit track, opens the door to individuals who did not consider architecture as a career choice in high school. During the past two decades, this path has accommodated a great diversity of students. For example: students who were employed as drafters or other tech jobs within architectural firms but did not have a professional education; students who were not aware of architecture as a career choice early in life; foreign students who did not have the credentials for architectural registration in the U.S.; those pursuing teaching as a career, as the M. Arch. Remains in place as the terminal degree for the profession of architecture, etc.

The preprofessional degree + 60 graduate credit path has accommodated students from preprofessional programs locally, nationally and internationally.

The accelerated "3+2 Master of Architecture", which awards the preprofessional degree during a continuous course of study towards the professional degree, over a curriculum of ten academic semesters plus summer study, has facilitated a more efficient and less costly access to the professional degree for many students. This program draws students from an undergraduate preprofessional curriculum at Morgan State University, the Bachelor of Architecture and Environmental Design (BSAED), as well as from community colleges with two year preprofessional degrees.

Second, access to professional education is improved by the scheduling of graduate course work as a late afternoon-evening which allows students to work during business hours. Often, following completion of initial studies, students find employment in architectural firms and related businesses and industry. However, when students are working more than 20 hours a week, students are advised to take less than a full time credit load (see Department of Architecture Student Guidelines Vol 3.3) This ability to work both enhances exposure to practice and the ability to finance higher education through work. Within the pre-professional program, the consolidation of studio-based courses into a two-day-a-week schedule facilitates the availability of students to employers.

Third, being part of a historically black institution (HBI) is socially and psychologically supportive to the mission of increasing access to African American students, women, and other minority students who are not equitably present in the profession of architecture and enhances their access to professional education. The culture of our historically black university is supportive in tangible and intangible ways to this mission. For example, in a new program initiated by the President, in academic year 2010-11 the university community is reading two key texts on African American experience, and participating in university wide symposiums. Within the SA+P, there is an active chapter of NOMAS (National Organization of Minority Architects Students) in addition to an AIAS chapter.

Fourth, admissions to the 90/60 credit programs values access and openness, combined with retention and providing multiple opportunities for success within the program. In other words, a relatively open admissions bar to the 90/60 credit program allows students to matriculate in the program and have the opportunity to develop and prove themselves after admissions. This philosophy is similar to undergraduate admissions policy which assumes that individuals may have not benefited from the best educational circumstances prior to arriving at Morgan State University, and that relatively open access provides more opportunity to the disenfranchised. At the same time, the accelerated 3 + 2 path provides a direct route for the competitively qualified student.

Architecture at Morgan is interactive with its institutional context. All three paths of study place value on relating to the larger university, and a high value on relating to Baltimore as the architecture component of "the urban university of Maryland." Architecture at Morgan is present throughout the city of Baltimore, with visible exhibitions at AIA Baltimore, and taking on key Baltimore projects within the studios. In recent years Architecture at Morgan is increasingly reaching out to make global connections, in India, for example, and exploring alternatives for relating to the Middle East and/or Spain. For the graduate program, the primary university relationship is with the sister disciplines of the School of Architecture + Planning, which are Landscape Architecture and City and Regional Planning. Architecture has reached out to the university community with student design charettes or studios for campus projects, including a university testing center (the "I-Mind Center") and recycling an historic mill structure. Architecture provides interdisciplinary graduate course work in historic preservation, which supports the program in Museum Studies and Historic Preservation.

Architecture elective courses and a minimum of one elective with non-architectural content. Many students take elective courses in city and regional planning, landscape architecture, transportation, and are more recently encouraged to take classes from the graduate business curriculum, which offers a degree in Project Management. Undergraduate students are enrolled in liberal arts courses while meeting their requirements for general education in the humanities. Practicum-learning is also valued, and both undergraduate and graduate students have the option of taking internship classes which expose them to professional aspects of architecture, and many enrichment activities are in place under the leadership of the IDP Coordinator.

As Morgan State has achieved standing as a Carnegie-classified Doctoral Research Professional, the growing emphasis on research has enhanced research activities within the SA+P. Architecture faculty and students are more visible on campus and nationally for publications and conference participation, and are supported in these endeavors by the role model of the new Dean.

