Howard University
Department of Architecture

Architecture Program Report
for 2011 NAAB Visit for Continuing Accreditation

BACHELOR OF ARCHITECTURE

Year of the Previous Visit: 2005
Current Term of Accreditation:

As a result, the professional architecture program

Bachelor of Architecture

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look at Public Information and all unmet Student Performance Criteria and the progress that has been made in those areas. In addition, the Board will closely review the program’s 2007 Annual Report to determine what strategies the school of architecture is instituting to address the Causes of Concern identified in the Visiting Team Report. The accreditation terms are effective January 1, 2006. The program is scheduled for its next full accreditation visit in 2012. The focused evaluation is scheduled for the calendar year 2009.

Submitted to: The National Architectural Accrediting Board
Date: September 2011
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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

The APR must include the following:

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education.
- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.
- A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.
- A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education

Howard University, established on March 2, 1867, is a comprehensive research university, with a commitment to educating students for leadership and service to our nation and the global community. Howard University values diversity, which can be observed in the administration, faculty, staff, students, and alumni, as well as in the wide range of academic programs, services, research and scholarly pursuits. Through the years, it has been the number one producer of African Americans with degrees in many fields, at both undergraduate and graduate/professional levels, including engineering, architecture, and science.

The Carnegie Foundation for the Advancement of Teaching, the leading authority for classifying higher education institutions in the United States, classifies Howard University as a “Doctoral/Research University-Extensive.” This category is the highest classification the Carnegie Foundation awards the nations over 4,000 colleges and universities. Howard is one of only 151 such institutions, one of only 49 private institutions, and the only Historically Black College/University (HBCU) with this designation. In its most recent rankings, U.S. News and World Report ranked Howard 90 among the 248 universities categorized as “Best National Universities.” This same publication has ranked Howard 28 on a scale of Best Values among the 248 national research universities. In addition, Howard University was recognized in the rankings as a leading national university with 10% population of international undergraduates. The magazine Princeton Review ranked the Howard University student newspaper, The Hilltop, the number one university newspaper in the country in 2004.

The freshman class of 2015 was comprised of over 1500 new and transfer students. They are among our nations and the world’s best and brightest young scholars who decided to join the Howard tradition. The university is honored to have 329 Legacy, 67 Capstone, 30 Laureate, 9 Founders, and 2 Presidential Scholars in the class of 2015. Joining the new freshman students are new impressive cohorts of masters and doctoral graduate and professional school students.

The 2010-2011 academic years was one of continued transformation and change at the University. Since January 2011, when the Board of Trustees unanimously approved our historic academic program renewal recommendations, the university has moved forward to implement our renewal plans—academic program, faculty, administrative and staff, and facilities with emphasis on our Students First Initiative. During the 2011-12 academic year, will continue with the progress of strengthen and broaden its academic offerings ,upgrading physical facilities and its enhancing overall quality of campus life while streamlining its administrative structure and costs. The University-wide renewal website outlines the
initiatives proposed by through the participatory process by faculty student and administrative constituents under the leadership of the universities President Dr. Sidney Ribeau.

Over the years, the student body of Howard University has included men and women from all 50 states, the District of Columbia, and 108 countries around the world. During the fall 2004 semester, the student body consisted of 3,754 graduate and professional students and 7,112 undergraduates, a combined total of 10,866. Howard employs a full and part-time faculty of approximately 1,600 men and women, 85% of who hold degrees from national research universities. Howard University is the United States’ only comprehensive academic institution with a predominately black constituency. Within Howard’s multiracial, multi-ethnic, multi-cultural, international faculty is the largest concentration of black scholars of any university in the world.

At Howard University, degrees are offered at the undergraduate level in 80 fields, master’s degrees in 75 fields, and doctoral degree in 28 fields. Among these are undergraduate and graduate degrees in science, technology, engineering, and several interdisciplinary areas. Some 37 agencies provide accreditation for Howard’s academic programs. The University is organized into 13 Schools and colleges: seven Schools (Business, Communications, Divinity, Education, Graduate, Law, and Social Work) and six colleges (Arts and Sciences; Dentistry; Engineering, Architecture and Computer Sciences; Medicine; Pharmacy, and Nursing and Allied Health Sciences).

The University’s Library System encompasses the Founder’s Library (the central research library), the Undergraduate Library, and branch libraries in the professional Schools. The Association of Research Libraries, of which the Howard Library System is a member, ranks it among the top 100 research libraries in the nation. The University is home to the Moorland-Spingarn Research Center, one of the largest and most important collections of materials by and about African-American people and culture.

Howard University is a member of the Washington Metropolitan Area Consortium of Universities, which includes George Mason, Georgetown, George Washington, Catholic, American, Marymount and Gallaudet Universities; Mount Vernon and Trinity Colleges, the University of the District of Columbia and the University of Maryland, College Park. The consortium offers productive engagement with colleagues' faculty and students of member Schools.

The Mission and vision of the university is embodied in the following statement: **Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.**

Howard University’s Vision is described herein: **Through its programs of exemplary quality, Howard University will be the first HBCU to become a top-50 research university, while it continues its traditions of leadership and service to underserved communities nationally and abroad.**

- **Enhance status as a major comprehensive metropolitan research university (with competitive undergraduate, graduate, and professional programs)**
- **Increase excellence in teaching and learning**
- **Expand the international footprint and role in world affairs**
- **Provide environment of open discourse (Think Tank for the Nation)**
• **Extend public service role through expanded engagement with local, national and international communities**


**A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education**

The year 2011 marks the 100th year - Centennial of architecture education at Howard University. Architectural education at Howard University formally began on February 9, 1911 when the Board of Trustees approved degree studies in architecture. Prior to that in 1908, William J. Decatur had been appointed as the first faculty member in architecture. William Buckner succeeded Professor Decatur. In 1919, Professor Buckner organized the Department of Architecture in the School of Applied Sciences, one of many parent units in which architecture education was to reside.

In 1920, Albert I. Cassell, noted architect and graduate of Cornell University, was appointed to the faculty and became Chairman in 1921. Hilyard R. Robinson, FAIA was appointed to the faculty and the first two students graduated. Arthur W. Ferguson and Julius M. Gardner graduated in 1923. When Cassell resigned to become the Howard University Architect, the appointments of Robinson as Chairman and Howard H. Mackey, FAIA, a University of Pennsylvania graduate, to the faculty, made 1924 a significant year in the history of architectural education at Howard University. Professor Mackey became acting head of the Department in 1930 when Professor Robinson resigned to pursue graduate studies in architecture.

Professor Mackey would become Chairman and lead the Bachelor of Architecture degree program to accreditation by the National Architectural Accrediting Board, NAAB, in 1951. It was under his leadership that the School of Architecture and Planning would be formed in 1970 by the Board of Trustees as an independent professional degree-granting unit.

In 1970 Jerome W. Lindsey, the first architecture graduate of Howard University to assume a leadership position was appointed dean. In 1979, Dean Harry G. Robinson III, FAIA, another Howard University architecture graduate succeeded Dean Lindsey. In 1995, Dean Robinson was appointed Interim Vice President for Academic Affairs and, subsequently, Vice President for University Administration and Victor C. W. Dzidzienyo became Acting Dean of the School. Acting Dean Dzidzienyo, as did Dean Robinson held both the professional degree in architecture and the Master of City Planning from Howard University.

In Fall 1997, as part of the university realignment, the School of Architecture & Planning merged with the School of Engineering & Computer Science, which became the College of Engineering, Architecture and Computer Sciences (CEACS). Under the merger two Schools, The School of Architecture and Planning became the School of Architecture and Design and the School of Engineering became the School of Engineering and Computer Science. The Director of the School of Architecture and Design is Professor Bradford Grant who was appointed to that position in 2007. The Architecture program resides in the Department of Architecture which is the lone department in the School of Architecture and Design.

The program has, over time, developed and revised its mission statement influenced by the reality of its future and determinants both internal and external to its place in the national and international communities. The most recent mission statement was developed and affirmed on 6 December, 2002. "The Department of Architecture’s mission is to provide professional and advanced degree education which is directed to developing individuals capable of exerting leadership in all sectors and at all levels of
Howard University is one of the United States’ only comprehensive academic institutions with a predominately black constituency. Within Howard’s multicultural, multi-ethnic, multi-cultural, international faculty is the largest concentration of black scholars of any university in the world. It has distinguished itself amongst the academic and industry and has through the years; it has been the number one producer of African Americans with degrees in architecture and in licensed architects. 50% of all licensed African American architects who received their degrees from the eight (8) HBCU have received their undergraduate architecture degrees at Howard University. In addition, 20% of all African Americans receiving master’s degrees at majority architecture programs received their undergraduate BArch Degree at Howard. 45 % of African Americans attend architecture schools at the 8 HBCU programs with the other 55% attend the other 120 majority schools. These figures alone point to the success and accomplishment of our graduates. These trends continue even today and further represent the influence of the program in the larger community. Howard also continues to educate a significant number of foreign born architects who continue to contribute in their respective countries. The heads of the many significant firms worldwide and heads of the local governing bodies and associates continue to be fully represented by graduates of this program.

A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.

In concert with the universities Vision, notably its status as a major comprehensive metropolitan research university with competitive undergraduate, graduate, and professional programs, Expand the international footprint and role in world affairs , Extend public service role through expanded engagement with local, national and international communities the architecture program receives benefit from this vision and also contributes benefits to the university through its practical research and student involvement in initiatives on campus and in the comminutes both locally and abroad.

The architecture program recognizes its importance and its historic role and the importance in sustaining the viability of the program as a major contributor to communities of color both locally and internationally. The department continues to review and make changes to its curriculum, all within the bounds of its accreditation guidelines, to expand and strengthen its current influential position. The change in nomenclature to the MArch as the first professional degree will be influential in increasing the programs competitiveness with its national peer institutions. The committees work also looks to expand its global reach through alliances and partnerships with other architecture programs in Europe, Africa and the Caribbean. The curriculum is also responding to the changes in the industry by expanding and developing a new more fluid curriculum that responds to the changes that the profession is currently undergoing…concentrations in construction management, preservation, technology, green architecture and sustainability all directed to continuing the programs relevance in the building and planning of the built environment. This move while maintaining our core degree program with these parallel concentrations will allow for a more fluid move toward a legitimate research concentration. Our placement within the College will allow our program to take advantage of the inherent synergy of architecture, engineering, computers and technology. The development of multidisciplinary programs will enhance the opportunities for graduates of the program (and the college) and would be in sync with many of the changes already occurring in industry. This movement puts this program at the forefront of the move toward a collaborative learning environment with disciplines already in place in the college.

The architecture programs presence and its contributions to the university is prominently noted through its engagement with The School of Architecture and Design’s Community Design and Development Center
(CDDC) that works to address architecture and urban design challenges and to provide service to the university as well as to local, national and international communities. The CDDC is the program’s center for experiential and service learning, courses and urban design applied research. The Department of Architecture students and faculty collaborate with other university faculty, the city, not-for-profit community organizations, residents and businesses to deliver a range services and research including preliminary and schematic designs and other planning and development related research and proposals. Its recent proposal for a new Science and Technology laboratory building for Howard University part of an ongoing relationship with the university’s new building initiative and its quick response structural inspection and assessment of University buildings for seismic safety issues after the recent DC earthquake. Its work also includes assistance to non-profit organizations such as, the Washington Architecture Foundation’s Architecture in the School exhibit program are only a few of the engagements that exemplify the programs contribution to the university community.

Global Activity

The architecture program also contributes to the University through its increasing global presence. The program and the universities mission, I legacy and the schools global engagement allows for faculty and student interaction to develop and enhance cultural opportunities. One such area is that of International Study and Exchanges which the program believes it essential to the study of architecture and in the education of the architecture student in an increasingly connected world. These exchanges bring to life in real-time the places and cultures that are the foundations of teachings in architecture, its precedents and history. The success of this course of study is a resounding recommendation for us to continually look for new means to bring opportunities to our students. The department has several agreements with various institutions and the department strongly encourages students to participate in these international study and exchanges. Through the on-going European Study-Tour/Charrettes, with such institutions as DIS Copenhagen, ecole nationale superieure d’architecture et de paysage de Lille, France, CIEE Barcelona, Spain, students are exposed to the content of culture, architecture, design and technology by working with other students and faculty from worldwide perspective which further enriches their educational undergraduate experience. The department encourages summer travel programs directed by faculty and has in the past years conducted yearly travel study programs throughout Europe and Scandinavia including such destinations as Lille, Paris, London, Milan, Venice, Rome, Barcelona, Bilbao, Spain, Dessau, Berlin, Maastricht and Netherlands.

The diversity of the student body approximates that of the faculty and as such contributes to an environment of varying cultural, social and aesthetic positions and imperatives. The international connections with developed and developing countries in the third World influence not only tenured and finely honed relationships. On a more identifiable level, the University and the College subscribe to all Federal and District of Columbia Laws pertaining to equal access and opportunity. Inclusiveness is a hallmark of the School’s programs where the students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

For the 2009-2010 School year, two fourth year students completed their Fall Semester 2009 architecture coursework thorough the Danish International Student Exchange Program (DIS) at the University of Copenhagen. In addition; two more students are currently enrolled in this program and will complete their studies in May 2010. One additional student is completing his fourth year architecture course work through the CIEE Barcelona Study Center in Barcelona, Spain. The department continues to develop as well as institutionalize its travel study abroad program with the aim to make it not only an integral part of curriculum but a requirement.

The department continues to develop a mutually agreed study program between the Caribbean School of Architecture (Kingston, Jamaica) and the Howard University Architecture Program. The department hosted an inaugural study workshop and tour here at the University this past year and look to develop a
longstanding relationship between the two institutions. This is an important venture especially given the programs longstanding tradition as an institution of choice for studies in architecture of many in the Caribbean.

The department is currently developing a strategic plan to assist in the redevelopment of the country of Haiti necessitated by the recent earthquake. The plan envisions a collaborative interdisciplinary approach to include faculty, students, alumni and professional organization. The department has scheduled a symposium this spring to address and to formulate a plan and intends to fully support and work to assist the nation in its planning and rebuilding. Architecture graduate, architect and preservationist, Patrick Delatour, Haiti’s Minister of Tourism is currently heading the rebuilding and assessment effort. The department is developing plans for assistance in full support of our fellow alumnus and his countries efforts.

A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

The 5-YEAR Bachelor of Architecture program resides in the Department of Architecture within the School of Architecture and Design at Howard University. With a tradition of excellence in Design, the school offers academic programs and opportunities through lectures/seminars and the studio/laboratory experiences. The primary mission of the School is to provide professional Design leadership in all sectors and at all levels of society through its professional Architecture degree program. The Department of Architecture offers a program of study leading to the five-year Bachelor of Architecture (BArch) professional degree accredited by the National Architectural Accreditation Board (NAAB). The program places emphasis on student competence in the following pragmatic areas: design, inquiry/research, architectural history and theory, human behavior and environment, technical systems, computer usage and professional practice. Study in these areas provides the student with fundamental design and communication skills through critical thinking, conflict resolution, visual literacy, knowledge of forces that shape and influence societal and human affairs and the impact of new technologies in an ever-changing world.

The Design Studio serves as the core synthesizing forum of the program for design and social and human behavior concerns, response to the physical environment, the ethical responsibility for ecologically sustainable design, and the cultural context in which architecture is developed. These and other issues are addressed as an interrelated whole, both horizontally and vertically in the curriculum.

The department believes that architecture and design are rigorous acts of creativity, research and scholarship and encourages a pluralistic intellectual environment in which diverse ideas can be investigated and tested. In the undergraduate program, emphasis is placed on student competence in design inquiry/research, architectural history, human behavior and environment, technical systems, computer usage, professional practice and complemented by elective courses in general/liberal education-- natural sciences, humanities and social sciences. Awareness of these areas provides the student with fundamental communication skills through critical thinking, conflict resolution, visual literacy and the knowledge of forces that shape magnificence societal and human affairs, as well as the impact of new technologies in an ever-changing world.

Students seeking the Bachelor of Architecture degree must complete a minimum of 171 credits and within this framework students are required to take requisite University core courses in English, Mathematics, General/Liberal Studies (Electives) and architecture courses in Architectural Design, Architectural History and Theory, Architectural Technology and Architectural Professional Electives of 20 or more credit hours which allow for concentrations within a number of areas, including Business, Real Estate, Interior Design, Digital Design, environmental and sustainable development.
The Architecture faculty has been engaged for several years in an ongoing process to develop and enhance our curriculum and program. The PCAR process and report set the stage for us to continue to advance the strategic development and organization of the School, Department and program. The matter of "repositioning" the Architecture program at Howard University responds to the context of the architecture program as “strong”, with a distinguished legacy celebrating the centennial of architectural education next year and is a vital part of the University academic and creative structure. The architecture program has recognized and is responding to the changes in the profession, the changes in industry and the necessity to address these changes. The department curriculum committee has developed a plan for change and has started to implement many of these changes to enhance the programs qualities. The program has petitioned the university leadership for a nomenclature change from BArch to MArch - which has been addressed by NAAB as equivalents. This change is important as other programs nationally are beginning to make this nomenclature change.

The architecture curriculum through its faculty members many who are practicing professional architects and designers is fully engaged in professional practice opportunities. Studio design projects are sometimes built around real-time projects in the university, the City of Washington DC, and both domestic and abroad. The schools Center for Design offers a number of involvements with the university and the community both local and abroad. The programs association with an array of clients provides the opportunity for students in the program in assistance to faculty on an array of community related studies and projects.

I.1.2. Learning Culture and Social Equity

The APR must include the following:

• A copy of all policies related to learning culture (including the Studio Culture Policy).*
• Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established
• Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.
• Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.
• Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.
• Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).
• Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts.


* For additional information on the development and assessment of studio culture, see Toward an Evolution of Studio Culture, published by the American Institute of Architecture Students, 2008.
Studio Culture and the Environment for Learning

The Department of Architecture has maintained an ongoing discussion of "studio culture" policy and remains a long-standing undertaking in the Program. In a November 14, 1993 Meeting of the department faculty, this quote by then Dean Harry G Robinson, still remains germane in the discussion surrounding the development and maintenance of a policy on studio culture:

"The design studio creates an intensely interactive relationship between faculty and students and is a very special learning and doing environment in which information is developed and exchanged in very special ways. Each faculty/student encounter, largely unpredictable, because the variables influencing each depend on information/responses to the thoughts/work of the students."

The studio culture of the professional degree architecture program at Howard University is driven by the diversity of the faculty and students and has promoted an environment and encouragement for learning. This diversity is at once the opportunity and the challenge of the program. It encourages divergent views and the explorations and it creates an environment within which the resulting wide breadth of thinking is invigorating, enriching and is the center of the architecture program's legacy and its future.

This striation in attitudes, interests, cultural and socio-economic backgrounds among the faculty and the students encourages a studio discourse and its resultant design products most nearly reflecting those of the wider community of humankind. The studio culture resists institutional dogma while encouraging socially/culturally responsive design resolution.

Studio culture is further embodied in the process of teaching design including the guiding and critiquing of design solutions in both the studio and the interim and final jury presentations and deliberations. Within the special classroom status the design studio must be treated as an environment of work and action. It must be respected as are other academic teaching venues. Much of the response the special nature of studio instruction evolves from the level of commodity in its physical environment and the considerations given to how that level supports teaching and learning in the studio.

The Department provides beneficial and appropriate support to and for the initiatives and actions of students, faculty, staff, guests, etc. It also, in the interests of constituency, solicits and encourages a wide range of actions from its alumni, professionals, firms, agencies, etc. In doing so, it brings cultural and social significances to bear on all actions associated with its program. The objective function of studio culture is to transform the powers of talent, intellect, will etc. in objects of cultural authority.

This distinction is of paramount importance to the successful design or application of time management in both the context of culture as a general paradigm or to the everyday pragmatic orientation/s of a studio culture. The strength of the Department rests in the practical recognition it gives to the distinction outlined above, and how, on an everyday basis, it recognizes the beneficial role of tolerance, persuasion and mediation.

The department continues to make steps to sustain a working shared governing infrastructure to guarantee effective participation of both faculty and students in matters pertaining to the program, changes, policy, social equity issues complaints and ways and methods of addressing these issues as they come up. The Department continues to support and encourage student government bodies and ensured the active involvement and participation of elected representatives of student organizations and general members of the student population – in all the meetings and deliberations of the Faculty. The Department makes transparent all the expectations and deliberations of its meetings to all interested through its agenda, minutes and the surrogate interests and efforts of student representatives and other attending students.
Policies Related to Harassment and Discrimination

The department of Architecture and the school of architecture and Design adhere to the University’s policies with regard to sexual harassment and discrimination. The university’s policies are noted on the university’s webpage, office of Human Resources, Equal Employment Opportunity & Diversity.

Howard University Sexual Harassment Policies can be accessed at: http://www.hr.howard.edu/Policies/Harass_Policy_06_99.pdf

Howard University EEO Policies can be accessed at: http://www.hr.howard.edu/Policies/EEO_Policy_06_99.pdf

The Howard University FACULTY HANDBOOK is listed online on the Office of the Provost and Chief Academic Officer, http://www.provost.howard.edu/facultyhb/fhbsec2_4_2_7.pdf

The documents noted are available at all times and are especially noted at the time of employment and at the time of promotions outlines the conditions of employment at the university.

Policies of Academic Integrity and the Academic Code of Student Conduct

This Academic Code of Student Conduct applies in all schools and colleges was revised in 2010 and Approved by the Board of Trustees, June 29, 2010. The authority and responsibility for the administration of the university’s Academic Code of Conduct and the imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled. The entire document is available to students and faculty online webpage at the URL; http://www.jpward.edu/policy/academic/codeofconduct.htm

The department has as a policy requested that all syllabi and course outlines include reference to the university’s Academic code of conduct and note the student’s responsibilities of proper conduct when it comes to demonstrating the highest level of conduct in their daily lives as students in the university, addressed in the 2010 revisions to the university’s Academic Code of Student Conduct.