C.   **Long-Range Planning**

The values expressed in the Five Perspectives are brought into the long range planning process. Faculty and students have initiated many of the programs and projects that keep the department engaged with the mission of the department, the school, and the university. The 2008 Strategic Plans for both the BSAED and Graduate Architecture programs follow; these documents will be updated during academic year 2010-2011. Up-to-date student and faculty growth projections for Graduate Architecture are included.

STRATEGIC PLAN
Graduate Programs in Architecture
        16 March 2008 (formatted for September 2010 APR)

INTRODUCTION

The Graduate Programs in Architecture offer a choice of pathways to student attainment of the professional degree of Master of Architecture, all of which are currently accredited by the National Architectural Accreditation Board (NAAB).
I.   **60/90 Credit Master of Architecture**
        The Department of Architecture offers a 60/90 credit program that is open to students with an undergraduate college or university degree in any subject. Placement in either the 60 or 90 credit program is dependent on the student's preparation for the field of architecture. Prerequisite requirements in mathematics and physics must be fulfilled prior to enrollment in the structural technology course sequence.
II.   **4 + 2 Master of Architecture**
        Graduates of the BSAED program (four years) can be admitted to the 60/90 Credit Master of Architecture with placement into the 60 credit curriculum sequence (two years), earning the professional degree in four plus two years of full-time university study.
III.   **2 + 3 Master of Architecture**
        The competitive accelerated 2 + 3 Master of Architecture program admits students at the end of their sophomore year of college in Morgan State University's BSAED (Bachelor of Science in Architecture & Environmental Design), and students graduating from two-year colleges with articulation agreements with Morgan State University, into a Master of Architecture curriculum. Students in this accelerated program can earn the professional degree with five years of full-time study.

OBJECTIVES

PART I: The Education Mission: Preparation for the Profession of Architecture

Objective: preparation of students for the profession of architecture, which is an increasingly complex profession, engaged with rapidly changing technologies in the materials, production and representation of the built environment, in a world of diminished natural resources, degraded urban and suburban environments, and in a progressively more complicated social, cultural, economic and legal environment; and the mentorship of student populations that are underrepresented in the profession of architecture

Goal 1: strengthen the curriculum and maintain national professional accreditation

Actions:
- prepare for a limited NAAB site visit in late summer/early fall of 2008
- be prepared to respond to the 2008 NAAB Revalidation Conference changes to accredited architectural curriculums. Note: The NAAB criteria for accreditation of architecture programs are revised every ten years, and it is anticipated that the 2008 revision will emphasize sustainability, integrated practice, building information modeling (BIM). Our programs will be reviewed in academic year 2010-11, and will be among the first to be reviewed under the new 2008 Conditions, which at the date of this document are not yet established.
- review the location of NAAB educational criteria within the curriculum on an annual basis; update the NAAB course matrix
- successfully launch and integrate the 2 + 3 M. Architecture curriculum
- seek new faculty positions to support:
  1 – structural technology
  2 – sustainability and environmental systems
  3 – building materiality, integrated practice, building information modeling
  Note: not having a full-time faculty member who is qualified to teach structures in both the undergraduate and graduate architectural structures courses needs immediate attention, in addition to the other teaching needs cited.
- continue using faculty peer reviews to strengthen individual courses,
- coordinate textbook requirements throughout the curriculum, renew annually
- review of met and well-met NAAB educational criteria annually for maintenance, and seek ways of strengthening
- develop an action plan for meeting NAAB deficiencies, and review progress annually
- require more programming study within studio projects and use field trips and studio projects to understand complex social, economic and legal environments
- teach awareness and understanding of social responsibility in design by adding socially responsible dimensions to studio projects, and use examples of social responsibility in lectures and seminars
- include discussion of ethics in Professional Practice course
- strengthen the newly developed building information course (BIM) offering; continue to forge relationships with AIA Technology in Practice committee architects, cultivate relationships for potential BIM mentors and instructors