Diversity of faculty, Staff and Students

The university supports racial and ethnic diversity through the nature of its inherent understanding of its mission and its vision as promulgated in the university’s published mission statement. The fair distribution of social equity in the workload policy of the university is achieved and assessed within the Department. New faculty from all walks of life is valued for their commitment to the values of the program, and is also evidenced by the policies articulated in the faculty workload policy. The Department which functions within the School of Architecture and Design which is one of the two schools of the college and Criteria and procedures used to achieve equity and diversity are in compliance with the missions, vision plans all public statements pertaining to equity and diversity, particularly those which are directed at affirmative action and equal opportunity. The Department understands itself to be co-trustees of these and other areas of the university’s commitment to achieve equity and diversity. Documentation of the college and university policies on equity and diversity remain available to all faculty and staff.

The Department shares a healthy record of evidence testifying to this commitment – in and at all levels of the administrative, faculty, student and staff constituencies. Faculty appointments are generally, initiated from a list of individuals who demonstrate interests in joining the faculty. The department will institute a national faculty search with the intent of recognizing probable candidates for new faculty positions as they arrive.

In the academic years of 2008-2010 the department added seven new appointments to the faculty. This opportunity presented with the retirement of two of the longtime and valued tenured members of the faculty, Professors Patrick Jadin and Glean Chase. The new faculty were recommended for appointment
after review of resumes, interviews and agreements on conditions of employment. The Department’s Appointments, Promotions and Tenure Committee met, reviewed the recommendations and supporting documents and approved the recommendations of appointments and ranks. The seven appointments represent a diversity of interests, experiences, expertise and backgrounds. Three are full-time appointments and the other four are part-time members of the faculty, of varying diverse ethnic, racial and gender all bring a rich diversity of experience, scholarship and cultural backgrounds and have added to and greatly enhanced the academic learning culture in the department.

Recommendations for re-appointments, tenure and promotions are made against clear criteria and procedures outlines in the Faculty Handbook and/or Amendments approved by the Board of Trustees. There is no instance, on record, where race, national origin, gender or sexual orientation, formed any part of the discussions or deliberations of a negative response from the APT Committee. One new tenured faculty member was installed during the 2009 academic year, Associate Professor Barbara Laurie, and excellent addition to the tenured faculty with demonstrated leadership, academic experience and service to the program and the university. In addition, Prof Laurie is a mentor and a sought after ambassador for our program.

I.1.3. Responses to the Five Perspectives

The APR must include the following:

- A narrative description of the program’s response to each of the five perspectives.
- A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.
- A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).

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. 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.

Architectural education at Howard University has a history dating to the first decade of the 20th century. Formally organized as a degree program by the Trustees in 1911, it exists in and benefits from a comprehensive university environment. The University maintains regional accreditation from the Middle States Association of Colleges and Schools Commission of Higher Education and has the highest number of African American scholars of any institution of higher education in the world. The University is Composed of 13 Schools and colleges, includes the College of Engineering, Architecture and Computer Sciences (CEACS), Medicine, Dentistry, Law, Arts and Sciences, Divinity, Social Work, Education, Pharmacy, Nursing & Allied Health Sciences, and the Graduate School. The University enrolls approximately 10,000 students from nearly every state and more than 51 foreign countries. The University's Bachelor of Architecture degree was first accredited by NAAB in 1951 making it the first and only such accredited program in an HBCU until the early 1970s.

The expectations of professional degree programs and their faculties in the University are consistent across Departments, Schools and Colleges offering such programs, namely, the delivery of instruction at the highest level, continuing individual scholarly and creative activity, and service to the University, the community and the profession.
The faculty serving the B.Arch. degree architecture program brings a diversity of backgrounds, qualifications, abilities and interests that create an environment reflective of the global village and its intricacies to the program. This diversity is not by chance. Rather, it is a deliberate attempt to mirror society in its many forms and dimensions and in so doing provide the students and faculty with daily interactions stimulating their perspectives and, hence, their development.

The Department of Architecture faculty is comprised of 14 full-time and 5 part-time faculty members for both the fall 2011 and spring 2012 semesters, the current 14 full-time faculty, 3 (or 21.4%) are tenured full professors, 5 (or 35.7%) are tenured associate professors. There are no tenure-track assistant professors, and the remaining 5 faculty members are non-tenured adjunct assistant professors. Not included in this count, but nonetheless, are contributing to the scholarship and teaching in the program are for the fall 2011 semester 1 endowed chair visiting professor and for the spring 2012 semester there will be 5 endowed chair visiting professors in residence in the program.

The application of the Appointments, Promotion and Tenure Criteria developed by the faculty and the administration and approved by the Board of Trustees assure the quality of the faculty. Appointments, Promotion and Tenure are based on the criteria of excellence in teaching, research and service. The awarding of tenure by the University constitutes a major long term commitment to the individual faculty member. In every sense, the action signifies that the faculty member has been judged to be dedicated to the processes and purposes of academe and committed to the educational and societal purposes and context of Howard University. Further, the recipient by accepting this commitment also accepts the responsibility of furthering the development of the University/School/Department with all of his professional and intellectual energies.

It is expected that the tenured faculty member will take a leadership role in the assuring of academic excellence and general development in his Department and School. The quality of leadership evidenced to date, is one of the critical considerations on the awarding of tenure.

Academic freedom in the university is paramount, and the policies and practices of the University are guaranteed through the joint participation of the Faculty Senate with the Administration and the Board of Trustees. Through the University Faculty Senate coupled with Department, School, and college committee structure, the various student government organizations, formal and informal, within the college and the university at large, students, faculty and administrators make contributions to the governance of the program. For example, during the 2008-2011 academic year, numerous members of the Department of Architecture faculty represent the department and have served various appointments and committee positions in the University Faculty Senate. Participation of members of the architecture faculty are appointed with the advice and consent of the faculty of the department.

The convergence of the composition of the faculty, its place in a comprehensive University setting characterized by a tradition of intellectual capital as a major investment and ancillary and supporting programs, facilities and budget are evidence of an appropriate fit of the professional degree program in the University. The professional degree program in architecture is precisely aligned with the President's vision of a University which seeks to address issues of leadership, social justice and the empowerment of those not positioned to act in their own behalf. The curriculum offers broad opportunities for student and faculty interaction through courses in the Liberal Studies, General Education, special campus-wide sponsored lectures, social/cultural programs, exhibitions, etc.

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 4 for additional information on the development and assessment of studio culture see toward an Evolution of Studio Culture, published by the American Institute of Architecture Students, 2008. 5 See Boyer, Ernest L. Scholarship Reconsidered: Priorities of the Professoriate. Carnegie Foundation for the
Advancement of Teaching. 1990-2009 Conditions for Accreditation National Architectural Accrediting Board, Inc.11 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.

The welfare and development of the student is at the center of all activities involving the professional degree program. The size of the Program also allows for intensive interaction among faculty and students. Throughout the students' tenure, intervention strategies are in place assuring conformance with this perspective. From early recruitment contact through professional studies to degree conferring, the student is exposed to educational and counseling/advising strategies encouraging personal and professional development.

The students are first exposed to the profession in the course ENVIRONMENT AND ARCHITECTURE, where the student is introduced to the profession through the investigation of the interrelationships between the natural; and the built environment and to other factors including culture, economics, technology that shape our human settlements. One of the first exercises is the examination and presentation of each student's own "place of Origin" that lends to the understanding and respect for cultural understanding that permeates the entire curriculum that is reflected of its faculty that recognizes the sensitivity to differences in our overall increasingly globalized society. Students are leaders in student government, service, community, university, school and college organizations. They are leaders in the school's student government, ADSA/Architecture and Design Student Association, honor societies, Tau Sigma Delta, AIAS, NOMAS/ National Organization of Minority Architects Students, the student body petitioned Alpha Rho Chi in establishing a new chapter at Howard University and have now reached the first step in the establishing of a permanent chapter by the inauguration of a new colony of Alpha Rho Chi at Howard University. Students are also fully represented in faculty members and serve on many of the departments standing committees, several students have also been members of NAAB accrediting team visits to various accredited programs over these past three academic years. The students are also committed to mentorship of young grade and high school students in program on campus and off campus, with the on campus science and mathematics middle school, the Washington architecture foundation/AIA Washington DC Chapter, the national NOMA and local NOMA DC Chapter in ongoing program participation.

Students are also involved in a number of community projects through the departments newly instituted career services administered through the department in participation with the departments Recruitment, Admissions and Financial Committee to increase the number of our architecture students to again work experience in various professional, community, government and development organizations. This has resulted in an increased number of opportunities to gain work experience in the profession and to increase the awareness of the students in our program through this new imitative by the department students are made aware of a variety of programs, services and resources to assist students in exploring careers and internships and full time career positions in public, private, nonprofit organizations in locally, in the U.S. and abroad. This fall we have expanded our partnership with the University’s Center for Career Education Development and Research (CEDAR) to increase their opportunities through the university networking of industry partners.

A sizable number of the department's students enter advanced studies at highly sought after graduate programs at various prestigious university's to continue their interests in various areas of the profession. Students study at institutions such as Yale, Columbia, Berkeley, Harvard, Carnegie Mellon, MIT as well as Catholic University and the University of Maryland. Students have also continued their studies abroad at schools in London and Manchester in the UK. Several of our students are teaching at the local school programs that emphasize architecture and technology as well as the national building museum student program.

Students also gain much by their participation in INTERNATIONAL study and study tours. Students in the department continue to participate in the annual summer European Study Tours and through the on-going
European Study-Tour/Charrettes; students were exposed to the context of culture, architecture, design and technology by working with other students in the following countries: Lille, Paris, London, Milan, Venice, Rome, Barcelona, and Bilbao. The diversity of the student body approximates that of the faculty and as such contributes to an environment of varying cultural, social and aesthetic positions and imperatives. Many of the students final thesis projects reflect the international connections with developing countries in the Third World which richens the influence as well as the discourse in the Program, and the range of opportunities associated with long tenured and finely honed relationships is most beneficial to this student and faculty experience. On a more identifiable level, the University and the College subscribe to all Federal and District of Columbia laws pertaining to equal access and opportunity. Inclusivity is a hallmark of the existence of the School’s programs where the students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

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).

The program structure for student awareness and understanding of issues important to licensure and the practice of architecture, results from a variety of educational and professional exposures embodied in our course offerings. Beginning in the first year with Environment and Architecture course, and continuing with the Design Studios sequence of courses, History and the theoretical content of architecture, Professional Practice, Construction Management, Construction Documents and other technical, environmental/life safety systems, elements of the curriculum, individually and collectively support entry into the profession. With the inclusion of concerns for sustainability of the environment and place, and the settlement changes because of climate change and of natural disasters the content of courses must now address these issues many without the academic or sureness of the historic regulatory environment. This leads students through the educational process/learning environment to explore in depth and develop their education acumen to licensure and to leadership in the profession.

This follows appropriate internship experiences. In the Fall and Spring Semesters, in conjunction with the department chair, the AIAS chapter along with NOMAS chapter organizes IDP Seminars by inviting faculty, IDP officials from NCARB and other local practicing architects to address the student body on the subject. Currently there is a designated faculty advisor for the IDP program. The faculty advisor represents the Department/School on the national IDP council. Student sponsored programs such as the spring semester Architecture Week brings practitioners to the school to view student presentations, seminars on career planning and discussions on practice.

The activities of faculty members support the Department’s commitment to practice through licensure. Our students benefit from the licensure activities of faculty members. These activities include serving in the past as Vice Chairman of the Fine Arts Commission, IDP Coordinators, members of the District of Columbia Board of Architects, GSA Peer Reviewers, Members of NAAB Accreditation Teams, NCARB Continuing Professional Development Committee, Continuing Professional Development Committee, membership of the District of Columbia Board of Zoning Adjustment, District of Columbia Historic Preservation Review Board and the District of Columbia Zoning Commission.

The School is in the process of developing a number of assessment tools including a database which will track licensure, graduate education and alternative practices of the alumni. However, informal data suggest our students practicing in local, national and international firms by achieving licensure and becoming principals of firms.
Other discussions take place through the School’s public lecture series and informal seminars with visiting professionals, design jurors, seminars/workshops by visiting design studio critics, alumni and faculty. As an integral part of selected course instruction, in particular the internship and the Professional Practice courses and in other courses that emphasize community environment, such as the Housing Seminars Course and the course in Community Development, invited practitioners make presentations and involve students in discussions of real-time practice and professional issues including licensure as well as on traditional and nontraditional, forms of practice. These exposures combine to provide our students with an understanding of the broad range of opportunities for involvement and the professional qualification required to fully contribute in the profession.

Architectural Education and the Profession.

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive 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.

The Department’s curriculum is structured to address the range of requirements central to entering the profession resulting in our graduates holding significant leadership roles in a variety of practice settings locally, nationally and internationally. From the first semester course, ENVIRONMENT AND ARCHITECTURE, to the last semester course, ETHICS AND PROFESSIONAL PRACTICE, students are expose to the issues of the community and the environment in which they will work, live, play and where they will one day play a leadership role in mitigating the issues confronting our society. The opportunity for interaction with the profession is encouraged and addressed through faculty leadership and involvement in professional organizations: AIA, ACSA, ARCC, NOMA and with the presentation of papers at conferences, for example. Our students’ also play an active role in organizations, including; the Architecture & Design Student Assembly (ADSA), AIAS and NOMAS. Throughout the curriculum, core courses supplemented and complemented by elective courses enhance the students’ appreciation for and understanding of education and its relationship to the profession in a society undergoing rapid change in a global market economy.

The design presentation jury is another venue held throughout the semesters where the interaction with faculty members and invited jurors from the community and the profession allows for the students to participate first hand in lively and insightful discussions surrounding the students ideas in a structured simulated panel that mirrors the real world profession and allows for growth by students as well prepare them to participate in this type review and benefit from its positive nurturing to advance their ideas in a collegial discussion.

The School-wide Lecture Series and exhibitions are organized to expose students to the full range of issues and possibilities in professional practice including ethics, design, materials, systems and technology, the depth of architectural successes in communities, business and marketing strategies for future success and access to the network of practitioners and in exposing them to new and noted practitioners in the field. Contact with mentors whom the students can identify with is an important strategy in establishing a transition to the culture of professional practice.

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.

The Department/School’s mission is embodied in the APR submission is in concert with the University’s focus on a vision for the architect in society. This vision extends far beyond the accepted concept of the relationship between practice and social responsibility.

The Department’s program is founded on developing practitioners with activist sensibilities through education and training which allows students to understand and appreciate the many ways in which architects can be catalysts for constructive engagement in service to diverse cultures, societal groups and communities who otherwise would be left un-served in directing their destinies in their own community environment.

This direction, exposure and experience in instruction, is found throughout the curriculum especially in the design studios. In the studios, students have the opportunity to explore diverse issues of social responsibility in design interventions in the urban context, the application of appropriate technology and the responsible use of energy. In addition, the Professional Practice/Ethics course offers insights into traditional or alternate practice in the profession as students seek to define their moral responsibility and authority in service to societies in which they may practice.

The Department encourages and responds to a broad range of community service requests and addresses these through community charrettes and projects in the design studios. Through Design as a Community Service, students assume the architect's role and express their social intervention responsibility to society in different cultures/societies urban/suburban/transitional area contexts and regions of the world as a project demands. Within the Department’s activist involvement in serving as a resource to diverse groups on “real” community based projects, our students are exposed to the creative benefits of responding to issues of both need and hopelessness.

Howard University Faculty played a leadership role in service to the profession and the academy in partnership with ACSA, USAID, in developing the HAITI IDEAS CHALLENGE, a two stage international Ideas challenge, focusing on providing permanent solutions to the rebuilding of infrastructure, cities and neighborhoods, for residents of Haiti affected by the catastrophic natural disaster January 2010. The Haiti recovery has been a focus of studio design projects n collaboration with actual clients in Haiti to rebuild a devastated university once prominently located on a hillside overlooking Port-au-Prince, internships with a local Haiti/USA collaborative organization as well as the departments involvement in proposed partnerships with faculty driven partnerships with U Mass/Boston Disaster center and with Howard University’s Research Office and MIT.

The architecture programs presence and its contributions to the university are prominently noted as well as its presence through service to the Howard Community through engagement with The School of Architecture and Design’s Community Design and Development Center (CDDC). The center which is now evolving addresses architecture and urban design challenges and provides service to the university and its community as well as to, national and international communities. The CDDC is the program’s outreach for experiential and service learning, course development and urban design focused applied research. The Department of Architecture students and faculty collaborate with other university faculty, the city, not for profit community organizations, residents and businesses to deliver a range services and research including preliminary and schematic designs and other planning and development related research and proposals.

Examples of some recently completed projects include: proposal for a new Science and Technology laboratory building for Howard University part of an ongoing relationship with the universities new building initiative and the departments quick response structural inspection and assessment of University buildings to assess seismic safety issues after the recent DC earthquake are a few of its completed projects. Its work also includes assistance to non-profit organizations such as, the Washington Architecture Foundation’s Architecture in the School program are only a few of the engagements that
exemplify the programs contribution to the university community and to the broad community that the
university is an influential part.

I.1.4. Long Range Planning

The APR must include the following:

- A description of the process by which the program identifies its objectives for continuous
  improvement.
- A description of the data and information sources used to inform the development of these
  objectives.
- A description of the role of long-range planning in other programmatic and institutional planning
  initiatives.
- A description of the role the five perspectives play in long-range planning.

LONG-RANGE PLANNING

THE ARCHITECTURE PROGRAMS GOALS For continued improvement is articulate in a number of
initiatives that speak to the programs position and its importance in the university, the local and global
community. The architecture program is also closely aligned to strategic planning in the university, the
college and the school.

The programs previous strategic planning was conducted under The University’s Strategic Framework for
Action I and II, which was the strategic plan for the university initiated under the former university
president Patrick Sywgent, with the arrival and installation of the new and current president Dr Sidney
Ribeau, a new strategic plan was initiated with the inception in the fall of 2009 of the PCAR/the
president’s commission on Academic renewal, http://pcar.howard.edu/pcar/ , with a new strategic plan
and goals for the university and subsequently, the program in architecture. The Presidential Commission
on Academic Renewal (PCAR) which includes faculty, students, staff and external scholars reviewed the
undergraduate, graduate and professional programs and made recommendations to President Ribeau for
strategic adjustments to the university and its programs.

The faculty of the school of architecture and design and specifically the faculty of the department of
architecture has continued its planning efforts that were noted in the previous ARCHITECTURE program
Report 2005 which outlined the programs plans for new leadership to address issues of academic growth
and renewed scholarship and included the broadening of the degree/curricula offerings, graduate
education, increased research and income resources.

The Department’s curriculum is reviewed and evaluated on a regular basis by the departments
Curriculum Committee and by the faculty as a whole in concert with the university’s mission and vision,
along with student participation, for content and actions necessary to improve the program. This effort
was made a high priority with the change in leadership of both the school and the architecture department
beginning the fall of 2007.

The department curriculum committee recommitted to an array of meetings with input by faculty to review
the curriculum as a hold continues to review and make changes to it curriculum, all within the bounds of
its accreditation guidelines, to expand and strengthen its current influential position. The change in
nomenclature to the MArch as the first professional degree, a necessity in increasing the programs
competitiveness with its national peer institutions was presented to the office of the Provost in fall of 2009.
The change has now been included in the new university academic renewal plan which and was
submitted as part of the school and colleges plans September 2011. The department has looked to
expand its global reach through alliances and partnerships with other architecture programs in Europe,
Africa and the Caribbean. *(a copy of the nomenclature change document and the new department, school and college Program Restructuring Plan documents are included in the APPENDIX)*

The curriculum committee is also addressing changes in the industry looking to reinvigorate the current program offerings by expanding and developing a new more fluid curriculum that responds to the changes that the profession is currently undergoing…concentrations in construction management, preservation, technology, green architecture and sustainability all directed to continuing the programs relevance in the building and planning of the built environment. This move while maintaining our core degree program with these parallel concentrations will allow for a more fluid move toward legitimate research concentrations.

The program has indentified goals in discussions at the school, college and department level for Students, Faculty and Staff as part of its ongoing strategic planning:

- provide the necessary educational support to maintain retention levels,
- reinstate its graduate program as a component to enhance its undergraduate research capabilities and collaborations with other research units within the college and the university,
- indentify and seek outside funding to support an expanded program, increase student enrollment reflective of its historic national and international constituency,
- increase enrollment; t a 5 year goal of 200-220 students,
- expand and diversify our faculty,
- Increase the number of collaborative options with programs on a global scale.
- Develop an industry partners group to provide intern opportunities essential to obtaining the appropriate experience needed in increasing the rate of African Americans taking and passing the architecture licensing exam.
- to provide intern placement opportunities upon graduation for all graduates
- Increase the number of graduates passing the architecture licensing exam to a rate of the national average.
- Adopt a tool to survey and monitor its graduates to provide post graduate support.

In support of the program other strategic goals have been discussed at the department chair relative to the current Mackey building and the required refinements needed to upgrade technologically in support of the program and upgrading and modernizing of the physical facilities to provide for a proper teaching environment for learning and teaching.

- The recognition that tenure has evolved to a point that different approaches to education are needed to address an ever changing profession and industry
- New investment in faculty given The increased emphasis on research requiring new and diverse views and expertise
- Emphasis on competitive faculty salaries,
- a faculty development budget,
- reevaluating the financials of the department and chair
- Increased administrative support

The placement of the architecture program within the College will allow our program to take advantage of the inherent synergy of architecture, engineering, computers and technology. The development of multidisciplinary programs will enhance the opportunities for graduates of the program (and the college) and would be in sync with many of the changes already occurring in industry. This movement puts this program at the forefront of the move toward a collaborative learning environment with disciplines already in place in the college with the inherent synergy of architecture, engineering, computers and technology.
In response to the recommendations of PCAR and with the support of the offices of the president and Provost the school/department and college forwarded recommended restructuring plans for approval by the university. The plans envision a revised college with Multidisciplinary Offerings of Engineering and Architecture Education in the College of Engineering, Architecture and Computer Sciences with three divisions. The Architecture and Design organization constitutes the third division within the College. Each division, as indicated, will have International Program components. (The detailed plans showing the major Architecture and Design program components, details of the curriculum offerings and structure of the new Architecture and Design are included herein and in the APPENDIX)

The FIVE NAAB PERSPECTIVES on architectural education have an influential role in the programs long range planning. While much of the schools and departments Strategic Plan notes measureable improvements the five perspectives have been guiding principles in the departments efforts in improving of the curriculum, its teaching pedagogy and its opportunities for the program its faculty and its students.

- Architectural Education and the Academic Community: The architecture programs and faculty understand the importance of the architecture programs academic centrality and the necessity of the programs expansion to embrace a collaborative interdisciplinary curriculum firmly supports the addition of program alliances with other components in the university. To the benefit of both students and faculty.

- Architectural Education and Students: Curriculum adjustments have been although minor, adjustments in the programs curriculum, with new fulltime faculty to teach both core and elective courses, the addition new faculty to balance the studio faculty/student ratio in design studios, new elective courses in history, theory, technology, site and sustainability to expand and increase the students options within the context of the curriculum.

- Architectural Education and the Regulatory Environment: The department has recognized the emphasis on practice and the regulatory environment has given more responsibility to IDP and the IDP coordinator, Prof Barbara Laurie and in conjunction with new emphasis on department career services are developing a new IDP plan for the students in the department to be more engaged in the importance of the IDP national program in their education in the program.

- Architectural Education and the Profession: The state of the curriculum and its content is an ongoing faculty discussion that includes discussions on course content and classroom engagements and studio topics that reflect the programs role in providing professional leadership and assistance on issues affecting the immediate Howard University community, outreach to the "the other 90%". Additionally the proposed restructuring and the administrative organization can better enhance the programs strategic objectives of collaboration in the areas of Sustainability, Urbanism, Global connections and community.

- Architecture Education and the Public Good: As noted in the above perspective, Architectural Education and the Profession, additions in the curriculum in core and elective courses, additional opportunities that enhance the student experience, as well as elective and extra-curricular opportunities with the addition of the Community Design and Development Center (CDDC).

**Strategic Objectives for FY 2011**
STRATEGIC

Academic Quality

• Continue mission to develop new pool of architects to serve as leaders in the global community
• Continue to redefine, expand and refine the architecture curriculum to remain effective in addressing current and future issues effecting the built environment

Research Expansion

• Redefine the curriculum to include areas of concentration allowing for research opportunities that responds to issues affecting the built environment
• Increase research in areas of green architecture/building, sustainability, conservation and smart growth

Financial Sustainability

• Attract new opportunities arising from expanded curriculum through increased grants funding and research.
• Increased viability of the overall program and attractiveness of programs through its redefined curriculum concentrations.

Service Effectiveness

• Continue and enhance service & mentorship activities to provide faculty and students leadership in service to the immediate and larger global community.
• Continue to support faculty professional pursuits in service to the profession and the community.

OPERATIONAL

Please develop your objectives with the themes detailed below. Some will pertain to your areas of responsibility and others will not. Focus only on those that you will directly impact.

Academic Quality

• Institute Masters Graduate studies Program in architecture
• Institute nomenclature change BArch to MArch degree
• Institute revamped curriculum-4+1-with concentrations in urban design, construction management, preservation, real estate development, interior architecture, technology and green/sustainable architecture

Research Expansion

• In conjunction with curriculum Concentrations and the MArch nomenclature change increase value of research in teaching
• Institute research centers within the program that reflect the various program concentrations with emphasis on underserved communities here and abroad.

Financial Sustainability

• Collaborate with research centers as faculty /student work/income generating centers in support of program
• Develop certificates in areas of concentration that reflect market and industry needs
• Develop opportunities for faculty teaching and professional work interaction within the program
• Work in support of university planning and design projects

Service Effectiveness

• Develop role as university planning and design office
• Provide leadership in university architecture planning and development and community and global community

I.1.5. Program Self Assessment

The APR must include the following:
• A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement, its multi-year objectives and how it relates to the five perspectives.
• A description of the results of faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the five perspectives.
• A description, if applicable, of institutional requirements for self-assessment.
• A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).
• Any other pertinent information.

A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement, its multi-year objectives and how it relates to the five perspectives.

Self-assessment as an integral component of the Department’s activities has been identified as one of the most important undertakings by committees which provide feedback to faculty, students, administration, staff and alumni regarding the success of the Department’s Program in meeting its goals and objectives. The department meets on a regular basis with ongoing discussions on a bi-weekly basis, specifically the department’s Curriculum committee meetings, focus group meetings and annual retreats. As a result of this activity, through formal and informal meetings, the Department is better positioned to be responsive to the needs of a changing academic and professional practice environment, nationally and internationally.

Through faculty department and committee meetings, consideration of student interests is made in areas of academic policy, admissions, etc., and student involvement has benefited curriculum planning and course offerings. Other meetings and activities include work of the standing committees, faculty and student sponsored workshops/seminars, and annual Departmental special call meetings.

The Department’s curriculum is reviewed and evaluated on a regular basis by the Curriculum Committee Report(s) and by the faculty as a whole, with student participation, for content and actions necessary to improve the program. In support of the activities of the committee, scheduled meetings are held for presentations, review and input by faculty teaching courses in the various subject areas: design, graphic representation (design communication), history and theory, structures materials, methods and technology, and the profession and practice. Ad hoc committees related to particular program areas are formed where necessary to assess the issues of that area for review and action by the faculty.
Design studio critics and visiting jurors are one of the many ways self-assessment is also conducted. These juries provide a systematic review and critique of student work at different phases of each design project, throughout the academic year. The jury system is used to measure student’s ability to produce intended outcomes and performance skills. The design faculty represents the core membership of each jury. They are joined by invited practitioners and whenever possible, alumni. Depending on the design project, specialist consultants and client groups participate in the design process and on jury deliberations. The jury chairman, who is a faculty member, is assigned the responsibility to provide the class with a review summary of the overall class performance. In addition to the formal jury presentations, the projects are also displayed publicly for general student, faculty and public review. This process, in concert with the formal jury, affords the faculty, the opportunity to review students’ knowledge of use of information, the direction of the program, content and impact of the Department’s programs and projects on the wider community.

Feedback from the review and interactions, following the display of student work, generate lively discussions and at times debates. The debates in measuring the ability for students to meet intended outcomes are very engaging and sometimes spirited in faculty meetings. At the end of each semester, these meetings serve as the forum to evaluate performance in terms of the criteria specified in the NAAB "Conditions and Procedures" publication and to make recommendations about curriculum changes as to how the School is meeting its broader educational mission and goals. This evaluation is reinforced and measured against the learning outcomes stemming from the jury deliberations.

A significant exercise in self-assessment is also obtained through the faculty's end of year individual annual report and faculty retreat, which provides an opportunity for personal reflection, assessment and recommendations for improvement by each member of the faculty.

The faculty and the Chairman, in collaboration with the Director, serve as the principal academic governing body of the School. Collectively, they initiate and implement appropriate academic policy.

The Department is developing an internship database which will allow employers to evaluate student intern performance. The internship program will provide another measure of how well the School prepares students to enter a professional practice. The success of this program will be measured partly by the number of firms who recruit students as part of our annual Spring Semester Career Fair program hire our graduates at a rate approaching one hundred percent.

The Mission Statement of the Department and School continues to be reviewed in light of the University’s mandated “Strategic Framework for Action” initiative and the ever changing culture of the professional practice globally. The Department of Architecture reaffirmed and re-endorsed its commitment and responsibility to provide a professionally directed education program enriched with diverse supporting experiences including a core of liberal education courses.

The academic program is further associated with the larger society through sponsorship of public education lectures and presentations as well as the integration of community service projects in the design studio. Through these exposures the students are provided with the receptiveness to make professional judgments in an ever-changing society. The results of the Department’s commitment to community service is buttressed and exemplified by ongoing student experiences in public projects and presentations at public hearings, and the level of leadership roles by the alumni as activist practitioners nationally and internationally.

A description, if applicable, of institutional requirements for self-assessment.

Semester Faculty/Course Evaluations
Course evaluations are conducted each semester and administered through the department. The Architecture faculty evaluation instrument is a multiple-choice document where responses are tabulated in two groups—course subject matter and instructor evaluation and a section for written suggestions and comments. Once tabulated the results of the evaluations are available to faculty through discussions with the department chair. Every student in a course completes a Course Evaluation form for that course. The form includes a section on the evaluation of course content, lesson plan and teaching effectiveness. Students are genuinely appreciative of the opportunity to anonymously reflect on their academic experiences. The Chairman reviews the outcomes with each faculty member to foster improvement in teaching methodology, etc. General student assessment of the courses is carried out by the Architecture and Design Student Association at the end of each semester before final grades are recorded. The questionnaire that is used was jointly developed by faculty and students. 

This course evaluation by students is conducted at the end of each semester and although mandatory there is a need to increase the efficiency and participation by all students. The results of these evaluations are used in annual reviews of faculty for merit raises and in reappointment and tenure reviews along with the university’s Faculty Performance Evaluation System (FPES). (Evaluation forms are included in the Appendix.)

Year-end Faculty Review

All faculty members in the department are reviewed by the chair and upon this evaluation a recommendation is forwarded to the appointments promotions and tenure committee, initially, at the department level then forwarded to the school and college level before ultimately sent to the Office of the Provost for final processing. The evaluation of candidates for re-appointment, tenure and promotion, are initially reviewed by the chair and is forwarded by recommendation to the departments appointments promotions and tenure committee. The dean then forwards the results along with her assessment of the candidate to the Provost and President. The University Faculty Handbook can be accessed at http://www.provost.howard.edu/

A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).

Program’s Strength

The professional degree architecture program at Howard University, as noted in prior materials and reports remains today and is framed by the diversity of the faculty and students. “This diversity is at once the opportunity and the challenge of the program. It encourages divergent views and explorations and it creates an environment within which the resulting wide breadth of thinking is invigorating, enriching and is the center of the architecture program’s legacy and its future.

This striation in attitudes, interests, impulses and cultural and socio-economic backgrounds among the faculty and the students encourages an environment and its resultant interaction most nearly reflecting those of the wider community of humankind. The diversity resists institutional and individual dogmas while encouraging socially/culturally responsive relationships.

This diversity is a powerful ingredient in the program’s milieu. It spaws a wide range of creative impulses and an equally wide range of responses to the orthodoxy of the architectural discourse. The management and support of this pervasive quality is a challenge and is unique in its strategies.”

It has been noted in prior university documents and is reiterated here that: “The first professional degree architecture program at Howard University is framed by the diversity of the faculty and students. This diversity is at once the opportunity and the challenge of the program. It encourages divergent views and
explorations and it creates an environment within which the resulting wide breadth of thinking is invigorating, enriching and is the center of the architecture program’s legacy and its future.

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The Program’s legacy – alumni, friends and supporters at-large –reinforce its purposes and encourage a positive future. The programs most recent, major gifts received from alumni, James E. Silcott, B Arch 1957, and Charles David Moody, B Arch, 1982 remain the most significant contributions to the program to date.

Mr. Silcott, philanthropist and architect, at the time of his gift to the architecture program was trustee of the University, endowed both a faculty chair and the exhibition gallery. The Silcott Professorship is the first endowed chair in architecture in the history of Howard University. These gifts extend Mr. Silcott’s beneficent support of the program began in the 1980s when he initially established an endowed scholarship fund. He remains a most generous supporter of the program. The benefits to the program are such noted architects and professionals as Jack Travis, FAIA and most recent Roberta Washington, FAIA who is this fall semester 2011 a visiting endowed chair professor and will be joined next spring 2012 semester by noted architects, educators and practitioners,

The support of the program was the central focus of The Harry Robinson III/Charles David Moody Scholarship Fund initially established Mr. Moody. Mr. Moody, President and CEO, C.D. Moody Construction Company, made a generous gift of over $100,000 specifically designated for renovation of the design studios.

These two alumni exemplars are examples of the many who contribute their resources and time to supporting architecture education at Howard University. The many alumni named scholarship and loan funds attest to this. Increasing outreach to all alumni and to afford them the opportunity to reconnect to alma mater is essential to strengthen the financial and professional support to the program.

The outreach of alumni and friends to students seeking internships and post graduation employment is constant, significant and representative of many venues in which architecture is practice, locally, nationally and internationally.

The location of the Program in Howard University and Washington, DC, the Nation’s Capital and a center of global activity is a significant strength/asset. Both the University and the City extend the diversity of the Program to broader and richer limits. This diversity has always been a hallmark of the University’s leadership position in the national and international communities and is, in fact, an element of its brand statement – “Leadership for America and the global community.” Teaching and learning architecture in these nationally and internationally rich environments is matched by few in this country.

Program Challenges

The challenge to broaden, once again, the degree offerings is before the Program as a keystone in connecting architecture education with the Carnegie status of “Doctoral/Research University-Extensive.”
It is within the framework of graduate education and its research orientations that increased resources will become commonplace. The broadening of the degree/curricula offerings is an imperative that must be addressed.

Achieving a priority relationship within the University budgeting process consistent with that of a professional degree offering entity remains as in the previous accrediting period as important to any future development of architecture education in Howard University. The proud 100 year history of the Program within the University is characterized by budgetary, spatial and perceptual support aligned with an undergraduate arts and sciences program. To overcome this symbolic posture of legacy is encouraged by the progress made in efforts to enhance and broaden the architecture offering in the program. The program has submitted plans for the development of a 4+1 sequence leading to the BS Arch, academic degree and to complement the first professional degree and additional advanced degrees offerings. The program has submitted its plan to the university administration which includes a nomenclature change from the historic BArch degree to the M Arch, professional, NAAB accredited degree and an advanced degree program in architecture.

A compliment of support personnel and specialized environments directly supporting professional education in architecture is a shortcoming of the Program. As the Program moves toward its next 100 years, the infrastructure supporting its operation must also be aligned. This support must be aligned with the environments in which architecture is positioned to the professional status within the academy which is equal to which law, medicine and dentistry are accorded.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

The APR must include the following:

Faculty/Staff

- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room†).
- A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.
- A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.
- A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.
- The school’s policy regarding human resource development opportunities, such as:
  - A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
  - A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  - Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves.
and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

- A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
- A list of visiting lecturers and critics brought to the school since the previous site visit.
- A list of public exhibitions brought to the school since the previous site visit.

Faculty/Staff

The faculty credentials matrices are provided at the end of this section. Faculty resumes are located in Part 4.2.1.

This year the Department of Architecture faculty is comprised of 14 full-time and 5 part-time faculty members for both the fall 2011 and spring 2012 semesters. To date the university has not published the official student enrollment counts for the 2011-2012 academic year, the department has student body of approximately 150, and translating part-time loads to a full-time equivalent, this results in a faculty to student ratio of approximately 1:10.6. Of the current 14 full-time faculty, 3 or 21.4% are tenured full professors, 5 or 35.7% are tenured associate professors, there are no tenure-track assistant professors, and 5 are non-tenured adjunct assistant professors. Not included in this count, but nonetheless, are contributing to the scholarship and teaching in the program are 1 endowed chair visiting professor for the fall 2011 semester and 5 endowed chair visiting professors for the spring 2012 semester. The total number of faculty members of 19 full and part-timers does not include the associate dean/director of the school of architecture and design who holds a tenured professor position but that position is not active while he maintains the duties of the director to the school. One of the fulltime teneured positionns noted of the 14 includes the chair of the department who in addition to administrative responsibilities teaches in the department.

The typical full time teaching load is one 9-credit design studio and one 3-credit lecture course, each semester. Lesser loads depend on Faculty service to the program in exchange for the lesser teaching load. Part-time faculty, typically lecturers and design critics, generally teach a single 3-credit lecture or seminar course or 6-credit studio. Studios meet for 9 hours a week, lecture courses and seminars 3 hours a week. Each faculty member is expected to be engaged in research/practice at the equivalent of one full day a week. In addition each fulltime faculty member is also assigned to student advising, committee assignments, in support of the department, school and the college.

The low faculty-student ratio enables a tutorial exchange between faculty member and student in all design studio courses, which typically never exceeding 12 students to a faculty member, and in many courses outside the studio as well. For the lecture/seminar courses the faculty/student teaching ratio ranges from one faculty to 15 students to a goal of one faculty to 30 students in other classes. Student teaching assistants are assigned to faculty teaching courses in the beginning years with class enrollment in excess of 30 when requested.

A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room).

Matrix for Faculty Credentials
Term/Semester
Fall 2009/ Spring 2012 – Note: For Summary of Expertise See Faculty Resumes.
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The Department of Architecture, located in the D.C. area and as one of the accredited programs in this region, has a shared purpose of collegiality with all the major architecture programs. Among the faculty, there are Hispanic and African American, black, Hispanic-American, or Latino, South Asian, African; north African, or from place of birth, Ghana, Iranian or Egyptian, North Carolina, Maine, Bangladesh, Kansas, New York, Jamaica or Cuba. Yet this has never been as noted a point of necessity to identify categorically as anything other than a member of the faculty of one of the most diverse architecture faculties in the United States with a true dedication to the programs. Among the only 5 part-time members, there are Hispanic-Americans, African-Americans, South Americans, and British members. Of the 14 full-timers, 2 or are women; of 5 part-timers, 2 are women. The program is aligned with all the major architecture programs, majority white faculty and student enrollment in the Washington, D.C. area and as one of the accredited programs in this region there is a shared purpose of collegiality which enriches all the programs by the level of collaboration and collegiality demonstrated in our association by geography.

Diversity is embedded in the very makeup of this university since it’s founding. The university’s mission statement, vision plan, the various programs for helping and facilitating the fair distribution of equity and the affirmation of diversity are made apparent beginning at the points of application for admission, to applying and seeking employment as well as the duration of ones association with the university. The Department’s mission statement and the current vision statement are grounded upon the University’s record of commitment on issues of equity and diversity.

The department of Architecture highly diverse multi ethnic faculty and with straightforward candor this has never been a source of categorizing for the sake of putting a group of dedicated professional educators in one category or another. Among the 14 full-time faculty members, there are faculty members who may identify racially or ethnically as African-American, black, Hispanic-American, or Latino, South Asian, African; north African, or from place of birth, Ghana, Iranian or Egyptian, North Carolina, Maine, Bangladesh, Kansas, New York, Jamaica or Cuba. Yet this has never been as noted a point of necessity to identify categorically as anything other than a member of the faculty of one of the most diverse architecture faculties in the United States with a true dedication to the programs. Among the only 5 part-time members there are Hispanic-Americans, African-Americans, South Americans, and British members. Of the 14 full-timers, 2 or are women; of 5 part-timers, 2 are women. The program is aligned with all the major architecture programs, majority white faculty and student enrollment in the Washington, D.C. area and as one of the accredited programs in this region there is a shared purpose of collegiality which enriches all the programs by the level of collaboration and collegiality demonstrated in our association by geography.

The Department functions within the School of Architecture and Design which is one of the two schools of CEACs. Criteria and procedures used to achieve equity and diversity are in compliance with the

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A resume for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR. (See Part 4.1 for Resumes)

A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.)

Howard University
Architecture Program Report
September 2011
missions, vision plans all public statements pertaining to equity and diversity, particularly those which are directed at affirmative action, equal opportunity, etc. The Department understands itself to be co-trustees of these and other areas of the university’s commitment to achieve equity and diversity. Documentation of the college and university policies on equity and diversity has always been available to all faculty and staff.

The Department, as with the other schools and Departments in CEACS, share a healthy record of evidence testifying to this commitment – in and at all levels of the administrative, faculty, student and staff constituencies.

**A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.**

The Howard University Office of Human Resources, Office for Equal Employment Opportunity & Diversity administers the universities nondiscrimination policies and Additional information is included in the University Faculty Handbook. The Howard University EEO and Sexual Harassment Policies can be found at the URL link [http://www.hr.howard.edu/HRIS/default.htm](http://www.hr.howard.edu/HRIS/default.htm). To ensure compliance with the law and to provide an avenue to address complaints of discrimination, the following policies (both dated June 5, 1999) have been implemented:

Howard University Policy and Procedure on Equal Opportunity in Employment and Education Programs and Activities: [http://www.hr.howard.edu/Form/EEO_Policy_06_99.pdf](http://www.hr.howard.edu/Form/EEO_Policy_06_99.pdf), and Howard University Policy Against Sexual Harassment and Gender-Based Discrimination in Education Programs and Activities: [http://www.hr.howard.edu/Form/Harass_Policy_06_99.pdf](http://www.hr.howard.edu/Form/Harass_Policy_06_99.pdf)

**The school’s policy regarding human resource development opportunities**

The program’s policy on human resource development continues to aim to encourage the maximum individual potential to the end of personal job satisfaction and organizational growth and development. The program’s policy regarding human resource development opportunities is encouraged by the University through the “Leadership Academy”, which faculty and staff can attend to become aware or make themselves more familiar with University policy and procedures. The Leadership Academy also provides a means for faculty and staff to enhance their managerial, administrative and/or technical skills.

The University’s “Fund for Academic Excellence” program proposed in the Strategic Framework for Action administered through the Provosts office which provides grant opportunities for faculty is being revised and new guidelines are forthcoming. The last grant cycle for this program was academic year 2009. The primary goal of this fund is to promote and foster continued excellence in the University’s varied academic programs and activities. A number of architecture faculty submitted under this program and received grants to assist in research and teaching in the curriculum. Proposals submitted for consideration must have the ultimate objective of improving teaching and learning at Howard University. The financial resources dedicated to this program are intended to supplement, rather than supplant, current Department, School and College funds for travel and special initiatives.

The department and the school encourage opportunities for faculty to maintain and gain new knowledge largely through professional practice and research. Research inherent in the architecture program is typically autonomous research and is thus connected to the production of knowledge is recognized in the department as the equivalent of the traditional university recognized functional research. Service to communities as well as faculty work-design of buildings-in architecture practice is noted as research in the traditional sense. Professor Angel Clarens and Director Bradford Grant recently submitted their research and study funded by a Carnegie Foundation Grant in conjunction with the Howard University
School of Communication, “Initiative on Democracy, Markets, communication and Technology”, that on how the physical and built environment contributes to the persistent problems of health maintenance, health access and disparities in the urban neighborhoods of Washington DC’s ward 8. Along with identifying physical design and infrastructure we have been investigating data on planning and urban design, transportation, crime statistics, health statistics, neighborhood boundaries, building maintenance and other elements that may influence access to and disparities in health and health care.