Goal 2: improve the quality of comprehensive design education, to meet or exceed NAAB minimum standards
Action:
- institute a Comprehensive Design Review for each student at the conclusion of four semesters of graduate study in the 90-credit M. Arch. For students in the 60-credit program, the Comprehensive Design Review (CDR) occurs at the end of two semesters of graduate study; for 2 + 3 M. Architecture students, the CDR occurs during the fourth year of study.
- develop and launch a course in enhanced comprehensive design skills for students who do not pass the Comprehensive Design Review

Goal 3: teach concepts of design for sustainability in an integrated way throughout the curriculum
Action:
- *coordinate the location of teaching, texts and reading about sustainability*

throughout the curriculum
- *appoint a faculty member to coordinate the sustainability effort*

Goal 4: integrate use of computer representation with manual graphics in appropriate locations in the curriculum, and strengthen the quality of both manual graphics and computer representation, and strengthen the learning of Building Information Modeling within the curriculum
Action:
- articulate standards for computer competency in the Student Policies and Handbook for the Department
- require foundation level competency in computer-based representation as a prerequisite to enrollment in "ARCH 550: Architectural Design Five"
- integrate a Building Information Modeling course into the 2 + 3 M. Architecture curriculum, which currently does not include it

Goal 5: strengthen liaison with Baltimore AIA and regional AIA chapters
Actions:
- encourage faculty involvement with AIA chapters and committees
- expand the active pool of AIA architects involved in the program

Goal 6: strengthen the preparation for the profession of architecture
Actions:
- seek faculty members who are licensed architects in the professional core of the program, and encourage non-licensed faculty members to become licensed
- strengthen the guidance and evaluation system for internship courses
- use the Advisory Board to create innovative support for the educational objectives of the program
- invite the alumni to renew their liaisons with the program, and to take active roles

Goal 7: mentor, encourage, and nurture students from populations that are underrepresented in the profession of architecture, specifically, African American, women and other minority students with a curriculum and pedagogy that is responsive to the needs of these students, and strengthen the tradition of international student involvement in the programs
Actions:
- increase the size of the student population served to increase access to the program
- develop greater understanding and respect for cultural diversity by showing appreciation for the diversity of our own students and faculty
- create ways to be supportive of the diversity of our students through teaching, workshops and social events; explore ways to use our diversity as a resource
- actively recruit students from underrepresented populations to expand our critical mass
- actively recruit international students
- develop a career mentorship program for our students with professionals and alumni; use the resources of the Advisory Board and the Baltimore AIA for student mentorship
- increase student awareness of all student support services on campus, including activities of the retention programs
- increase scholarship funding through fund-raising to create flexible funds to support student travel, research and other enrichment activities

Goal 8: develop leadership skills and civic engagement within our graduates
- develop teaching and learning communities that develop the leadership skills of our students
- develop awareness of civic action and political responsibility
- teach skills for responsible political engagement and leadership in a democratic society
- establish an effective student government process within the School of Architecture, Planning, and Landscape Architecture

Goal 9: renew the department's commitment to urbanism and urban design values
Actions:
- continue the ongoing enrichment of URBD.511 Urban Design for instruction for architecture in the urban context
- establish and grow relationships with specific urban communities as sites for studio projects and for terminal design projects to build a collective "body of work" of urban-based architectural design solutions

PART II.   The Research Mission:
Design and Research in the Urban Environment

Objective: to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context; design and research conducted integrally with the education component

Goal 1: support faculty and student research and design in the urban environment
Actions:
- seek funding sources for research and "research through design"
- actively communicate with colleagues in the sister disciplines within the School, and form stronger research and teaching relationships

Goal 2: develop and nurture a community focus for "design as research"
Actions:
- strengthen our relationship with the Neighborhood Design Center
- develop urban community relationships within Baltimore and within the State of Maryland (Annapolis, etc.)