Examples of faculty participation in the yearly University's Excellence Grant program up to its point of revision in 2009: Prof Outram Hussey, Fund for Academic Excellence (FFAE), Grant Program – Category A – Educational Grant Proposal, Course Redesign- Study to investigate the feasibility of developing and implementing a LEED certifying program as an extension/ redesign of the Environmental Systems Courses already being taught in the curriculum investigated the potentials for developing a sustainable program within the School of Architecture and Design to capitalize on the synergistic overlays already evident between various sustainable courses. This logical expansion/ redesign is intended to create grant opportunities and establish Howard University as a Center of Excellence in Sustainable Design. The study has assisted in the department and the schools current restructuring under the President Ribeau, Presidential Commission on Academic Renewal. Prof Barbara G Laurie, Fund for Academic Excellence (FFAE), Grant Program; Summer European Architectural Study Tour and Lille Workshops France. The summer program provided for A Design Charrette Workshop in London, England in conjunction with SoBA, The Society of Black Architects, centered in London, England that brought together young architecture students studying in England with students at Howard University in a charrette/workshop format on an actual community design project in the area served by SoBA. Efforts are ongoing to formulate a professional and academic relationship with SoBA. The society is composed of many of England’s practicing black architects and architecture educators and brings together professionals from Africa, Asia and the West Indies.

Other examples of grant opportunities that benefit both the faculty development and the program includes Prof Harry G. Robinsons production of a documentary under a grant from the Office of the Provost entitled, Desirelines: Architecture Education and Howard University, and developed a funding proposal for a hundred year history of the study of architecture at Howard University. The importance of this project given its timing to coincide with the centennial celebration of architecture education at Howard the University supported by the department granted a semester sabbatical leave to Prof Robinson to complete this worthy effort. Prof Edward D Dunson, National Trust for Historic Preservation/NTHP Grant and Fund for Academic Excellence (FFAE), Grant Program; for an ongoing study, A Technology Learning Laboratory- aimed at redesigning the current (2) course curriculum in historic preservation in the curriculum. Ultimately the aim is to develop and integrate laser technology capabilities for a Technology Learning Laboratory to advance the Department of Architecture’s preservation courses in research, measurement and documentation of historic structures to bring to the program industry technologies in the area of high definition as-built documentation and 3D laser scanning technology.

One of our industry partners the Walt Disney has been the keenly promoted by Prof Kenny Walton, Walt Disney Imagineering Grant 2008, development of collaborative student design project, in conjunction with Walt Disney Imagineering in the master planning, creative development, design, engineering, production, project management, and research and development in the creation of Disney developments, venues, and new media technology projects.

Additionally faculty are also supported and encouraged to attend conferences and meetings to maintain expertise and contacts with professional colleagues, educational and practice groups. Faculty assist in other less sometimes noticeable ways by mentoring and interacting with students in local high school and middle school programs as a service to the profession and to our professional community. A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

Appointments
The appointment of new faculty helps to facilitate the mission of providing the best academic curriculum possible to service the student's academic needs. These appointments are governed by the School's criteria for appointments, promotions, and tenure adopted by Howard University's Board of Trustees and the regulations stated within the Howard University Faculty Handbook. http://www.provost.howard.edu/facultyhb/fhbsec2_9_2_3.pdf

Actions are initiated by the Chairman's recommendations to the Departmental Appointment, Promotion, and Tenure Committee/tenured faculty. The recommendation of the Department, together with the credentials of the prospective faculty, is forwarded to the Director, who seeks the recommendation of the School-wide Appointments, Promotions and Tenure Committees and forwards the recommendations to the Dean and College Appointments, Promotions and Tenure Committees. The Dean then forwards to the Provost/Chief Academic Officer his recommendation with that of the Director, along with documentation of the actions by the Chairman and the three Appointment, Promotion, and Tenure Committees and the Director's. This presentation includes external reviews if the applicants are seeking tenure or promotion. Student input is considered partly through the course evaluation procedure administered by the student government. Another evaluation instrument is embodied in the Faculty Self-Assessment Annual Report submission as mentioned previously. It is the School's position that the self-assessment portends the most revealing and productive evaluation available.

The faculty load is divided into three categories - Teaching, Research, and Service. Full-time faculty devotes the equivalent of three hours per semester to both Service Activities and to Advising and or Administrative responsibilities. The average number of full time faculty contact hours is twelve hours per week. The number of contact hours for part-time faculty is nine hours per week. Fulltime faculty is based on Nine hours that is dedicated to Teaching/Research activities. Part-time faculty is compensated according to their teaching load. The university workload policy can be accessed at this link:

http://www.provost.howard.edu/facwkload.pdf

A list of visiting lecturers and critics brought to the school since the previous site visit.

**Fall 2006**

Susan Begely, “Design Specialist”

John Cary, “Community Activist”

Casius Pealer “Real Estate Attorney & Peace Corp Volunteer”

Dee Christy Briggs “Sculptor”

Michael P. Kelly, “Public Official”

Ambassador Richard N. Swett, “Congressman & Ambassador”

**Spring 2007**

- Blacks in Architecture: Present, Past and Future, Architecture Week: A Celebration of Ninety-Six Years of Architecture Education at Howard University, William Ngutter, AIA, Present, DreamBuilders, Damon Sheppard, AIA, Burt Hill, Kathryn T. Prigmore, FAIA, HDR

- Derek Ham, Architect and Professor, Florida A&M University

- Ronnie McGhee & Holly O’Brian, Architects, “Sustainability and Historic Preservation: Are They Compatible”
Fall 2007

Spring 2008

- Bradford C Grant, AIA, Director, School of Architecture and Design, Howard H. Mackey Lecture, Howard University, Inaugural Lecture


Fall 2008

- Fanuel Motsepe, Architect, Johannesburg, South Africa


- Walt Disney Imagineering Presentation, Dexter Tanksley, Allie Braswell, Dwayne McCloud

- Pierre Paul Andriani, Auto Designer, General Motors Corporation

- Phil Freelon, Architect, The FREELON Group

- Zena Howard, Architect, The FREELON Group

- Conversation w/ Devroaux & Purnell Architects, Anthony Brown, Marc Doswell, Danny Williams, Barbara Laurie

- Gen Colin Powell, Keynoter, CEACS Leadership Institute, College of Engineering Architecture and Computer Science

Spring 2009

- Grand Re-Opening Architecture Library, Alliah Humber, Curator

- Ralph Jackson, FAIA; Shelpey Bulfinch Architects

- Howard H. Mackey Lecture: Marshall Purnell, FAIA

- 200+ Women Lecture and Exhibit: Professor Barbara G Laurie, AIA

- “Celebrating the Female Architect”, School of Architecture and Design Library State of the Female Architect- Panel Discussion

- Jack Travis, FAIA, NOMAC, James E. Silcott Professor, James E. Silcott Endowed Chair Lecture

- Michael Wiencek, Wiencek + Associates Architects + Planners, Prof Alexandra Stroud Strategies in Community Redevelopment
Fall 2009

- Carl Anthony and M. Paloma Pavel, **Topic: Breakthrough Communities: sustainability and justice in the next American Metropolis**


- Allie Braswell and Duane McLeod, Director of Architecture, Walt Disney Imagineering, **Topic: Walt Disney Imagineering Competition presentation**

- Alick Dearie AIA, LEED AP, Ayers/Saint/ Gross Architects, **Topic: Ayers/Saint/ Gross – Process + Place**


- Yolande Daniels, Assistant Professor, Columbia University, Graduate School of Architecture Planning and Preservation, Principal, Studio SUMO, **Topic: Object, Subject, Circuit**

- A Conversation with Renée Cheng, Dean, University of Minnesota

- Prof John Trimble, Howard University, College of Engineering Architecture and Computer Science, **Topic: Appropriate Technology – an approach to empowering citizens**

- Prof John Thararkan, Professor and Senior Fulbright Scholar, Howard University, Chairman Department of Chemical Engineering, College of Engineering Architecture and Computer Science, **Topic: Engineers without Boarders: Service learning for our students**

- Prof Harry Robinson III, FAIA, Howard University, Department of Architecture, School of Architecture and Design, **Topic: National Museum of African American History and Culture Competition Foster + Partners and URS**

- Prof John Lobell, Pratt Institute, School of Architecture, **Topic: Louis Kahn’s Philosophy of Architecture: “Between silence and light – Spirit in the Architecture of Louis Kahn.”**

- Ron Sakal and Sallie Hood., Directors, the University of Notre Dame Center for Building Communities, **Topic: Building Communities**

Spring 2010

- Mackey Lecture: Toni L. Griffen, Adjunct Assoc. Professor of Architecture, Harvard University

- Haiti and Reconstruction: Planning for the Future, Victor Dzidziienyo, Assoc. Professor of Architecture, Fola Olumide, Assistant Professor of Architecture, Howard University and Edward Dunson, Chair –Department of Architecture, Howard University
100/144: Writing the 100 Year History of Architecture at Howard University, Harry G. Robinson, FAIA, Professor of Architecture, Howard University

Detail Matters, Clifton Fordham, AIA, Assist. Professor of Architecture, Howard University

Think Big, Nubras Samayeen, LEED AP, Architect and Urban Designer

Summer 2010

2010 International Architectural Research Conference: Howard University, School of Architecture and Design/ARCC/EAAE Architectural Research Consortium/European Association of Architectural Education

Fall 2010

Carlton Elay, the Environmental Protection Agency, “inclusive planning Gary Indiana”

William Taylor – “projects realized and un-realized”.

Jules Dingle and Jeff Goldstein, DIGSAU – “current projects”

Spring 2011

Melvin Mitchell, FAIA, Mackey Lecture Exhibition, 100 Years Of Architecture Education At Howard University: A Prior Century Of Achievements And The Next Decade Of Imperatives

William Wesley Taylor, Telos and the Virtue of Jazzspace

Centennial Architecture Lecture; Sanford Garner, AIA NOMA, Founding Partner / President, A2SO4 Architecture, LLC, President of the National Organization of Minority Architects

Fall 2011

Frank G. West Lecture, Harry G Robinson, FAIA

Everardo Jefferson & Sara Capels, Caples Jefferson Architects PC,

Michael Marshall and Paola Moya, Marshall / Moya Design, LLC

Eric Jenkins, Professor of Architecture, Catholic University of America

Roberta Washington, FAIA, Silcott Endowed Chair Lecture

A list of public exhibitions brought to the school since the previous site visit.

Exhibitions fall 2008

"Dresser Trunk Project," organized by William Daryl Williams, professor, University of Virginia School of Architecture

Exhibitions spring 2009
• Architecture in the Schools (AIS)

• Jack Travis, FAIA, 2008-2009 James E. Silcott Endowed Chair, Opening Night Reception/Exhibition:

• USA/JAMAICA International Workshop: Howard University Architecture, Washington, DC and the Caribbean School of Architecture, Jamaica, W.I.

• 200+ Women Lecture and Exhibit: “Celebrating the Female Architect”, School of Architecture and Design Library, Professor Barbara G Laurie, AIA

• State of the Female Architect Panel Discussion

• Senior Thesis Design Exhibition

Exhibitions Spring 2010

• STRUCTURES FOR INCLUSION 10 CONFERENCE, hosted this year by Howard University School of Architecture and Design and the Department of Architecture.

Exhibitions Spring 2011

• Melvin Mitchell, FAIA, Mackey Lecture Exhibition, 100 Years Of Architecture Education At Howard University

• Senior Thesis Design Exhibition

Exhibitions FALL 2011

Frank G. West Lecture and Exhibition Opening, Harry G Robinson, FAIA

Documentary Film Screening – Black Master Builders of Washington, DC

Students

• A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).

• A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

• Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.

• Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

• Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

• Evidence of support to attend meetings of student organizations and honorary societies
A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).

**Applicant Evaluation Process**

Incoming freshmen applicants’ files are reviewed and evaluated by the Howard University Admissions Office. Admission to the undergraduate program is based on the criteria of a combined minimum SAT score of 1050 on the Verbal and Mathematics section, class ranking in the upper one-third, and a grade of C or better in the Recommended High School Courses. (3 units of English; 3 1/2 units of mathematics within 1 1/2 to 2 in algebra; 1 in plane geometry and trigonometry; 1 in foreign language, and 5 in any academic courses counted toward graduation preferably in solid geometry, physics and chemistry.)

International freshmen applicant files are reviewed and evaluated by the University Admissions Office with the same criteria noted above and with an additional requirement of requiring a score of 550 or higher on the TOEFL examination. All student applicants must have completed a high school degree or its equivalent.

The University Admissions Office refers certain candidates for review to the Department of Architecture which are transmitted to the department through the college’s office of student services which in turn forwards those candidate files to the department. The chair then reviews the applicants with the assistance of the Department’s recruitment, admissions and financials Committee.

Transfer Applicant files are reviewed and evaluated by the Department Chair and Department’s recruitment, admissions and financials Committee as well. Transfer Candidates are required to submit a complete application, two letters of recommendation, one of which must be from design professional, official transcripts from all previous institutions, and a portfolio of creative work for review.

Transfer applicants are placed into different design levels depending on the number of semesters of design taken at their previous institution, and based on the design ability demonstrated in their submitted portfolio. Students may transfer up to two years of design courses, but not more than 90 credit hours. Students must also have a minimum completed 2 full semesters of college work from accredited institutions with a 2.5 cumulative GPA.

Applicants are made through the online registration system on the University’s webpage which can be assessed by clicking the URL, [http://www.howard.edu/enrollment/admission/](http://www.howard.edu/enrollment/admission/)

Applicants receive more specific information through direct contact to the colleges Office of Student Services to obtain information on applications, tuition, financial aid, or housing on the web site for the College of Engineering, Architecture, and Computer Sciences (CEACS) Office of Student Services noted here, [http://www.howard.edu/ceacs/SERVICES/index.html](http://www.howard.edu/ceacs/SERVICES/index.html).

**A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.**

The architecture program has until this past year relied solely on the colleges Office of Student Services for most of the support services in support of our students- financial aid, internships and career placement, recruiting as well as tutoring, company visits...many of these services are naturally geared to the engineering and computer science school which is reason for a more proactive engagement by the school and department to ensure that our students are afforded all the support and guidance required in today’s competitive employment environment.

Through the departments recruitment, admissions and financials committee under the leadership of Profs Barbara Laurie and Ronnie McGhee the department is developing it’s an architecture centered career
services support program with the intent on addressing the immediate employment and professional experience opportunities, developing new architecture and professional partnerships and internships to ensure a larger pool of employment options are available for our students when they graduate.

The department has also formed a closer working relationship with the university’s CEDAR Center, http://www.howard.edu/careerservices/ for a wider exposure to industry leaders and to the fortune 500 companies as well as the traditional architecture practices. The goal is to have each student enter the NCARB IDP program in the third year and provide for internship opportunities for students in their third, fourth and final years of study in the program. Job search skill development, workshops on portfolio and interviewing, internships and externships as well as networking are central to this effort. We have identified a number of firms for these externships, internships, lectures and other career workshops.

The department has strengthened its faculty/student advising to encourage all students to engage their advisor for personal as well as academic questions. Each student is assigned a faculty advisor and remains with that advisor until their graduation which allows for a closer understanding between faculty and student. The semester registration periods are when most of this advising occurs.

The college’s student service offices Student Leadership Institute and its Mentoring & Corporate Team Adoption Program, are two programs that have not been supported by our students which given the corporate support and its inherent benefits is being investigated by the department and faculty leadership for more participation by students in the architecture program.

The Mentoring & Corporate Team Adoption Program is one of the new student support service initiatives. The goals of the Mentoring/Team Adoption Program are to: Increase the first-year retention rate and Prepare students to be focused about their career choices in preparation for professional employment and/or entrepreneurial activities. The Benefits of the Team Adoption Program are: Team building and leadership skills, Familiarity with industry expectations, Companies makes a financial investment in their education, Students gain exposure to new technology.

Another successful program supported by the college is the Student Leadership Institute is designed to further the professional skills of the students by exposing them to leadership techniques during the early stages of their matriculation. The Institute was established on the belief that there is leadership potential within every person and through training, mentoring, practice, and acumen – leadership can be developed. Two of the speakers at the institution have been architects, J. Max Bond, FAIA of Davis Brody Bond, NY and Charles David Moody – B.Arch. 1982.

The theme of the Institute is “Leadership Today, Tomorrow: Meeting the Needs of the Global Community”. The activities of the institute support the theme and stress the importance of acquiring leadership skills that are based on the core values that all leaders should possess. The Institute’s components – lecture program, workshops, and general sessions – are perceived as a process, not simply an eclectic of random activities that students could choose to attend. Student participants are able to understand that leadership is a responsible action of those who accept leadership roles in society – not simply positional roles. The goals of the Institute are to: Strengthen human relation skills in preparation for the challenges of a more diverse workforce, Provide students with the necessary resources to assume leadership roles beyond campus life, Develop emerging leaders to contribute to the global community and finally, help students achieve their full potential.

Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.

Faculty, students, and alumni regularly participate in College Fairs and visit high Schools to recruit students. Students and faculty from the Department participate regularly in local and career days designed to introduce elementary, junior/middle, and high School students to the profession of
architecture. Washington, DC is home to many recognized architecture firms and regularly hosts our students in office visits and presentations that give students a first-hand view of real-life architecture practice. Firms regularly visit firms including, HOK, Cannon Design, SOM, Shalom Baranes, ZGF as well as firms where are faculty are associated or principals, Devrouaux & Purnell, the architecture collective, Ronnie McGhee Architects...

The School/Department’s mentoring programs with High School and Junior High School students offers our students opportunities to participate in field trips and other off-campus activities in various sections of the city including the National Building Museum site. The department is developing partnership agreements with several high school programs in the city that focus on architecture, engineering and construction. The schools include, Phelps, McKinley, Cardozo and Booker T Washington High Schools. Several of our faculty, Prof Barbara Laurie and Edward Dunson serve on the boards of the Howard University Middle School AND the IDEA Charter School respectively and all schools noted are mentoring opportunities for both our faculty and students.

The various student organizations jointly sponsor field trips within the city to view many of the myriad of architecture and cultural gems of the city of Washington, DC. The department annually sponsors and supports student trips to Fallingwater as well as other trips on a regular basis to New York or other cities to special exhibitions. Students are also supported in attending events including The AIA design Build conference held each summer in the city, with AIA, NOMA, Greenbuild and others.

The department’s travel options require creative managing given the recent financial cutbacks but it is essential that students attend these events and are funded without question. The department must balance the outlays of both student and faculty sponsored travel in properly supporting the outreach activities of both groups.

**Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.**

Opportunities for student participation are encouraged and the realities of the availability of grants and opportunities are limited but the program recognizes its benefits and is actively engaged in ensuring that more of our students are provided the opportunity to gain this experience. Our faculty through their role as practitioners or faculty scholarly work engages students in a number of ways, elective directed studies courses, and research projects for example. Professor Outram Hussey developed an independent/directed studies course to Provide opportunities for students (10) to work onsite in Jamaica on Infrastructure Planning casework for a in the Parish of Trelawney on the north coast of Jamaica. Efforts are now under considerations by the Jamaican Government for official development support. Howard architecture students and Professor Hussey were featured in a variety of national newspapers which not only provides students with a unique work and learning experience but also helps in the departments recruiting effort and also positions Howard on the forefront of Infrastructure design, development and Sustainable Planning. The project is ongoing and provides opportunities for study and research on actual professional issues requiring detailed analysis of population, income, employment, housing, and community development to plan for and develop for the shift in population to this region as it moves to becoming the new epicenter of tourism in Jamaica.

The abstract “Initiative on Democracy, Markets, communication and Technology”, is a Research and study funded through the “Initiative on Democracy, Markets, Communication and Technology from the Carnegie Foundation Grant to the Howard University School of Communication. Professor Angel Clarens and Prof Bradford Grant provided the opportunity for three architecture students to work over the Spring and Summer Semesters of 2011 on this study gaining real-time experience in research and project development the Grant focuses on how the physical and built environment contributes to the persistent problems of health maintenance, health access and disparities in the urban neighborhoods of Washington DC’s ward 8. Along with identifying physical design and infrastructure the faculty/student team
investigated data on planning and urban design, transportation, crime statistics, health statistics, and neighborhood boundaries, building maintenance and other elements that may influence access to and disparities in health and health care.

These are only a few of the specific examples but are representative of the collaboration required between faculty and student, classroom and actual professional projects to provide for the proper knowledge building in the curriculum. As noted earlier in this document, the nature of research in architecture education is logically centered on the design of buildings and communities and is reflected in the programs service to the community through actual projects with real clients and the experience developed through these traditional client/professional roles. The program maintains a comprehensive program of service in the program on a local, national and international basis. With the expansion of the curriculum to include collaborative multidisciplinary concentrations the opportunities for new research opportunities and student involvement will increase exponentially.

**Evidence of support to attend meetings of student organizations and honorary societies**

The School is actively involved in local professional organizations which afford students numerous opportunities throughout the year to integrate learning activities with community service and to participate in service programs with local Schools or organizations. Through participation in these organizations, students receive national exposure and begin to develop a network of professional mentors and community based contacts. Students actively participate in two national organizations through American Institute of Architects Students and the National Organization of Minority Architects, Tau Sigma Delta Honor Society, CEACS Student Assembly and the School of Architecture and Design Student Assembly.

**Student Organizations**

The major venue for student participation in activities within the School is the Architecture and Design Student Assembly (ADSA) and the American Institute of Architecture Students (AIAS) and the National Organization of Minority Architects Students (NOMAS). The ADSA also represents the interest of the architecture students in CEACS Student Assembly Council. The officially recognized student organizations within the School Student organizations (Architecture and Design Student Association, American Institute of Architecture Students, National Organization of Minority Architecture Students, Tau Sigma Delta) serve as intellectual, professional, and social development, fostering networking opportunities and camaraderie among the students and their peers. Students have just this fall been approved by the organizers of Alpha Rho Chi Fraternity to inaugurate a new colony in the first step in establishing a permanent chapter of the fraternity. In addition to sponsoring activities, social and cultural events, participation in various architectural forums, and governance, the student body contributes to the development and implementation of the field trips, lectures and visiting faculty programs.

Student organizations develop and sponsor numerous activities, some jointly with faculty and staff. These are worthy of acknowledgment in that they improved the community, enhanced relationships, and promoted professional development. Student government offices are located in a secure office adjacent to Contours Seminar Room. These student organizations all are supported by faculty advisors.

**Architecture and Design Student Assembly (ADSA)**

As the coordinating student organization in the School of Architecture and Design, ADSA’s primary objective is to address the needs of the students and promote their welfare. ADSA plans activities to encourage interaction among the students, faculty, alumni and the community. Among the events the organization sponsors are the Big Brother/Sister Program, lectures, football games, the Ms. and Mr. Architecture Pageants in the Fall semester, and Architecture Week in the Spring semester. The highlight of Architecture Week is the “Architecture Showcase and Career Fair” program. The Architecture Showcase features slideshow presentations that highlight the creativity and design skills of the students; which includes elaborate images that communicates interpretations of the design process, which may
include animated presentations with musical components. The student organized career Fair allows for the opportunity of industry and professional representatives to review portfolios and discuss internship and employment opportunities with their respective firms and to allow for interaction with employers in discussions surrounding career paths and industry experiences. The director of the school and the chair of the department serve as co-advisors.

American Institute of Architecture Students (AIAS)

The purpose of AIAS is to organize architecture students and combine their efforts to advance the science and art of architecture, promote excellence in architectural education, training and practice, and to foster an appreciation of architecture and related disciplines among all persons. Annually, during the winter semester break, AIAS students from throughout the country meet at AIAS FORUM to exchange ideas and to elect national officers. The school and the department support the organizations officers who represent the concerns of architecture students to the American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture (ACSA), and the National Architectural Accrediting Board (NAAB). Our students are always active participants and are at the center of the political action at Forum and are also able to travel to the AIAS Northeast Quad held each year at an alternating location at one of the member AIAS northeast region schools. Howard University hosted the 2009 spring Northeast Quad conference. Students also attend and participate in AIAS Grassroots leadership Training conference held in Washington, DC each summer. Associate Professor Edward Dunson serves as the faculty advisor.

National Organization of Minority Architects Students (NOMAS)

The Howard University Chapter of NOMA was founded in 1992 to specifically address the concerns of African American and other minority architecture students in the academic arena and as they transition to the professional world. A major event for the organization is participation in the NOMA Conference, held annually during mid-October, where students have the opportunity to meet students and professionals from throughout the country. A major component of the conference is a student design competition in which students from member student chapters submit design studio projects for review and presentation at the conference judged by architecture and design professionals. Our program regularly supports participation by the officers and the department’s representative winning project team at the annual conference. The faculty advisor is Associate Professor Barbara Laurie.

Tau Sigma Delta Honor Society (Alpha Beta Chapter)

The National Honor Society recognizes scholarly achievements for students in architecture and the allied arts. Students who have a minimum of a 3.2 GPA at the end of their sophomore year may be invited to become members of this society. The induction ceremony for Tau Sigma Delta members recognizing the scholarship of architecture students takes place in early November of each year. The Faculty Advisor is Associate Professor Victor Dzidzienyo.

I.2.2. Administrative Structure & Governance

The APR must include the following:

- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
- A description of the program’s administrative structure.
- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.
A description of the administrative structure for the program, the academic unit within which it is located, and the institution.

Administration
The Department of Architecture is the single department residing in the School of Architecture and Design which is one of two Schools in the College of Engineering, Architecture and Computer Sciences (CEACS). The other School in the College is the School of Engineering and Computer Sciences. Both schools remain autonomously within the College. The Dean is the Chief Academic and Administrative Office of the College.

A description of the program’s administrative structure.

Within this structure of the school and the college, the Department of Architecture operates as an autonomous academic unit within the School of Architecture and Design. It is presided over by the chairman with all the. The central Office of Student Services for the College, established in August 1996, supports the needs of the architecture Department and the Schools of the college. An Assistant Dean, supported by full-time staff coordinators, directs the activities of the office. The department chairman is responsible for the administration of the department and the architecture program. Responsibility is shared with the faculty of the department and includes faculty recruitment, development, and evaluation; program development, review, and evaluation; student advising; departmental budgeting and budget control; class schedule planning; and general coordination of the research, teaching, and outreach activities of the department.

The Chairman with the faculty and its committee structure play a central role in the formulation and implementation of policy that sets the tone for academic, admission, financial aid and governance decisions. All matters internal to the Department’s operation are in the domain of the recommendations and actions of that body. Issues and actions that require approval of the Board of Trustees are recommended by the Department of Architecture through the Director of the school of architecture and design to the Dean of the college and forwarded to the Provost/Chief Academic Officer and to the President of the University.

Organizational Structure
The organizational structure of the School of Architecture and Design and the Department of Architecture is as follows.

Administration, Department of Architecture

Edward D Dunson, Associate Professor (T)
Chairman, Department of Architecture

Staff, Department of Architecture

The Chairman of Department is assisted by one administrative secretary and one student office assistant. The School of Architecture and Design Library is integral to the Architecture program is supported by library staff under the direct supervision of the Director of the University Central Library System.

Staff, Department of Architecture
Gwendolyn Craig, Administrative Secretary (fulltime)
Student Office Assistant (clerical) – 20 hours (part-time)

Administration, School of Architecture and Design

Bradford C. Grant, Associate Professor (T)
Director, School of Architecture and Design
Associate Dean, CEACS

Staff, School of Architecture and Design
The administrative support staff for the Office of the Associate Dean/Director, School of Architecture and Design consists of the one administrative assistant, one student office assistant and a CAD Lab Director. The School of Architecture and Design Library is supported by library staff under the direct supervision of the Director of the University Central Library System.

Staff, School of Architecture and Design
Michael Smith, CAD Lab Director
Aubrey Jackson, Special Assistant to the Director

Department-wide Professional Development Activities
The staff supporting the faculty, students, and administration are dedicated to the promotion of excellence in architectural education. All staff are encouraged and supported to participate in seminars, lecturers, and workshops as part of their professional development. For this reporting period, the staff is encouraged to take courses through the university Leadership Academy and through the universities Center of Excellence in Teaching Learning and Assessment and the University's Computing and technology center- ISAS-Information Systems and Services.

A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.

The Chairman, in a shared responsibility with the faculty of the department in collaboration with the Director of the school serve as the principal academic governing body of the School and Department of Architecture. The architecture program resides in the department and collectively, the chairman and the faculty initiate and implement appropriate academic policy relative to the architecture program.

The Department’s curriculum is reviewed and evaluated on a regular basis by the Curriculum Committee and by the faculty as a whole, with student participation, for content and actions necessary to improve the program offerings. In support of the activities of the various committees in the department, scheduled meetings are held for presentations, review and input by faculty teaching courses in the various subject areas: design, graphic representation (design communication), history and theory, structures materials, methods and technology, and the profession and practice. Ad hoc committees related to particular program areas are formed where necessary to assess the issues of that area for review and action by the faculty.

Through department and committee meetings, consideration of student interests is made in areas of academic policy, admissions, and involvement, etc. Student involvement has benefited in curriculum planning and course offerings as well as in other areas specific to the other standing committees. In addition to the work of the curriculum committee and the work of the other standing committees, faculty and student also participate in other Departmental special call meetings and yearly retreat type meetings to discuss overall issues pertaining to the program.

The entire faculty in the department and student representatives has membership rights and serves on the standing committees of the department, with the exception of two committees, the Executive and the (APT) Appointments, Promotions and Tenure Committee. The list of department committees is noted here: Executive, Appointments, Promotions and Tenure, Curriculum, Recruitment/Admission/Financial, Computer Utilization, Library, Lectures/Exhibits, Awards/Recognition, a Secretary, to record the proceedings at the regular department faculty meetings and at other call or special meetings. The executive, appointments, Promotions and Tenure Committee are composed of tenured faculty. All other committees are open to all faculty- tenured and non-tenured, fulltime, part-time and to students. The committee structure is a strong and vibrant body is most instrumental in the governance as well as assistance in addressing the specific needs of the program.
A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

Currently there are no programs offered in a multi-discipline unit.

I.2.3. Physical Resources

The APR must include the following:

- A general description, together with labeled 8-1/2” x 11” plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

A general description, together with labeled 8-1/2” x 11” plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.

General Description of the Architecture Building Facilities

The School continues to be housed in the former School of Law building that was modified to accommodate large studio spaces for design education is located at the historic Main Gates to the Campus Quad; The Yard, the symbolic heart and center of campus life. The building is named for the former Head of the architecture program, Howard H Mackey, who led the school during its most significant periods in establishing the program firmly in the forefront in University and in the community. The building has undergone other improvements and today serves its use as a school of architecture amply.

Dedicated studio work space is provided for each enrolled student are located on the ground level first and second year studios, mezzanine level third and forth year studios and senior year or fifth year studios on the second floor of the building. The 175 seat auditorium is located on the second floor of the building in close proximity to the senior studios, some faculty offices, three general purpose classrooms, exhibit & jury spaces, and assembly spaces. The use of the auditorium and classrooms are controlled and scheduled by the University.

During this past summer the ground level and mezzanine level design studio spaces were refurbished allowing for open plan for a more flexible arrangement of studio use. Adjacent to the studio spaces the multi-purpose review/lounge areas which serve as informal social/community space were also refurbished and rearranged for use for impromptu faculty/student design project review space as the need arises. The building is accessible to students in the School of Architecture and Design on a 24-hour basis and throughout the academic year. A new security system was installed and each student has their own “capstone card” which is now programmed to allow access during times that the building is closed for use by only architecture students. The building is covered by both the universities wireless network as well as its own dedicated network system. The building also underwent a major systems infrastructure upgrade during the 2008-2009 academic year. Improvements included a new central building HVAC system, elevator upgrade, and fire suppression system throughout the building.
The University’s Division of Physical Facilities Management has the responsibility for on-going landscaping, upgrading and maintenance of the campus, maintains the landscape and grounds of the Mackey building.

The Howard H Mackey Building - School of Architecture and Design

Administrative Offices

Administrative offices located at the main entrance lobby to the building consist of the Office of the Dean of the College, Director/Associate Dean, of the school of architecture and Design. The Office of the Chairman, Department of Architecture is located in a separate suite just off the main lobby. The Department of Architecture faculty and staff have access to support facilities in the Office of the Chairman.

Faculty Offices

Each full-time faculty member is assigned an office space. Faculty offices with thermal windows are adequately equipped to support individual teaching and scholarly inquiry activities. In addition to the thermal window installations, each faculty office is equipped with a fan coil unit AC/Heat w/remote control which was installed as part of building systems upgrades during the 2008-2009 academic year.

The T. George Silcott Architecture and Design Gallery

The Gallery provides space Exhibit and Jury/Project Reviews and for the exhibition of student work and special exhibits and for final design jury presentations. The first and second floor Corridor areas are also used to exhibit student work. The three major jury/project review areas are the “contours”, the auditorium and the second floor north corridor. All spaces provide adequate lighting and tackable vertical surfaces to accommodate the exhibit/jury/project review functions.

The Hilyard & Helena Robinson Auditorium

The main assembly space in the Mackey building serves the special needs of the program. The 200 seat auditorium is the largest available assembly space in the building and serves as the programs main venue for it lectures and seminars by visiting lectures and school and department assemblies.

Architecture and Design Library

The Architecture Library is one of seven units within the central library group of the Howard University Library System. Located on the ground floor of the Howard H. Mackey building, the library is integral to the program facilitates and supports the learning and research activities in the program and school.  www.howard.edu/library/Architecture_Library/

Archives of African American Architects

Archival and storage facilities are available in the Moorland Spingarn Research Center of the main university Founders library where storage space is provided for the Archives of African American Architects. The African American Architect Initiative is a comprehensive set of activities directed toward documenting and making visible the presence, work, philosophies and achievements of African American architects. Underrepresented in the profession, the African American comprises less than one percent of those in the practice of architecture.  www.howard.edu/library/Architecture_Library/

Classrooms/Lecture Rooms

The four general purpose classroom spaces (Rooms B-31-A, 236, 250 and 252) within the building are used by faculty for the teaching of architecture lectures and seminars. In addition to the auditorium, these rooms are shared with other units on campus. These classrooms spaces can be reserved and scheduled for both large and small group discussions and presentations.
Design Studios

Each student in all studios is provided with a dedicated studio work station. These areas provide maximum flexibility for the programs within the Department/School. Faculty members for the Design Studios on the ground lower level and the mezzanine level have assigned teaching spaces within the open space plan of the two level studios. The senior studio critics are assigned individual studio rooms on the second floor of the building. The improvements to the studio spaces were made possible by a generous gift from an Alumnus of the program and were completed during the past summer 2011.

Smart Room

This space (Room 150) is located on the first floor adjacent to the architecture department office is equipped with multi-media presentation technology and accommodates lectures, seminars and workshop presentations. In addition the smart room is the main conference room used by the program and can be reserved scheduled for both large and small group discussions and presentations as needed.

Model Shop Workstations

The model shop workstations support both instructional and hands-on construction/fabrication activities related to curriculum. Model shop program activities associated with design and fabrication are accommodated in the Individual studios allowing for access at each design studio level to a work station designated for the small to medium scale study and final project model building. by arrangement, large scale/major construction of project models take place in a shared facility for design and fabrication activities in the sculptor/building lab located outside of the Mackey Building managed by a Fine Arts Division Associate Professor , and Design Fabrication and Sculpture Program Coordinator.

Computer Laboratory

The centralized computer lab serves as the digital and technical base academic needs for the architecture programs curriculum, students and faculty. The lab moved to its present location in 2008 to a more accessible and visible location on the second floor of the building opposite the senior level studios. The makeup of the lab reflects the changing nature in the use of computer which rely less on fixed stations and more on portable laptop devices. The lab is equipped with up to date workstations and CAD and modeling programs and other technologies, including a wireless system and access to enable students to make data and video copies of their personal work. The lab also provides the large format Plotting and printer copying for student projects and presentations. The lab also has scanning capabilities and a digital whiteboard.

Other Facilities in the Mackey Building

The Mackey building, home of the Department of Architecture in the School of Architecture & Design, houses several university-wide functions in addition to those specifically related to the Department and the School. Among these on the Basement level is a Lounge area for the Housekeeping staff, offices for the University's elevator maintenance contractor, the Department of Systems and Computer sciences: five faculty offices and research labs and the Department of Interior Design, College of Fine Arts maintain One studio space, two new shared classrooms, and a shared space for the future planned Building Materials and Systems Resource Center.

Mackey Building Area Calculations
The square footages of each Architecture Program activity area are indicated below:

**Studio Area:**

- Basement (70 X 44) + (34 X 35)  
  4,270 sq. ft.
- Ground Floor 112 X 54  
  6,048 sq. ft.
- Mezzanine 106 X 50  
  5,300 sq. ft.
- First Floor  
  n/a
- Second Floor (112 X 30) + (12 X 16)  
  3,552 sq. ft.

**Total Area:**  
19,170 sq. ft.

**Floor Areas:**

- Basement 136 X 111  
  15,096 sq. ft.
- Ground Floor 136 X 111  
  15,096 sq. ft.
- First Floor 136 X 111  
  15,096 sq. ft.
- Mezzanine 136 X 56  
  7,616 sq. ft.
- Second Floor 136 X 111  
  15,096 sq. ft.

**Total:**  
68,000 sq. ft.

(The following pages are the floor plans for the School of Architecture and Design.)
A description of any changes to the physical facilities either under construction or proposed.

Plans for the renovation of selected areas within the Mackey Building are scheduled by the University for the next phase of construction within the college. The attached memorandum- Facilities/Lab and Classroom Upgrades outlines the proposed building improvements. Renovations to the Downing building which houses the engineering and computer sciences programs is currently underway.

The School of Architecture and Design and the Department of Architecture submitted a package of recommended improvements to the Mackey Building to improve the physical environment and quality of learning environment for the architecture program. The proposal was presented through the dean of the college in August 2010 and we are awaiting final approval and on the scheduling of the recommended work. Once approved by the administration the improvements are slated for Phase II of the University’s Facility Renewal Initiative. The University’s Facilities Renewal – stipulates that the university shall be the preferred place to learn, work, live, and play with a focused/ emphasis on Health Sciences, STEM, and programs relevant to African Diaspora. In addition, the Facility Renewal is charged with upgrading and transforming the university’s physical campus to achieve the university’s competitive repositioning and to develop a campus environment that reflects the culture and values the university embraces...

The improvements for the Mackey building were generally in the areas that learning takes place – the studio, classroom, Library, Computer Lab, Digital Photo Lab, and other improvements focused on model building space that includes the Building Lobby and Exhibition Gallery. Given the amount of time that students spend in the building for study, work, and play, the addition of a new safe space would be a welcomed addition and would assist in developing interaction between faculty, students, and staff.

(See attached memorandum- Facilities/Lab and Classroom Upgrades in Appendix)

**Building Materials and Systems Resource Center**

Plans for improvements to the space proposed for the Building Materials and Systems Resource Center remain in the planning stage. When completed, the center will house a data resource system library to facilitate the exploration and study of building materials and systems taught in the core technical courses. Students and faculty will be able to access both data and physical samples of materials for study, analysis and concept/course support. The Center will be utilized as a resource/data storage area and staging point for access of materials by faculty for a variety of technical courses. Emphasis will be placed on establishing within the database, the selection criteria for each material or system based on cost, environmental efficiency, technical goals and design intent. The Center will allow students to systematically examine the complete building assemblage that provides the basis for understanding of the selection, configuration and detailing of combinations of building materials and systems.

Currently the space lacks appropriate lighting, ventilation, data connections and power layout to be utilized as a regular habitable classroom space. Since the last visit, adequate lighting and data connections have been installed in the space. The HVAC systems upgrade as part of Central HVAC System upgrades for the Mackey Building has been completed.

**Proposed Visiting faculty and Center for Community Design and research**

Locations within the Mackey Building for School and Department Research space, office space for use by visiting faculty, and space for special research projects is underway. The office suite once occupied by the schools former student services offices located on the main entry floor is a prime location. The Silcott Endowed Chair Professors and the schools Center for Community Design research and assistance projects would share this suite of offices.
A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.

Computer Facilities
Computing is essential within the architecture curriculum and the building environment. All university buildings including faculty and staff offices, classrooms, studios, libraries, and other occupied spaces have network access. The entire School has access to the wired or wireless network. All fulltime faculty members are equipped with laptops or workstations in their offices. The part-Time adjuncts are afforded several offices that provide desktops/workstations, printers and scanners for their use in preparation for their courses.

The goal of the university’s FacNet Project is to provide fulltime members of the Howard University faculty with new computers and printers/scanners, every 3 years, to extend the capability of faculty to engage in teaching, research, and community service. Staff offices have desktop computers. E-mail service is provided to all faculty, staff and students in the School by the University Central ISAS e-mail server, which provides all the functions of the most advanced electronic mail systems including web accessible e-mail and VPN client access. Computers are an integral part of the school/department categorized by use groups in the school; Computer Lab use, studio use of portable computers and faculty and staff use.

Infrastructure
The buildings IT infrastructure defines the quality and speed of service the School of Architecture and Design provides to its students, faculty and staff. In an effort to improve the delivery and quality of network based services, major acquisitions continue to be made to increase the speed and efficiency of the buildings LAN (local area network). The servers, the Cisco switches on the 2nd floor as well as the main switch in the basement, are all protected by an UPS (uninterrupted power supply).

Wireless Access
As of April 2003, Wireless service is available throughout the building. The existing wireless network is using equipment manufactured by Cisco and is based on 802.11b technology. Three (3) access points were installed and cover all offices on the 1st floor, 2nd floor (except the staff offices on the west side of the building), the Mezzanine Level (3rd and 4th year design studios) Lower level below the mezzanine (1st and 2nd year design studios), and in the Library. A new and faster wireless network based on 802.11 g technology was installed in the Mackey Building during 2010. This new network uses the 2.4 GHz band (like the existing 802.11b) but operates at a maximum raw data rate of 54 Mbit/s, or about 24.7 Mbit/s net throughput (like 802.11a) and more than twice as fast as the existing 802.11b that can operate at 11 Mbit/s. The technology used is fully backwards compatible with the existing 802.11b system and uses the same frequencies. Students can use the same wireless card for seamless access to services provided over the network. Additional access points are planned to be installed in the basement to provide adequate internet/intranet access to students using the computer lab. The new wireless system has added flexibility in connecting to the internet and intranet for research, e-mail check, and Internet browsing.

Intranet/Internet Access
In order to provide appropriate intranet/internet access in the new computer lab, a new CISCO switch will be installed to enable access to the HU network as well as to the internet.

Hardware and Software Support
Computers
The CAD Lab has space for 19 workstations.
Plotters and Printers

The Lab has three large format plotters, two HP Designjet 500 plotters and one HP Designjet 488CA plotter (donated from ISAS on 1/14/11). The HP plotters are capable of plotting boards up to 46” wide. The Designjet 488CA plotter can plot boards up to 20” wide.

A high volume 11x17” HP printer installed in the lab and has been networked throughout the building for remote printing. The school currently provides toner and 11x17” paper only.

Scanners

The lab provides one USB large format (11”X17”) flat bed scanner for student use. This scanner is connected to a dedicated computer.

Other Resources/Services

The computer lab offers CD writing capabilities for students, faculty and staff to save their work on CD-R and RW or a DVD-R and RW media.

Server

The existing application server that runs all CADD applications is being upgraded with faster processors. For security reasons, this server is a dedicated server to run applications and does not provide storage capability.

Hardware Dedicated to Internet Access

Internet access for purpose of research, browsing and e-mail checking is provided in the centralized lab.

Software Licenses

All computers are loaded with Autodesk Architecture 2011, Autodesk Revit 2011 and Sketchup 8 design applications. All machines have up-to-date anti-virus software, Microsoft Office 2011 and Windows 7 operating system installed. Renewal for the Office software is provided annually by ISAS at no charge to the school (See appendix for software breakdown chart). Six (6) machines have the Adobe Creative Suite installed.

Hardware/Software Upgrade for Faculty Support

The University provides computers, laptops and other display devices, to support the faculty instructional needs under The University’s FacNet program. The initiative provides faculty with appropriate technology resources which are upgraded as needed to meet new technological advancement and standards.

Laboratories Administration Support

Two (2) teaching assistants (TAs) work under the supervision of the School Lab Director. One part-time student provides assistance to students who use the computer lab. The full time graduate student assists the Lab Director with technical work such as: installing software, device drivers, operating systems, etc. In addition both TA’s perform non-technical work such as moving computers and monitors, and systems network assistance.

The University iLab

ISAS provides 24-hour access (during the week) to the campus computer lab, which has 12 workstations with the Autodesk Master Suite and Six (6) workstations with the Adobe Creative Suite. The Autodesk

The iLab has multiple 8.5x11” networked printers, where toner and paper are provided. ISAS is proposing the use of a contractor to produce large-scale plots for students and faculty.