Goal 3: enrich our ability to conduct interdisciplinary research
Actions:
- enhance our relationships with other Morgan State University academic units for interdisciplinary research
- seek external interdisciplinary partners

PART III.   The Service Mission:

Service engagement with the City of Baltimore, the region, the State of Maryland, and internationally

Objective: to engage in architectural, research, and education projects that support and nurture the urban neighborhoods of Baltimore, and other areas within the region and the State of Maryland, and internationally

Goal 1: facilitate the Center for Built & Natural Environment Research (CEBNER) "s ability to provide research and design services to urban neighborhoods
Action:

- build stronger alliances with regional organizations of mutual interest such as the Neighborhood Design Center, Baltimore AIA, Greater Baltimore Committee, Baltimore Development Corporation
- seek funding for CEBNER
- seek designated staff support for CEBNER

Goal 2: encourage and provide support to faculty research in Baltimore and the State of Maryland
Action:

- seek funding for faculty research and "research through design"

Goal 3: incorporate diverse urban Baltimore projects into the design studios, when feasible
Action:

- improve the selection and coordination of studio projects
- identify specific communities and to develop a collective "body of work" for those communities
- encourage and facilitate student research in urban Baltimore in course work, in terminal design projects, and in independent study

Goal 4: increase the international relevance and connectivity of the architecture programs
Action:

- seek and develop new international relationships for service as well as for research

PART IV: Physical Resources

Objective: to provide a quality environment that is supportive of the educational, research and service mission of the Graduate Program in Architecture

Goal 1: contribute to the design and planning process for our new green building

PART V: Technology Resource and Support

Objective: to provide improved quality of support for computer maintenance, supporting both software and hardware

Goal 1: seek funding for information technology resources

PART VI: Information Resources

Objective: to improve the quality of information resources

Goat 1: improve the content quality of Soper Library
Action:

- continue to raise external funds for architecture and environmental design books

Goal 2: improve the content quality of the IAP reading room
        Action:

- raise funds

Goal 3: improve access to visual information resources
Action:
- raise funds

PART VII: Faculty and Staff Support

Objective: to provide quality faculty and staff support

Goal 1: increase the number of faculty positions dedicated to the Graduate Program in Architecture
Actions:
- establish class size limitations before the anticipated influx of students, to avoid future problems with faculty staffing criterion with the Graduate School
- clarify the number of faculty positions needed to meet current requirements and as part of a five-year plan

Goal 2: increase faculty resource support
Actions:
- raise funds to support faculty for conference travel
- provide seed money for launching research proposals
- improve administrative "front office" support for faculty

Goal 3: improve orientation of new faculty and adjunct faculty
Actions:
- help new faculty and adjunct faculty understand the objectives of the program and learn practical advice about how the University functions through orientation meetings and an informal guidebook

Anticipated Student + Faculty Growth
Graduate Programs in Architecture
Department of Architecture
Morgan State University

*Remainder of Long Range Plan can be found in the 2011 APR

D.   Self-Assessment

The Department of Architecture uses several program-specific assessment rubrics, which are explained below. Department self-assessment results are reported as part of a university-wide self-assessment program. Dr. Kathryn Doherty, the Assistant V.P. Assessment & Operations (Kathryn.doherty@morgan.edu, 443 885 3359), holds regular meetings with department chairs to assist in the further improvement of the self-assessment process, and leads self-assessment development seminars.

Self-assessment rubrics developed by the Department of Architecture specific to its needs include:

BSAED: Freshman Survey
                   Portfolio Assessment for each year of study;
                   Deployed at end of freshman, sophomore, junior and senior years;
                   Graduating Student Survey

Graduate Program: Comprehensive Design Review (CDR)
                              Terminal Project Faculty Evaluation
                              Graduating Student Survey
                              Monitor IDP Participation
The BSAED Assessment Strategy includes the following tools:

1. Freshman survey - provides information on student demographics, geographic and educational background and goals for BSAED degree.

2. Graduate survey - provides assessment of completed program and plans for advanced study/employment.

3. Portfolio Review - annual review of 'course portfolios' completed by students as part of all communications skills and design studio courses. The entire faculty participates in assessing a representative sampling of portfolios using a rubric based on course objectives and addressing the categories of Communications Skills, Design Skills, Writing/Research and content specific to the course. This assessment exercise includes an all faculty discussion of results and is intended to be comprehensive and responsive in terms of addressing specific needs.

4. (NEW) Minimum Pass Review - faculty teaching sections of the same studio and the program director will collectively review marginal work to determine level of minimum pass.

The Master of Architecture Assessment Strategy includes the following tools, listed here, that are specific to the Department of Architecture, and other tools that are standard to the university:

1. Comprehensive Design Review.

The Comprehensive Design Review (CDR) is a significant tool of self-assessment.

The first function of the CDR is to evaluate student achievement of fundamental and advanced NAAB Student Performance Criteria. The CDR serves as a gateway to the final semesters of design studio and preparation for the terminal project (ARCH.771 Terminal Project Seminar).

The second function of the CDR is student retention. As explained under the mission statement, and in responding to the five perspectives, the department values open access married with student retention. The structure of the graduate curriculum offers a unique flexibility in placing students at their existing skill levels within graduate studies, and the CDR guarantees that all students moving forward have achieved a baseline achievement on specified Student Performance Criteria (additional SPC are met in the final semesters). As a retention mechanism, students not passing the CDR are able to take a studio that gives further in-depth preparation for the CDR, ARCH.545 Comprehensive Design Studio.

A third function of the CDR is to warrantee that the Student Performance Criteria associated with pre-requisite studies in pre-professional programs have been met. Locally, it serves as a secondary review mechanism of the BSAED program; but also checks the work of all student achievement of pre-requisite SPCs regardless of undergraduate program of origin. (see the CDR Evaluation Form), and that these have been met and are integrated into the student skill set.

A fourth function of the CDR is program self-assessment. Collectively evaluating student

progress is a critical evaluation of the program's effectiveness, and the faculty meets and holds workshops to develop pedagogic and curriculum changes in response to the CDR results.

2.   Terminal Project Exhibition Faculty Evaluation is a recent addition to the program assessment process. An evaluation form has been developed, and implementation will be in spring 2011. Informally faculty assesses student achievement during the annual exhibition of student terminal projects in downtown Baltimore, at the AIA Baltimore gallery.

3.   Graduating Student Survey: See Tabulated Survey following this narrative. The next iteration of the survey will be coordinated with attainment of the department's vision for the five perspectives.

4.   Monitor IDP Participation: The Department, with the IDP Education Coordinator, has begun tracking student enrollment in IDP, with follow-up on progress.

A survey of employer satisfaction with Morgan State students and graduates as employees is the planning stages, for implementation during 2010-2011.

Modifications to the graduating student survey and a new mid-point student survey will align both surveys more directly to aspects of the five perspectives, and the mission statement.

Non-specific to the Department of Architecture rubrics includes student course evaluations; faculty peer observation; and faculty evaluation processes.

2.   Conditions Met with Distinction

None.

3.   **The Visiting Team**

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IV.   **Report Signatures**
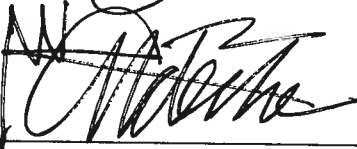
Respectfully Submitted,

Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA   Representing the ACSA
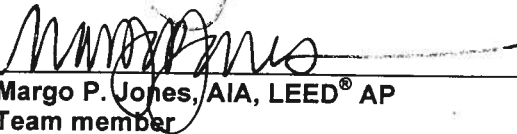Team Chair

Kwendeche, AIA   Representing the AIA
Team member

David M.A. Guerriero   Representing the AIAS
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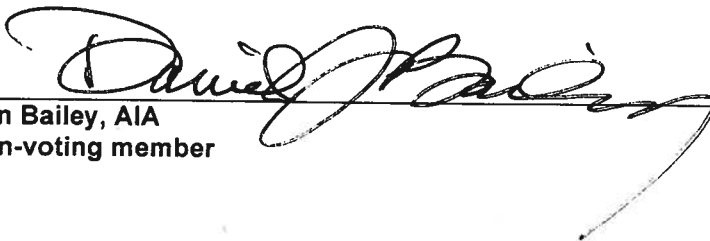
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