This year a genius bar was installed on the first floor in ISAS (underneath the iLab), to perform software updates, remove viruses, remove spyware, install memory, install hard drives and perform minor fixes to student and faculty machines.

Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

Recommendations

Presentation capability in the studios

Senior studios should be equipped with a projection screen to allow for student interim presentation using a mobile or fixed LCD projector.

At least, the 2 classrooms (studio spaces) in addition to the auditorium and the smart room should be equipped with a permanent LCD projector and a projection screen to support technology-driven classes and seminars. The space for this new class/seminar room would be ideally located on the second floor level adjacent to the architecture computer lab. The space would also have appropriate equipment to support instructional and distance learning needs of the program and would complement the services already provided in the computer lab.

Security

Access to the School’s facilities (Mackey Building) through the use of the Howard University Capstone Card, which allows for 24 hour access to the building, continues to be monitored for improvement. The installation of security cameras at strategic locations in and outside of the building is in place with improvements and a solution to its operation is forthcoming. Technical problems which are experienced with the use of the Capstone Card continue to be a major challenge and request for corrective action solutions are an ongoing issue.

Architecture Computer Lab

The greatest challenge in the computer lab is the lack of a sufficient number of desktop computer units to student ratio using the facility. The lab is used for instruction for the programs computer classes and with up to 30 students assigned to a class session there is a significant shortage of workspaces in the lab. Problems with a consistent installation of applications for all computers in the lab still persist. Maintaining the proper updated versions of programs would cut down on the number of students who rely on free student copies on their personal machines or on bootleg copies. Consideration should be given to installing Microsoft Office software on a number of computers in the lab. The Smartboard requires an upgrade to take full advantage of its capabilities for instruction.

Upgrades needed to the Architecture Computer Lab are modest but do require a sufficient response to space utilization as well as hardware and software upgrades on a more frequent basis. Increasing the
number of workstations including Hardware and software up to 25 to 30 students and Hardware and software support for the all Architecture lab equipment is a priority.

1.2.4. Financial Resources

The APR must include the following:

Program budgets:
- Current fiscal year report(s) showing revenue and expenses from all sources.
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.

Institutional Financial Issues:
- A brief narrative describing:
  - Pending reductions or increases in enrollment and plans for addressing these changes.
  - Pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Any other financial issues the program and/or the institution may be facing.

Current fiscal year report(s) showing revenue and expenses from all sources.

The budgets of the Department of Architecture and the School of Architecture and Design are an autonomous category/line item in the budget of the College of Engineering, Architecture and Computer Sciences (CEACS) is also freestanding within the Office of the Provost and Chief Academic Officer. The Department’s budget is generally 90 percent personnel costs, and is treated as other University budgets during times of enhancement and reduction and is a continuing commitment of the University. This commitment by the University to the Department/School is comparable to those made to the other relevant professional programs within this institution.

The autonomous budgets of both the Department of Architecture and that of the School of Architecture & Design cover the following categories of expenses: salaries, wages, supplies and equipment. Details of the budgets will be made available to the team during the on-site visit.

Current revenue and expenses for the fiscal year July 1 2011 to June 30, 2012 are allocated in total as compensation for Faculty, Staff and Chairman Stipend of $989,728.00, wages of $0.00 and $16,707.00 for non-employee expenses, total of $1,008,435.00.

Total Revenue including Tuition. Endowment income, Gifts, and Scholarships are not currently tabulated and will be provided for the Visitiing Team and will be provided for the Team Visit.

Development

The Department/School shares the services of the college’s Director of Development for fundraising and gift giving. The Director of Development has the responsibility to assist units in the College with planning of fundraising and development activities. The latest University Annual Report-2009-2010 outlines context of Financials as it affects the University and the program.

Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.

The university has embarked on an accelerated campaign as noted in the University's Annual Report 2009-2010, to increase the universities commitment to fundraising and increase its donor revenue to support more student aid, faculty research, programs, facility, renovation and technology. The next several years are transformational years financially for the University and the Architecture program. The university remains committed to the architecture program. Through several major restructuring moves including the faculty voluntary retirement program (whereby eligible faculty are encourage to take a phase retirement), joint and cluster new faculty appointments, new research, grants and contract directives, financial stability, flexibility and growth are envisioned for the coming years.

Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.

Revenue and expenses for the fiscal years prior to the current fiscal year, July 1 2011 to June 30, 2012 and after the last accreditation visit are noted below and are allocated in total for fiscal year 2006-2007, 2007-2008, 2008-2009, 2009-2010 and 2010-2011 as compensation for Faculty, Staff and Chairman stipend, wages and for non-employee expenses.

Total Revenue including Tuition. Endowment income, Gifts, and Scholarships are not currently tabulated and will be provided for the Visiting Team and will be provided for the Team Visit.

Total revenue and expenses for the Fiscal year 2006-2007 will be provided to the Visiting Team and will be provided for the Team Visit. Fiscal year 2006-2007 are allocated in total as compensation for Faculty, Staff and Chairman stipend of $...00 wages and $.........00 for non-employee expenses, total of $.........00.

Fiscal year 2007-2008 are allocated in total as compensation for Faculty, Staff and Chairman Stipend of 1,087,684, $13,986.00 wages and $36,337.00 for non-employee expenses, total of $1,138,00,700.00.

Fiscal year 2008-2009 are allocated in total as compensation for Faculty, Staff and Chairman stipend of 1,047,425, $13,986.00 wages and $36,337.00 for non-employee expenses, total of $1,097,748.00.

Fiscal year 2009-2010 are allocated in total as compensation for Faculty, Staff and Chairman Stipend of 1,047,425, $13,986.00 wages and $36,337.00 for non-employee expenses, total of $1,097,748.00.

Fiscal year 2010-2011 are allocated in total as compensation for Faculty, Staff and Chairman Stipend of 1,1077,866.00, $13,986.00 wages and $20,237.00 for non-employee expenses, total of $1,112,089.00.

Private Gifts Report

Private gifts to the Department of Architecture, School of Architecture and Design, total $300,000 (an estimated) over the past five years. Alumni represent the principal donors to Architecture Department; with other sources coming from corporations, industry organizations and architecture firms.

The university's Division of University Development and Alumni Relations, Office of Advancement Services will provide a more detailed five year History of Giving to the School of Architecture and Design. When received this detail report will be appended to this document.

TOTAL (The actual total for private gift giving will be tabulated for the team and made available at the time of the team visit)
Students at the Department benefit from federal, state and University financial aid programs administered by the Financial Aid Office and from scholarships, fellowships and assistantship which are administered by the Office of Admissions and various academic Departments. The federal and state funded programs such as the Pell Grant, Stafford Loan and Plus Loans remain the primary source of financial aid for continuing students.

The University also offers several financing and payment programs. Students may apply for one or more kinds of aid, depending on need and qualifications. Students must meet all eligibility requirements to be eligible for federal, state and University financial aid programs. International students may be eligible for scholarships and for assistantships offered by the School. Financial aid can include grants, student loans and federal work study. The information contained here is fairly consistent over the academic years 2008-2011.

FINANCIAL AID
In addition to University sponsored programs, students are provided assistance in completing applications for outside scholarships, loans, and grants from professional organizations for use while students at Howard University or to help with costs associated with attending School. Short term loans are available to students with emergency needs.

Federal
- Federal Programs
- Federal Family Education Loan Program (FFELP)
- Federal Stafford Loan Program
- Federal Supplemental Loan for Students
- Federal Parent Loan for Undergraduate Students
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Perkins Loan Program
- Federal Work-Study Program

University Scholarships Fund

Freshman Scholarships
To assist the University in its continued pursuit to attract the nations brightest and most promising students, the University offers an assortment of freshman scholarships which are based upon attaining a competitive SAT/ACT score ranging from achieving a 1170 (SAT), math and verbal, or 26 (ACT) score to the upper end of attaining a 1600 (SAT), math and verbal, or 34 (ACT) score, matched with also meeting the appropriate grade point average which minimally requires a 3.0 or higher.

The University Freshman Scholarships may provide tuition, fees, room, board, and book voucher depending upon eligibility. The most distinguished scholarship is the Presidential which even provides a Laptop computer as part of its scholarship package.

2010-2011
During the 2010-2011 academic year the School of Architecture and Design enrolled 151 students. Out of 151 students enrolled in the School of Architecture and Design, 22 students received the University Scholarship (15%). Consequently the University provided $435,456 of scholarship support to the School of Architecture and Design for 2010-2011 academic year.

2011-2012
During the 2011-2012 academic year the School of Architecture and Design enrolled 144 students. Out of 144 students enrolled in the School of Architecture and Design, 24 students received the University Scholarship. Consequently, the University provided $522,264 in scholarship support to the School of Architecture and Design for 2011-2012 academic year.

Trustee Scholarships
Competitive University scholarships also include Trustee Scholarships. These are awarded on the basis of academic excellence, leadership, service, and talent. The awards are renewable each year provided the student maintains the required GPA and upon completion of appropriate application forms.

2010-2011
Out of the 53 architectural students who were eligible for the University Trustee Scholarship, 22 students (42%) met the eligibility requirements. The University Trustee Scholarship provided $126,058 in tuition assistance support to the student in the School of Architecture and Design during the 2010-2011 academic year.

2011-2012
Out of the 31 architectural students who were eligible for the University Trustee Scholarship, 25 students (81%) met the eligibility requirements. The University Trustee Scholarship provided approximately $167,900.00 in tuition assistance support to the students in the School of Architecture and Design during the 2011-2012 academic year.

College Scholarships

2010-2011
The College of Engineering, Architecture and Computer Sciences provided 24 scholarships to students in the School of Architecture and Design to support tuition, housing, textbooks, and miscellaneous supplies totaling $121,669 during the 2010-2011 academic year.

2011-2012
The College of Engineering, Architecture and Computer Sciences provided 9 scholarships to students in the School of Architecture and Design which amounted to $54,270 during the 2011-2012 academic year.

Programs sponsored or coordinated by Howard University

- Work Study Program Assistantships
- Patricia R. Harris Internships
- Harry S. Truman Scholarship
- Rhodes Scholarships
- Luard Scholarships
- International Summer School
- Lucy E. Moten Fellowship
- Dwight David Eisenhower Transportation Fellowship Program

The Department/School of Architecture/Scholarship Funds

These are given annually in merit and need-based to continuing students. Many of these awards are funded by individuals or groups to honor or memorialize an alumnus or family member. Often the fund is specifically designated for special purposes or to recognize a specific quality of academic achievement in the student recipients.

Scholarships

- Charles Baltimore Scholarship Fund
- Leroy Campbell Memorial Scholarship Fund
- Robert Fields Scholarship Fund
- AIA/AAF Foundation Minority Scholarship
- Phillip W. Jordan, Jr. Scholarship Fund
- Mordecai Wyatt Johnson Memorial Scholarship Fund

The following are the Department/School Endowment Funds:
Hilyard R. Robinson Endowed Scholarship Fund in Architecture
John A. & Margaret D. Welch Endowed Loan & Scholarship Fund
Thelma Baltimore Endowment Fund
Harry G. and Gwendolyn Robinson Fund
The Percy C. Ifill Fund
William H. Scott Endowment Fund
Harry G. Robinson III/Charles D. Moody Fund

School of Engineering and Computer Science Funds

As a result of the merger of the School of Engineering and Computer Science and the School of Architecture and Design, the Department of Architecture continues to receive additional scholarship funds upon availability from the following:

- Daimler Chrysler Fund
- Ford Motor Company Fund
- General Motors Fund
- The National Action Council for Minorities in Engineering Fund
- Archie Alexander Scholarship Fund

Emergency Loans

These loans are available to students. The following are the Department/School’s current loan funds:

- Architectural Student Loan
- Architecture Student Assembly Loan Fund
- The Don C. Petersen Memorial Student Loan Fund
- Matilda Kendricks Mackey Memorial Student Loan Fund
- The Howard H. Mackey Emergency Student Loan Fund
- Andrew D. Bryant Loan Fund
- Bryant & Bryant Loan Fund
- Leroy J.H. Brown Loan Fund
- R. G. Gardner Loan Fund
- K.K. Keith Loan Fund
- Mount Vernon Ladies Association Loan Fund
- James E. Silcott Loan Fund
- John A. & Margaret D. Welch Endowed Loan & Scholarship Fund
- Frank G. West, Jr. Fund
- Harry G. Sr. & Gwendolyn H. Robinson Memorial Fund
- Emergency Student Loan Fund
- Charles I. Bryant Sr. Memorial Loan Fund (new)

Undergraduate Fee Structure (per semester)

The following statement responds to the question on comparable data on annual expenditures per undergraduate student relative to the other relevant professional programs in the institutions. During 2010-11 Students in the undergraduate programs in the School of Engineering and Computer Science pay a tuition fee of $9,060.50 per semester for a total of 21 credit hours of course work, however, students in the Department of Architecture in the School of Architecture and Design pay the same amount ($9,060.50) for 18 credit hours of course work.

The above tuition fees exclude fees for housing and miscellaneous as follows:

<table>
<thead>
<tr>
<th>Fee</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$8,550.00</td>
<td>$9,575.00</td>
</tr>
</tbody>
</table>
On-campus housing plans range from $2,133 to $4,245 per semester. The housing rates vary depending upon the residence hall, room type and additional accommodations. Room rates also include telephone service and Internet access. The meal plans range from $868 to $1,870 depending upon how many meals a student wishes to have daily. Additionally, the University offers dining dollars which affords students more flexibility in dining and also includes some off-campus establishments.

**Data on annual expenditures and total capital investment per student, for undergraduate students correlated to the expenditures and investments by other professional programs in the institution (2009, 2010, 2011).**

**SEE APPENDIX..............................................**

**Institutional Financial Issues:**

Howard University’s financial position and competitiveness has slipped over the past years due to the downturn in the national economy, flat or decreased Congressional Federal appropriations, little to no increase in tuition and fees along with escalating costs for education and operations at Howard.

The University (HU) has been working with the College of Engineering, Architecture and Computer Sciences (CEACS), the School of Architecture and Design (SOAD) and the Department of Architecture (DA) to achieve the change that is required to improve HU’s financial and competitive position in the higher educational and architecture educational communities. At the University level, HU has repositioned the finances of the University to support both the long and short term financial needs. HU has restructured their long term public debt, executed a multi-year line of credit and enacted a number of budgetary and financial reforms to enhance its fiscal capacity, support its strategic initiatives and lay a firmer financial foundation from which the University can better support the Architecture program.

As part of the University’s academic and financial renewal and restructuring, the Architecture program faced a 15% reduction in their operation budget over the previous years and lost funding for several faculty positions in the FY 2011 University allocations. We were able to hold our faculty numbers and make up the allocation shortfall through the architecture’s program’s discretionary funds, donations and through our major endowment proceeds (Silcott Endowment) that had not been fully utilized and thus significantly increased over several years.

The next several years is planned to be a transformational year financially for the University and the Architecture program. Through several major restructuring moves including the faculty vulnerable retirement program (whereby eligible faculty are encourage to take a phase retirement), joint and cluster new faculty appointments, new research, grants and contract directives, financial stability, flexibility and growth are envisioned for the coming years.

**I.2.5. Information Resources**
The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- A description of the institutional context and administrative structure of the library and visual resources.
- An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  - Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  - Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  - Demonstrates sufficient funding to enable continuous collection growth.
  - Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:

Information Resources for the Department of Architecture & School of Architecture & Design

The Architecture Library provides a venue where students come to study, explore, and celebrate the creativity of architects throughout the global community, in general, and the ingenuity of designers and planners in the African Diaspora, in particular. While the physical collection is located on the ground floor of the Howard H. Mackey building in close proximity to faculty offices, classrooms, and the design studio, the library functions as a gateway to architectural information around the world. The study, teaching, research and service learning activities are adequately supported by 27,810 books, 7,220 bound volumes of journals, that together with other print and non-print items in this library, relevant monographs and serials in the main library, videotapes/DVD’s, CD’s in the Media Center the Undergraduate Library, and databases and other links to a vast array of pertinent electronic resources. A library-wide customer satisfaction survey conducted in April 2010 substantiates this assessment inasmuch as 15 of the 22 respondents ranked overall services and resources in the Architecture Library as above average to excellent. Over the years the library has contributed to the educational objectives of the School.

On July 2011 Leida Torres was named Manager of the Architecture Library. In this short time she has been proactive in helping students and faculty navigate the physical and virtual resources in available in the library. As the semester progresses, she will be able to provide individual consultations, conduct library tours and introduce -information literacy concepts (i.e., search protocols, web site evaluation, and other library research tips) for class sessions- The library class sessions, in tandem with print and electronic instructional aids, inform users about available resources and appropriate methodologies. Also in addition, extensive reference, research and instructional services are available to faculty and students from the team of information specialists in the University Library system. Requests for such services may be placed through the online form on the library web site, or by telephone or directly with the Architecture Librarian. The Architecture Librarian and team of information specialists are committed to empowering students to become efficient and independent life-long learners. The information and reference service programs advocate for information literacy and attempt to maximize the library user’s ability to identify, locate, retrieve, evaluate and utilize information.

The Institutional Context and Administrative Structure of the Library and Visual Resources

The Howard University Library System consists of a central library group comprised of a general library complex: the Founders Library /Undergraduate Library and four branch libraries - Architecture, Business,
Divinity, and Social Work. Architecture students have full access to the resources and services in all units of the University Library System. In addition, they can also use resources in the Moorland-Spingarn Research Center, a special collection of primary and secondary sources on Africa and the African Diaspora; the A.M. Daniel Law Library; Louis Stokes Health Science Library; the Ralph J. Bunche International Affairs Center Library; and the Afro-American Studies Resource Center. Both the Law Library and the Health Science Library received architectural design awards; hence, those buildings can be function as living laboratories for design students.

These other libraries support the interdisciplinary aspects of the architectural program. For example, the Business Library houses real estate, marketing, financial and corporate data; while The Founders Library collects materials on aesthetics, art, African and African American History, the environment, public policy, structural engineering, and urban sociology. The Undergraduate Library houses additional journals of interest to Architecture students, Urban Documents microfiche collection, and the American Statistics Index microfiche. The Moorland Spingarn Research Center houses the School of Architecture & Planning archives, including data regarding the School's history, alumni and Black architects. The Social Work library includes the sociological aspects of Architecture.

The Architecture Librarian reports to the Director of the University Libraries through the Assistant Director and Supervising Librarian.

**An Assessment of Collections, Services, Staff, Facilities, and Equipment**

The library collections are developed in collaboration with faculty to support the instructional and research programs in the colleges and Schools at Howard University. The bibliographer keeps abreast of changes in curriculum and new developments in research and professional practice through informal contacts, membership on curriculum committees, and professional literature. The Architecture Library houses almost 6,000 titles on Architecture, architectural history and theory, interior design, building design and construction, local government planning, landscape Architecture, city planning, historic preservation, and urban design as pertains to the built environment, as well as more than 22,000 volumes of other interdisciplinary subjects/areas. The Architecture Library’s specialized reference tools are updated as needed or as publisher released. Formats include architectural dictionaries and directories, regulatory handbooks and material codebooks, catalogs, general information and periodical indexes. To facilitate 24/7 access, the library has begun to make electronic editions of selected core resources available via the library’s website and Sterling, the libraries online catalog.

Course reserve materials are available within the library. Hard copies of required readings are kept at the service desk, for close monitoring of usage. Electronic reserves are available online via the library’s website and Sterling, the library’s catalog. Remote access to the online readings and some databases is restricted to Howard University faculty, staff, current students and distance learners. Fair use applies, as materials belonging to the library are for education purposes that do not affect the potential market value of the copyrighted works.

The library houses approximately 80% of the serials listed in the Association of Architecture School Librarians Core List. Access to contents of periodicals in the library is provided primarily though the Architectural Periodical Index, Art Index, and the RIBA online library catalog. The library started a subscription to the Avery Index, Art Store; even though, when we examined resources available through subscribed and free databases, we concluded that existing resources were sufficient for undergraduate assignments. Ninety five percent of the serials are bound in complete sets. The Library currently subscribes to Urban Land Development Case Studies database that student’s access via password only. It allows access to five-simultaneous users. The library system provides access to other databases including Academic Search Premier, Academic Memory, Architectural Library Online catalog (RIBA), Eighteenth Century, Google Scholar, HUD User Bibliographic Database, Ingenta, JSTOR, Lexis-Nexis Academic Universe, Proquest, Scopus and Science Direct, among others. We currently receive 57 journals that are indexed in the Avery Index, as well as other databases. The library administration is encouraging conversion of print to electronic subscriptions; however, in Architecture, maintenance of the
bound journal volumes is a high priority as many online databases have 12-month embargos and/or incomplete virtual volume sets.

Students can view videotapes/DVD on architectural history, design and urban design in the Architecture Library or the Media Center of the Undergraduate Library. Among the titles are interviews featuring Eric Mendelsohn and Frank Lloyd Wright. An Architect at Work and Architecture: The Science of Design provide overviews of an architect's vocation. The Alhambra and The Islamic City present the socio-cultural context for design. A collection of approximately 35,000 slides is accessible through the SLIDEX system, a paper-based filing system. An extensive review is underway to determine the condition of the slide collection and its suitability for digitization, without compromising the integrity of the images or the copyrights. The SLIDEX system data could migrate to an online format; some 35mm slide images will be scanned, while others will be replaced digitally.

The development of the library’s online image collection is currently a faculty driven initiative. The images, which are not cataloged individually, are available through electronic reserves, which is restricted to Howard University students. The library is currently investigating the development of an online image database as a component of the library’s online catalog, Sterling, or as a separate database. The new strategic plan of the University Library system calls for a team, spearheaded by the Architecture Librarian to install and test a campus image database and retrieval system during the next few years.

We believe that the breadth, depth and complexity of the Architecture collection adequately supports instruction and undergraduate level research in Architecture and Design. Materials not owned by the university, and not available online, may be borrowed for faculty and undergraduate and graduate students through the University Libraries' Interlibrary Loan Department and also for graduate students the Chesapeake Information and Research Libraries Alliance (CIRLA), a consortium of educational and research institutions in Delaware, District of Columbia and Maryland.

The library staff consists of a Librarian, one library technician and full time wage worker, and student assistants. The Librarian's function is to assist in developing and implementing services to support teaching and learning, research and service; to act as bibliographer, and to supervise and provide administrative leadership as a library unit manager. The library technician have developed extensive experiences in maintaining the collections and assisting the library’s primary clientele, in addition wage employee, also uses some of his time as Interlibrary Loan Technician. The Librarian and library support staff is on hand to assist users with reference queries, navigation of the library’s catalog and to describe general procedures and policies for circulating materials. The staff prepares special course and web guides, including The Guide to the Architecture Library -- a booklet designed for first-year students and new faculty. It is updated as needed as a means to familiarize patrons with the library’s resources, services and policies.

The close proximity of the Architecture Library to the first through third-year design studios allows for greater integration between the library and studio activities. The openness of the space supports various activities within from computing to small group meetings, which in turn, encourages spontaneous research activities by faculty and students in the utilization of virtual and material contents available within. Students and staff appreciate the building renovations and enhancements that were completed in 2004. The pleasant environment is conducive to studying and the helpful staff makes the library a “third place” for harried users.

The library administration is responsible for providing and maintaining the appropriate technology for word processing and research. PC workstations, a copier and microfilm reader, projectors and a light table are available for student use. There is scanner connected to one of the PC’s.

- **An Assessment of Fiscal Resources**

The statistical report below illustrates the monetary challenges under which the library operates. Purchases are demand-driven to insure that the library collects items that are needed by the current
curriculum and pedagogical approaches. The library administration will try to explore alternative financing strategies with deans, other directors and the Office of the Provost.

The current salaries are considered commensurate with training and experience of a comparable position in the university. Under the university performance evaluation system, employees are rewarded for excellence in work, up to 2-4% of the base salary.

Appendix B: Facility/ Resource Data

Departmental Library LCNA Collection: 5,495 titles
Total Architecture Collection in Departmental Library: 27,810 volumes
Total Architecture Collection in University Libraries: LCNA 1,230 titles
Departmental Library Architecture Slides: 35,000 (est.)
University Library Architecture Slides: 0
Departmental Library Architecture Videos: 24
Staff in Dept. Library: 3
Number of Computer Stations: 8 (public)
Amount Spent on Information Technology: *
Annual Budget for Library Resources: $13,566.24
Per-Capita Financial Support Received from University: N/A
Private outside Monies Received by source: 0
Studio Area (Net Sq. ft): 19,170
Total Area (Gross Sq. ft): 68,000
*Information technology resources are provided by the University Library system. No specialized resources are offered at this time.

Staffing

<table>
<thead>
<tr>
<th>Types of Positions</th>
<th>(FTE's) AY 2009 (year before last)</th>
<th>(FTE's) AY 2010 (last year)</th>
<th>(FTE's) 2011 (this year)</th>
</tr>
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<tbody>
<tr>
<td>Librarians / VR Professionals (Degreed)</td>
<td>1</td>
<td>1</td>
<td>1 Also Social Work Librarian)</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>2</td>
<td>2</td>
<td>2 (1 also ILL Technician)</td>
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<tr>
<td>Clerks</td>
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<td></td>
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</tr>
<tr>
<td>Student Assistants</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>4</td>
<td>4</td>
<td>4.5</td>
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Appendix C. Statistics Report

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<th>Types of Collections</th>
<th>Number of Volumes or</th>
<th>Budget Year Before Last</th>
<th>Budget Last Year 2010</th>
<th>Budget This Year 2011</th>
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64
I.3. Institutional Characteristics

I.3.1. Statistical Reports

This section should include the statistical reports described in the 2009 Conditions.
### Howard University Architecture Program Report

**September 2011**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Fall 2009</th>
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<td><strong>Total Undergraduate Enrollment</strong></td>
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<td>School of Architecture</td>
<td>145</td>
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<tr>
<td><strong>Scoring Data (for B.Arch FTICs only)</strong></td>
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</tr>
<tr>
<td>25th Percentile SAT score for (FTIC) undergraduates</td>
<td>960</td>
</tr>
<tr>
<td>25th percentile ACT score for (FTIC) undergraduates</td>
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<tr>
<td>75th Percentile SAT score for (FTIC) undergraduates</td>
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<tr>
<td>75th percentile ACT score for (FTIC) undergraduates</td>
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<td><strong>Ethnicity/Race/Gender background of (B.Arch FTIC) Applicants</strong></td>
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</tr>
<tr>
<td>Total Males</td>
<td>83</td>
</tr>
<tr>
<td>Total Females</td>
<td>72</td>
</tr>
<tr>
<td>Total Males &amp; Females</td>
<td>155</td>
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<td><strong>Ethnicity/Race/Gender background of those (B.Arch FTIC) Admitted</strong></td>
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<td>Total Males</td>
<td>42</td>
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<tr>
<td>Total Females</td>
<td>40</td>
</tr>
<tr>
<td>Total Males &amp; Females</td>
<td>82</td>
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<tr>
<td><strong>Ethnicity/Race/Gender background of those (B.Arch FTIC) Enrolled</strong></td>
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<tr>
<td>Black Non-Hispanic Males</td>
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</tr>
<tr>
<td>Hispanic Males</td>
<td>1</td>
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<tr>
<td>Black Non-Hispanic Females</td>
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<td><strong>Graduates</strong></td>
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<td>Total Degrees (B.Arch) awarded last year (AY 2008-09)</td>
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<tr>
<td>Total Males</td>
<td>16</td>
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<tr>
<td>Total Females</td>
<td>9</td>
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<td><strong>Graduation Rate for B.Arch Students</strong></td>
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<tr>
<td>5-Year Rate for Fall 2001 Cohort</td>
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**Ethnicity/Race of Applicants not captured in Admission Cycle**

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<td>6-Year Rate</td>
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<td>51.9%</td>
<td>51.9%</td>
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<tr>
<td>5-Year Rate</td>
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<td>51.9%</td>
<td>38.1%</td>
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<tr>
<td>6-Year Rate</td>
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<td>47.6%</td>
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I.3.2. **Annual Reports**

The APR must include, in addition to the materials described in the 2009 Conditions, a statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Annual reports for the years 2008, 2009, 2010 are included here. The Annual Report Submission for the year 2011 and the certification from the university will be provided for the team visit March 2012.

**NAAB RESPONSE TO HOWARD UNIVERSITY**

**2008 ANNUAL REPORT**

Rec’d Date: December 5, 2008

Year of Next of Visit: 2012

**Section One:**

Checklist of required elements

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<th>Not Included</th>
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<tr>
<td>Part II Narrative Report</td>
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**Section Two:**

Assessment of Narrative Report

With some exception, the narrative included is the same as what was included in the 2007 Annual Report. The program is encouraged to reply accordingly to the NAAB Response by including appendix materials. In addition, please include the comments from the last VTR within your narrative.

**DEFICIENCIES**

Condition 3: Public Information

As previously reported, satisfied, no further reporting required.

Criterion 13.1 Speaking and Writing Skills

Further information and/or evidence of progress are needed. Although the report identifies that these skills are addressed across the curriculum, no evidence has been provided to demonstrate how these skills are introduced or whether students’ abilities are regularly evaluated.
Condition 13.9 Non-Western Traditions
Satisfied, no further reporting required

Criterion 13.10 National and Regional Traditions
Further information and/or evidence are needed as courses are revised. Inclusion of syllabi or other materials with the annual report is encouraged as this information can aid the reviewers in making a determination as to whether the condition has been met.

Criterion 13.4 Accessibility
Further information and/or evidence are needed as courses are revised. Inclusion of syllabi or other materials with the annual report is encouraged as this information can aid the reviewers in making a determination as to whether the condition has been met.

Criterion 13.20 Life Safety
Further information and/or evidence are needed as courses are revised. Inclusion of syllabi or other materials with the annual report is encouraged as this information can aid the reviewers in making a determination as to whether the condition has been met.

Criterion 13.25 Construction Cost Control
Further information and/or evidence are needed as courses are revised. Inclusion of syllabi or other materials with the annual report is encouraged as this information can aid the reviewers in making a determination as to whether the condition has been met. Although an area may be marked “satisfied, no further reporting required,” the next visiting team may include in its report its own assessment of the program’s response to the deficiency.

CAUSES OF CONCERN

Social Equity
The program is advised to continue reporting on its progress in this area. In the previous NAAB response, we requested details on the two faculty vacancies are filled in 2007-2008 and whether the hires were women.

Human Resources
The program is advised to continue reporting on its progress in this area with emphasis on the results of the search to fill the two faculty vacancies during 2007-2008. In addition, the program identifies a need to change the degree nomenclature from BArch to MArch. The program is strongly encouraged to consult with the NAAB to assist in this request and process.

Human Resource Development
The program is advised to continue reporting on this cause for concern as the new director and others within the college continue their efforts to create faculty development and research plans and to update the policy and procedure documents that govern the activities of the college and the university.

Physical Resources
The program is advised to continue reporting on the new interdisciplinary science and engineering complex to house the College of Engineering, Architecture and Computer Science.

Information
The program provided no update on developments for this cause of concern. The program is strongly encouraged to provide an update in the 2009 Annual Report.

CHANGES TO THE ACCREDITED PROGRAM
The program reports no changes.
1 June 2009
Special Program FE Report
Howard University
Bachelor of Architecture degree
Prepared by Edward Dunson and Bradford Grant

HOWARD UNIVERSITY
SCHOOL OF ARCHITECTURE & DESIGN
DEPARTMENT OF ARCHITECTURE
SPECIAL PROGRAM FOCUSED EVALUATION REPORT (2009)

In accordance with the NAAB 2006 VTR we are submitting the Focused Evaluation Report as requested. Since the receipt of the VTR in July 2006, the Department of Architecture has continued an on-going comprehensive critical review of the curriculum, and the outcomes based on student performance criteria of both the core and elective courses.

SECTION i (Response to items indentified in letter of Focused Evaluation)

The following summary statements are responses to the scope of the Focused Evaluation, as outlined in the NAAB letter to us dated April 16, 2009:

PUBLIC INFORMATION:

This area was cited in the NAAB Response to Howard University 2007 Annual Report” as “Satisfied, no further reporting required” (7/13/2007)

CRITERION 13.1 – SPEAKING AND WRITING SKILLS:

The emphasis on this criterion continues to be addressed as an integral part of the program of courses across the curriculum. Students are required to develop the ability to read, comprehend and present, both verbally and in written form course related assignments across the curriculum. The University foundation courses in English grammar and composition are adequate preparation. Emphasis is placed on students’ ability to develop, clear and effective writing skills coupled with knowledge of the mechanics and rules which govern formal writing presentations. The Thesis Prep course (Arch. 801) and Architecture History Survey courses (Arch.301, 302) emphasize proper technical writing and the necessity of providing source citation and attributions and proper research methods and mechanics.

Attached are syllabi from recent courses that state the writing assignments and requirements. Also attached are selected samples and summaries of upper division student writing assignments.

NON-WESTERN TRADITIONS:

This area was cited in the NAAB Response to Howard University 2007 Annual Report” as “Satisfied, no further reporting required” (1/13/2007)

CRITERION 13.10 – NATIONAL AND REGIONAL TRADITIONS:

Revisions to the core sequence of courses in History Survey I & II have been and/or expanded to incorporate and address issues raised. In addition, other core courses – Principles of Urban Design
(Arch. 651), Environment and Architecture (Arch. 003) have also been revised and/ or expanded to respond to the issues of National and Regional Traditions. The Design Studio sequence of projects does inform and challenge students’ understanding of the knowledge base referred to in the criterion. The specific courses noted have incorporated into the respective course syllabi the proper citations to address both national and regional traditions. The faculty has been directed to utilize the local context and architecture traditions where appropriate in course work. Field trips to regional sites are incorporated into beginning architecture classes.

Attached are syllabi from recent cited courses that incorporate issues of National and Regional Traditions into the course work, lectures and assignments.

CRITERION 13.14 – ACCESSIBILITY:

Coursework in the core sequence of Design Studio programs and projects, starting with Design III through Design VIII (Arch. 201,202,203,204,205) are constantly under review and updated to ensure that students develop the ability to respond to the issues addressed in the criterion, and have been incorporated into the Design courses noted.

Other core courses including Materials and Method I & II (Arch. 401,402), Programming (Arch. 901) and Construction Documents (Arch. 951) have also been under review and continue to be updated to ensure the ability of students to design buildings and sites to accommodate individuals with varying physical abilities. Design reference materials which meet industry standards e.g. Americans with Disabilities Act Accessibility Guidelines and the Fair Housing Accessibility Guidelines are available in the library as resource for students use. Lectures/ seminars/ workshops on the subject, complement the required classroom coursework.

Attached are syllabi from recent cited courses that incorporate issues of Accessibility into the course work, lectures and assignments. Also attached are selected examples of student work that illustrate the incorporation of the above criteria in their work.

CRITERION 13.20 – LIFE SAFETY:

Core courses in Construction Documents (Arch. 951), Materials and Methods I & II (Arch. 401,402), Environmental Systems I & II (Arch. 521,522) and the sequence of core courses in Design II through Design VIII (Arch. 200-206) have been constantly under review and/ or have been updated to address issues raised in the criterion. The Model Building Code such as the National Fire Protection Association Codes and the International Building Code are available as reference materials in the library, and are addressed in the courses noted above.

Attached are syllabi from recent cited courses that incorporate issues of Life Safety into the course work, lectures and assignments. Also attached are selected example of student work that illustrates the incorporation of the above criteria in their work.

CRITERION 13.25 – CONSTRUCTION COST CONTROL:

The course work in the following core courses has been reviewed and course syllabi have been updated to respond to issues raised by the criterion. The courses including Materials and Methods I & II (Arch. 404,402), Structures (Arch. 501,502), Environmental I & II (Arch. 521,522), Construction Documents (Arch. 951) and Programming (Arch. 901) address various aspects of construction cost control as part of course materials. The elective course work in Construction Management (Arch. 961) is being revised/ expanded to compliment the development of students' knowledge and understanding of fundamentals of building cost, life cycle cost and construction estimating.
Attached are syllabi from recent cited courses that incorporate issues of Construction Cost Control into the course work, lectures and assignments. Also attached are selected examples of student work that illustrate the incorporation of the above criteria in their work.

1 June 2009
Special Program FE Report
Howard University
Bachelor of Architecture degree
Prepared by Edward Dunson and Bradford Grant

SECTION ii (Summary of changes in the program)

The Department of Architecture is proposing a "Nomenclature Change" to change the title of the existing NAAB accredited Bachelor of Architecture, Five year first professional degree to the Master of Architecture, Five year first professional degree. We would not seek a major structural change to the existing curriculum, but modify, refine and strengthen the existing curriculum to address and respond to the NAAB concerns and issues in the implementation of the nomenclature change.

Our existing Bachelor of Architecture degree requires 171 credit hours. Bachelor degree outside of the Department of Architecture at Howard University require 120 – 130 credits with Master’s degree requiring an additional 30 – 36 credits. The credits hours for degrees outside of architecture add up to approximately the same amount of hours that the Bachelor of Architecture degree currently requires. Renaming the current B. Arch. to the M. Arch. would place the degree much more in line and give us parity with the other Masters degree offered by the University. The change in nomenclature would add value to the degree offered by Howard University, allowing our students to receive various recognition associated with the Master’s degree.

This proposal has been approved by the Department of Architecture, the School of Architecture and Design and the College of Engineering, Architecture and Computer Sciences at the University. We are now at the point of submitting the Nomenclature Change request to the University Provost (Chief Academic Officer) and for final University approval by the Board of Trustees. We see gaining University approval for the nomenclature change by Fall 2009 and advertising the new degree program during the 2009-2010 academic year for admission to the new program Fall 2010. The first class of the new M. Arch. Program would graduate in 2015.

After faculty review and discussion of the proposed new "Comprehensive Building Design Studio", the Department has chose not to develop the new course, but to integrate the elements of comprehensive design into the series of required support course and the progressive sequence of design studios as explained and illustrated in section i.

1 June 2009
Special Program FE Report
Howard University
Bachelor of Architecture degree
Prepared by Edward Dunson and Bradford Grant

COURSES OF CONCERN
(Not required/requested for the Focused Evaluation Report)

CONDITION 4 Social Equity

With the critical comprehensive review of the curriculum, the hiring of women and other faculty is a priority as the School seeks to fill vacant faculty positions in the program.

CONDITION 6 Human Resources

The search for a new Director is completed and the position has been filled as of July 1st 2007.

Under the leadership of the new Director, the position of Chairman for the Department of Architecture was completed in the Fall semester 2007.

For the academic year 2006 – 2007 two full-time faculty position were filled.

Plans for new faculty hires to advance and enrich the scholarly agenda of the School, will address the need to offer advance degree program options with multi inter-disciplinary faculty partnerships and promote research initiatives. The department curriculum committee has completed its report and notes specifically the need to change the degree nomenclature from BArch to MArch.

CONDITION 7 Humans Resource Development

With the new Director, the School plans to review and make appropriate changes to current policy which outlines both individual and collective opportunities for faculty and student growth and development. The Director is working to institute a focus on research consistent with the College’s directive on advance research and creative inquiry.

The by-laws of the College/ School Department and the document for appointment, promotion and tenure is under review both at the Department and School levels. This review is being conducted in concert with the review at the college level to meet a University wide directive to ensure that the documents are current.

CONDITION 8 Physical Resources

The rehabilitation of the building including, a new Central Heating Ventilation and Air Conditioning (HVAC) with Sprinkler and Fire Alarm Systems and new elevator system for the Mackey Building is complete. The rehabilitation also included replacement of ceilings and floor areas throughout the building. Selected instructional spaces have been upgraded with new tables and chairs.

-------------------------------------------------------------------------------------------------
July 27, 2010

Sidney A. Ribeau, Ph.D.
President
Office of the President
Howard University
2400 Sixth Street, NW
Washington, DC 20059

Dear President Ribeau:

After reviewing the *Focused Evaluation Program Report* submitted by the Howard University School of Architecture and Design as part of the focused evaluation of its Bachelor of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

The program also will not be required to report on these deficiencies as part of its Annual Report (AR) to the NAAB; however, the program should continue to provide a response to any other deficiencies listed in the most recent *Visiting Team Report* (VTR) and to report on any modifications made in the program that may change its adherence to the conditions for accreditation.

The next comprehensive visit for the Howard University Bachelor of Architecture program is scheduled for 2012 and will be subject to the 2009 *Conditions for Accreditation*.

If you have any questions regarding this matter, please contact the NAAB office.

Sincerely,

Wendy Omelas, FAIA
President

cc: Bradford C. Grant, AIA, NOMA, Interim Dean
Edward D. Dunson, Jr., AIA, NOMA, Chair
Frank Guillot, FAIA, Lead Reviewer
Michaele Pride, FAIA, Secondary Reviewer

Enc.
I.3.3. **Faculty Credentials**
The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]

- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

### Full-Time Faculty Registration/Professional Affiliations

<table>
<thead>
<tr>
<th>Name</th>
<th>AIA/RA</th>
<th>NOMA</th>
<th>NCARB</th>
<th>LEED AP/GA</th>
<th>APA</th>
<th>Registration State/Country</th>
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<tr>
<td>Chase</td>
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<tr>
<td>Claren</td>
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<td>DC</td>
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<tr>
<td>Dzidzienyo</td>
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I.4. Policy Review
The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the 2009 Conditions.

All documents listed in Appendix 3 of the 2009 Conditions will be placed in the Visiting team room.
II.1.1. Student Performance Criteria

The APR must include:

- A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.
- A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
  - Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
  - The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

NOTE: Elective courses are not to be included on the matrix.

Overview of the curriculum - Bachelor of Architecture

The undergraduate program is structured in a ten semester 5-year curriculum with the initial core semesters as a foundation of skills and knowledge, followed by the final semesters that provide opportunities for exploration and expansion through supportive professional elective courses are complemented by university general electives. The core semesters in the design studios coordinate with the required lecture/seminar courses. The courses of each core semester provide the parameters for the succeeding design studio. In the final semesters, students explore and broaden their individual interests and expertise through a final terminal studio, required and elective courses, within the department and in the University.

The professional required and elective courses of the curriculum are structured into six course sequences: communications/technology including structures, history/preservation, sustainability/environment, Theory, research and practice. The Design sequence is composed of ten required studio courses, one per semester.

The department believes that architecture and design are rigorous acts of creativity, research and scholarship and encourages a pluralistic intellectual environment in which diverse ideas can be investigated and tested.

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.
The program’s emphasis on a broad range of communication skills reflects the perspective that an architect must possess a variety of competencies to be able to compete successfully in the professional environment. The program emphasizes written & oral communications in its instruction and assessment in its design studio courses, its professional elective courses and its foundation core courses in English and Communications.

Students are required to take a number of general education courses in Humanities, Social Sciences and Natural Sciences which emphasize verbal and writing skills. The program in recognizing its diverse student body and its varying degrees of preparation in entering the program, the Department has placed an emphasis on the increased development of verbal and writing skills.

Preparing for and participating in design review processes encourages the development of proficiency in all of the communication skills. Writing is required in the Design Studio courses, Environmental Systems. Extensive writing is required in Elements of Architecture, Environment & Architecture, Language and Criticism, Public Issues and Architecture, History and Theory and Thesis Preparation.

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.

The eight design studio courses and the support courses are intended to provide progressive coordinated exposures to problem definition, analysis, and resolution. The design sequence is organized to present conditions and requirements of increasing complexity as the students move through the system. Early courses in Elements of Architecture, and Environment & Architecture followed by Programming, Urban Design, Public Issues and Architecture, Thesis Research, and final thesis presentations contribute to the students’ ability to relate problem elements so that they form a productive coherence.

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.

The two required first year courses in Design Communications, introduces students to freehand and technical drawing skills using a variety of media. There is an increasing emphasis on instruction in three-dimensional computer modeling. The Design Studio courses provide a continuing platform for the reinforcement and development of graphic skills. The second year courses, Computer Application in Architecture introduces students to the appropriate uses of computer technology in specifically architectural applications for research, formal design, and analytical processes, construction documentation, specifications writing, and business management applications.

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.

The Construction Documents, Materials and Methods, Structures, and Design courses allows students to learn appropriate methods of documenting building structures, environmental systems and envelope assemblies and to written specifications. Students are evaluated on the set of design development
drawings and are required to produce outline documentation for a specific project. Emphasis is placed on code compliance as well as on technical requirements.

**PRIMARY COURSE WITH EVIDENCE: ARCH 951 CONSTRUCTION DOCUMENTS**

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

The development of research skills begins in Elements of Architecture, Environment & Architecture, and Design I. Pre-design exercises in courses such as Programming, Urban Design, Thesis Preparation, and all levels of the design studios involve students in the research and documentation of issues respecting concept formulation. As they progress through the curriculum, the student learns to collect, analyze and relate discreet elements of problems such as the site, environmental requirements, circulation, codes and user needs gradually learning to integrate design with structural, environmental systems, and life safety considerations.

Courses in History and Theory provide the student with a critical framework through which the issues of fact and value that pertain to architectural production can be viewed, assessed, and acted on. Emphasis is therefore placed on the review and interpretation of architectural form, character, function, materiality, methods of construction, etc., with respect to environmental factors and social/cultural conditions.

Urban Design, Public Issues and Architecture, Language and Criticism, and design studio exercises provide students with opportunities for applying the lessons of history and theory in identifying the salient issues in the design task and interpreting those issues so that they form a coherent transformable relationship. Students are also encouraged to apply those theoretical ideas and historical perspectives in developing their designs at the levels of material application and tectonic expression.

**PRIMARY COURSE WITH EVIDENCE: ARCH 891 THESIS PREPARATION**

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

The teaching of design skills emphasizes principles and practices of formal composition. The studio’s design instructional emphasis builds upon the completion of design presentations and the study of principle design elements emphasizing design process that is grounded in constructs derived from interpretations of site conditions, formal, material, and tectonic precedents, theoretical positions, and intuitive insights. Students are encouraged to experiment aggressively in form making, applying reiterative cycles of formal conjecture and theoretically grounded analysis as a means of advancing their design ideas by continual critiques by assigned faculty and visiting critiques.

Emphasis is placed on encouraging students to critically consider the lessons of their own experiences in learning how architecture is perceived, interpreted, and valued. Contributing courses include Environment & Architecture, Elements of Architecture, History and Theory, Language of Criticism, and Programming. Building design ability involves being able to develop interior and exterior building spaces, elements, and components. The development of this capacity is seen as a consequence of previously discussed courses in the curriculum.

In addition, studio instruction places increased emphasis on developing the larger design ideas at the detail (tectonic) levels of design investigation. All of these abilities are developed concurrently with the Design Studio sequence, History and Theory, Elements of Architecture and Programming. Further development is supported by elective courses in Design Theory and Design process.

**PRIMARY COURSE WITH EVIDENCE: ARCH 202 DESIGN IV**
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.

The courses in History Survey, Public Issues in Architecture, Structures, Urban Design, Contemporary Issues in Architecture and other electives are significant contributions to acquiring this ability. The Design Studio Sequence provides the most effective opportunities for developing capacities in the appropriate selection of formal, material, and tectonic precedents.

**PRIMARY COURSE WITH EVIDENCE: ARCH 202 DESIGN IV**

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.

The first year of study offers courses in hand drawn and computer generated graphics and elemental composition. Design Communication I and II focus on developing two and three dimensional representation skills and understandings, introducing students to basic principles of two and three-dimensional composition, and to reawakening the student's ability to see. These courses are central to developing capacities that will be enhanced throughout the design sequence. Principles and systems of composition are referenced further in the History and Theory courses and in Language and Criticism. In the advanced computer course, students are exposed to the capabilities and uses of software programs in the conceptualization and presentation of architectural projects.

**PRIMARY COURSE WITH EVIDENCE: ARCH 202 DESIGN IV**

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.

Courses in History and Theory, and Language and Criticism provide the student with the perspective to view history not as sterile facts but as human activity and exposes students to the diverse Eastern, Western, Northern, and Southern hemispheres' intellectual and formal architectural traditions. The student establishes a broad coherent understanding of the evolutions in architectural theories and concepts; materials and methods of construction/assembly, responses to climatic conditions, etc. The program will implement a third History course, History and Theory III, to emphasize further a focus on contemporary architecture from around the world. To reinforce their understanding of the symbolic operations of built form and the accumulation of shared spatial memory, students take courses in the social dynamics of architecture through such courses as Urban Design, History of Architecture and Urbanism, Public Issues and Architecture, and Contemporary Issues in Architecture.

**PRIMARY COURSE WITH EVIDENCE: ARCH 301, 302 HISTORY & THEORY I,II**

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.

In Programming, Environment & Architecture, Public Issues and Architecture, Urban Design, Urban Design Case Studies, History and Theory, and the design sequence, students are required to examine and define the specific issues in architectural projects regarding physical ability, as well as functional terms. Criteria for the formal and spatial and organizational relationships in design projects are discussed.
and established in terms of their psychological, social, cultural and functional implications. Issues of public and private spatial sovereignty and the maintenance of individual and collective identity are discussed in relation to reported, observed, and anticipated individual and group behavior.

Courses in liberal studies which introduce students to these basic principles include Psychology, Sociology, Anthropology, Philosophy, Art Appreciation, Art History, Principles of Reasoning, Contemporary Issues and Problems in World Affairs, and the African-American Studies electives (African-American Literature, Pan-Africanism, Introduction to the Black Diaspora, Introduction to Afro-African American Studies, and Blacks in the Arts).

**PRIMARY COURSE WITH EVIDENCE:** ARCH 901 PROGRAMMING
**PRIMARY COURSE WITH EVIDENCE:** ARCH 301,302 ARCHITECTURE HISTORY I,II

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

Applied research methods are the primary focus and analysis, and program development and resolution for thesis project development. The scholarly and other modes of research are essential and primary to the final studio thesis/terminal project realized in the terminal semester.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 891 THESIS PREPARATION

**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 the 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.

Respective principles, methodologies, strategies and instruments of architectural programming are explored. The second and third year design studios program is provided by the faculty. The, 4th and 5th year design studios, students participate in program preparation, often with a surrogate client. Courses in Programming and the Public Issues and Architecture examine the architect’s interpretation of a client’s expression of needs and discuss the relationships between the architect, client, and users and goals formulation.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 901 PROGRAMMING

**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.
Through lectures and laboratory exercises in Materials and Methods, Structures, Programming, Principles of Site Design, Environmental Systems, Construction Documents and Design courses, the student is made aware of code requirements and is acquainted with building and equipment modifications required to accommodate human beings with varying physical abilities. Students are encouraged to understand accessibility requirements as defining social agreements to be considered at the conceptual level as another opportunity for poetic expression, and critical comment.

**PRIMARY COURSE WITH EVIDENCE: ARCH 201 DESIGN III**

**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.

Environment and Architecture courses establish foundation understandings in this area. Thereafter, all courses involve, in varying degrees, the investigation of this area of study. The relationship between architecture, built form and the environment is presented early in the student's education. Students are exposed to a series of interrelated courses that involve progressively complex and comprehensive investigations into the effects of building on the environment. These courses begin with the introductory required course; Environment & Architecture. Other required courses or professional electives that look at issues of sustainability and environmental impacts include: Structures, Environmental Systems, Site Planning, Site Design, and Tropical Architecture and Urbanism. Courses such as Urban Design, History and Theory, Public Issues and Architecture and Historic Preservation explore issues pertaining specifically to the conversation of natural and built resources to create healthful buildings and communities. The first year course, Environment and Architecture, provides the introduction to the principles governing the natural world. This introduction is reinforced in studio courses especially with regard to issues and principles of site design. Courses that deal with urban issues examine attitudes toward the natural world as they are shaped by the realities and mythologies of post-industrial urban cultures. In the History Survey and Theory courses, the response of architecture to climatic forces and natural laws throughout history are examined.

**PRIMARY COURSE WITH EVIDENCE: ARCH 522 ENVIRONMENTAL SYSTEMS II**

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

Site Design abilities begins with Elements of Architecture further explored in History and Theory, Programming, Materials and Methods, Structures, Thesis Preparation and in the Design sequence starting with the first design studio. This exposure is reinforced in the design studio sequence in which most design problems are located on real sites to allow students to visit, document, and analyze the environmental context as a part of design conceptualization. Emphasis is placed on developing the ability to frame the interpretation of these various site conditions so that they form a coherent intellectual construct that can be poetically and practically transformed.

**PRIMARY COURSE WITH EVIDENCE: ARCH 206 DESIGN VIII**

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

Students are also expected to understand life safety requirements in site and building design as they relate to egress requirements and selection processes for construction materials and building equipment. The examination of life safety issues, selection of construction materials, and building equipment are concentrated in the Material and Methods courses, Environmental Systems courses, and Design Studios beginning with Design III. Selection constraints and methods of handling materials and equipment and their impact on design form part of the discussions in Environmental Systems and the Structures.
Students are expected to understand the problems related to the use of hazardous and toxic materials in new and existing buildings. Indoor air quality and other toxic conditions that are hazardous to building occupants are explored in the Environmental Systems courses. The identification, assessment and removal of hazardous waste materials is an integral component of the site design as an integrated aspect of upper level building design studios. Students are also made aware of these issues as they relate to design decision making in Urban Design and Programming.

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

The focus to complete and realize a proficient design that brings together all aspects and comprehension of previous studies and applications is considered the culmination of the B Arch design studio sequence and is the component of the curriculum that unifies (both vertically and horizontally) the other discourses of the program at the prescribed time in the curriculum. All studios beginning with Design III require the student to execute comprehensive projects as defined by the problem statement to actualize the architectural solution. As students progress through the design sequence the complexity and comprehensiveness of the exercises increase in complement with the other courses in the curriculum.

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.

Students are made aware of the contemporary economic environment and Financial Considerations as a factor in architectural design and urban development. Construction Management, Economic Analysis, Programming, Materials and Methods provide the initial awareness building cost is followed by the Construction Documents course. The Professional Practice course and Materials and Methods provide the overview of the development process, including construction financing, investment potential and site acquisition. The collective exposures from Programming, Professional Practice, Design, Materials and Methods, Construction Documents, Economic Analysis and the Structures sequence, and the Environmental Systems courses enable students to consider the implications of cost, durability, and maintenance in their design decisions.
B. 8 Environmental Systems: *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Environmental Systems is a two-semester survey course of the systems that provide comfortable, safe, stimulating and sustainable environments for building occupants. Topics covered include environmental analysis, passive and active HVAC systems (climate modification), plumbing systems, waste management, vertical transportation, electrical systems, communication systems, life safety systems, lighting, and acoustics. Sustainability of energy resources are stressed throughout the curriculum. In the Environmental Systems and Structures courses, students are introduced to the relevant building codes. The examination of different codes is valuable because it assists the student in understanding the principles of building codes. Topics relevant to design studio projects are often reviewed in the technical courses to help students make the transition from theory to application. The structures and technology faculty are also available in the design studio to assist students with integration of appropriate structural, environmental, and life safety systems in the design projects.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 522 ENVIRONMENTAL SYSTEMS II

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.

Through the study sequence of courses in structures, the study of mathematics, statistics and strength of materials, are used to familiarize students with the principles of structures and structural behavior. They are introduced to the evolution and range of contemporary structures. Students become familiar with the selection and appropriate application of contemporary structural systems. Students are further introduced to these concepts in the following courses: Materials and Methods, Environmental Systems, and Construction Documents/Critical Design Documentation. The courses also make the students aware of the various building systems available to them and the appropriateness of one system over another depending on the nature of the space to be enclosed, the availability of materials and economy of construction. Understanding the basic theories of structures and the behavior of typical structural systems is introduced in the Structures courses and are expanded in the Design and Materials and Methods courses through the discussion of structural materials and systems. Through these courses, students gain an understanding of and appreciation for the judicious and effective conceptualization of structural systems.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 502 STRUCTURES II

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.

Understandings are developed regarding the principles, conventions, standards, applications, and restrictions associated with the manufacture and use of existing and emerging building envelope materials and assemblies and with their effect on the renewability of the environment. During the second year, students take the Materials and Methods course sequence which presents materials and their processes, examines how their performance is rated, and demonstrates their use in assemblies with other materials. Courses in Environmental Systems and Structures also expose the students to the behavior of building materials including those applied to building enclosures/envelope. The Material and Methods courses focus on the theory, history, and principles of material usage in architecture as well as on the tectonics of design through the detailed analysis of seminal architectural works with respect to how
materials selection and methods of application reflect their respective larger architectural ideas. Students use their current studio projects as vehicles for putting principles of material applications into practice.

**PRIMARY COURSE WITH EVIDENCE: ARCH 402 MATERIALS AND METHODS II**

**B. 11. Building Service Systems:** *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.

The ability to assess, select and integrate structural and environmental systems into building design begins in the third year. The student is made aware of integration requirements in the design process. In Design 5, 6, & 7 the student is required to continue to integrate structural, HVAC, environmental control systems, natural and artificial lighting; etc. into the conceptualization and development of their designs. In the structures II course, a major portion of the semester’s project is designed for students to select, and conceptually integrate structural systems and building envelope systems into building design. Students are made familiar with how building services and environmental systems are integrated through the selection of appropriate structural systems or sizing of structural members.

**PRIMARY COURSE WITH EVIDENCE: ARCH 522 ENVIRONMENTAL SYSTEMS II**

**B. 12. Building Materials and Assemblies:** *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.

Students are introduced to the knowledge and understanding of construction materials products in Materials and Methods I and II). Taken in the second year, the Methods and Materials course sequence which presents materials and their processes of manufacture, examines how their performance is rated, and demonstrates their use in assemblies with other materials. Courses in Environmental Systems and Structures also expose the students to the behavior of building materials. The Material and Methods courses focus on the theory, history, and principles of material usage in Architecture. Emphasis is also placed on the tectonics of design through the detailed analysis of seminal architectural works with respect to how materials selection and methods of application reflect their respective larger architectural ideas on environmental impact and reuse.

**PRIMARY COURSE WITH EVIDENCE: ARCH 402 MATERIALS AND METHODS II**

**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 multidisciplinary teams to successfully complete design projects.**

Students will have several opportunities during the eight semesters of design studios to work collaboratively through team projects, including courses in Environment and Architecture; the third year course, Principles of Urban Design; and the fourth year course, Public Issues and Architecture. Students
will generally work collaboratively in some aspect of a semester projects in design studios or in other courses in the curriculum, whether in building shared site models, developing of project programs or in research, studies and analysis in support of individual projects.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 202 DESIGN IV
**PRIMARY COURSE WITH EVIDENCE:** ARCH 204 DESIGN VI

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

The Programming and Thesis Preparation courses provide opportunities for students to demonstrate their ability to apply their understandings of human and environmental interrelationships in complex architectural/urban design inquiries. Environment & Architecture course in the students first year is the first opportunity to bring their individual experiences to bear on exploring the response of varying groups to their respective physical context. Students are encouraged to see the incorporation of lessons from liberal studies into their processes of design conceptualization as a way to architecture of ethical and civic implications. The formulation of design criteria, the interpretation of those criteria with respect to larger architectural and social issue, the formal response to those interpretations all subjected to the perspectives gained in liberal studies courses in the social sciences.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 901 PROGRAMMING
**PRIMARY COURSE WITH EVIDENCE:** ARCH 891 THESIS PREPARATION

**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.

The courses in Professional Practice, Public Issues in Architecture and Programming and a number of the studios in the design sequence exposes students to the role of client in practice of the architectural profession. This includes the ability for clear, concise and effective communication with the client issues of ethics, contracts, programming, project coordination, performance criteria, fiscal management, understanding of the role of the architect in society, the process of dealing with clients and other professionals within the construction process. The courses also aid in students’ understanding of the methods of decision making and communication within the practice of architecture.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 751 PROFESSIONAL PRACTICE

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

The course in Professional Practice formally addresses these issues Project Management. The Courses in Programming, Professional Practice and Construction Management provide methodologies for coordination of the project team. Students are exposed to project process including design, design documentation, financial management, and information storage and retrieval. As required by the integrative focus of the program, the other required professional courses each include appropriate discussions of practice issues.

**PRIMARY COURSE WITH EVIDENCE:** ARCH 751 PROFESSIONAL PRACTICE

**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.

The Professional Practice course addresses in detail, issues and concepts of contract negotiation, office organization, management and personnel relationships, financial management, and other activities
surrounding the practice and business of architecture. Students are expected to gain an understanding of the architect’s ethical and legal responsibility for public health, safety and welfare. Student awareness of issues important to the practice of architecture results from a variety of educational and professional exposures provided by the academic program.

PRIMARY COURSE WITH EVIDENCE: ARCH 751 PROFESSIONAL PRACTICE

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

Beginning in the freshman year with a course in Environment and Architecture through the upper years with courses in Professional Practice, Construction Management, Public Issues in Architecture, History Surveys, Design, Urban Design, Case studies, Construction Documents, Programming and supported by other professional elective courses, the combination of information from the courses combine to expose students to understanding the need for the architect’s leadership in the building design and construction process and on issues of growth development and aesthetics in their communities. This knowledge is further re-enforced by sponsored lectures by accomplished architects, planners, developers and policy makers.

PRIMARY COURSE WITH EVIDENCE: ARCH 751 PROFESSIONAL PRACTICE

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.

Students are required to demonstrate an awareness of the relevance of the laws concerning professional registration, professional service contracts, and the formation of design firms and other legal entities. Architectural registration is discussed in Professional Practice and Intern Development Program (IDP). Precedents establishing legal cases that affect the practice of architecture are addressed as well. Students are also made aware of various aspects of the law through Design studio exercises that require conformance to codes and subdivision ordinances, environmental regulation, historic preservation laws and accessibility laws. Professional practice and Construction Management exposes students to the legal responsibilities of the architect during the construction phases and also introduces the student to legal aspects of the practice of architecture. Precedents establishing legal cases that affect the practice of architecture are addressed in appropriate causes as Public Issues and Architecture, Professional Practice and Construction Management.

PRIMARY COURSE WITH EVIDENCE: ARCH 751 PROFESSIONAL PRACTICE

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

A primary focus of the Howard program involves the investigation of the relationship between built form as a technical/material achievement and building as an aesthetic, symbolic, and political activity. This involves more than the understanding and application of measurable regulatory requirements, or responding to predictable societal norms. Courses in Professional Practice and Public Issues and Architecture address issues of ethics and professional judgment. Students are encouraged to see the relationship between building as a material act and building as a civic action as a continuing question to be explored through the evolving theoretical, philosophical, and practical ideas in the current critical discourse. Students are expected to gain an understanding of the architect's ethical and legal responsibility for public health, safety, and welfare, property rights, building codes, zoning and subdivision, accessibility and other factors affecting building design, construction, and architectural
practice. Issues important to the practice of architecture are made aware to the student through a variety of educational and professional exposures provided in the academic program. Lectures, classroom and studio exercises, seminars, field trips, jury presentations and reviews, are additional means by which awareness and understanding is gained.

**PRIMARY COURSE WITH EVIDENCE: ARCH 751 PROFESSIONAL PRACTICE**

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*

Community and Social Responsibility is an inherent part of the focus of the program at Howard University. The responsibility to work in the public interest in service to and with the intent to improve the quality of life for our immediate as well as our global constituents is a natural response that both the faculty and students share. The design studio and the students own choices of final studio projects, directed and independent studies, Public Issues & Architecture other extra-curricular activities are soundly grounded. To ensure that these ideas are exposed to all students as part of the curriculum the courses in thesis preparation and the design studios stand out.

**PRIMARY COURSE WITH EVIDENCE: ARCH 701 PUBLIC ISSUES & ARCHITECTURE**
**PRIMARY COURSE WITH EVIDENCE: ARCH 891 THESIS PREPARATION**

**Student Performance Matrix**

Please see the following SPC Matrix
I.2. Curricular Framework

II.2.1. Regional Accreditation
The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

The most recent letter affirming Howard University is fully accredited by the Middle States Association of Colleges and Schools/Commission on Higher Education will be made available for review by the NAAB and the NAAB Visiting Team.

II.2.2. Professional Degrees and Curriculum
The APR must include the following:

- Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.
- An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.
- Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.
- A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.
- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.
- A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.

Professional Degree and Curriculum: The school of Architecture and Design offers through the Department of Architecture the five-year first professional degree accredited program, leading to the Bachelor of Architecture.

Bachelor of Architecture (171 Credit Hours): The five-year accredited professional degree program fulfills the educational requirements for professional registration. The undergraduate program in Architecture, emphasizes student competence in design inquiry/research, architectural history, human behavior and environment, technical systems, computer usage, professional practice and complemented by elective courses in general/liberal studies education-- natural sciences, humanities and social sciences. Awareness of these areas provides the student with fundamental communication skills through critical thinking, conflict resolution, visual areas of study, literacy and the knowledge of forces that shape magnificence societal and human affairs, as well as the impact of new technologies in an ever-changing world.

Students seeking the professional Bachelor of Architecture degree must complete a minimum of 171 credits. The general and detailed curriculum is shown below with course credit hours on the right. A List of all Architecture course descriptions is noted below.

Required minimum number of credit hours per semester

Bachelor of Architecture - Five Year Professional Degree Program

<table>
<thead>
<tr>
<th>Freshmen 1st Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Freshman</td>
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<td>17</td>
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<tr>
<td>2. Sophomore</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>3. Lower Junior</td>
<td>18</td>
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<tr>
<td>4. Upper Junior</td>
<td>17</td>
<td>17</td>
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<tr>
<td>5. Senior</td>
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### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-006 College Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>Engl-002 English I</td>
<td>3</td>
</tr>
<tr>
<td>Arch-003 Environment Arch</td>
<td>3</td>
</tr>
<tr>
<td>Arch-150 Design Comm. I</td>
<td>3</td>
</tr>
<tr>
<td>General /Liberal Studies (core)</td>
<td>3</td>
</tr>
<tr>
<td>Health/Phys Ed</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-007 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Engl-003 English II</td>
<td>3</td>
</tr>
<tr>
<td>Arch-011 Elements of Arch</td>
<td>3</td>
</tr>
<tr>
<td>Arch-151 Design Comm. II</td>
<td>3</td>
</tr>
<tr>
<td>General /Liberal Studies (core)</td>
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<tr>
<td>Health/Phys Ed</td>
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<td><strong>Total</strong></td>
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</table>

### Sophomore 2nd Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Arch-199 Design I</td>
<td>6</td>
</tr>
<tr>
<td>Arch-401 Materials &amp; Methods I</td>
<td>3</td>
</tr>
<tr>
<td>Arch-301 Architectural Hist Surv. I</td>
<td>3</td>
</tr>
<tr>
<td>Phys-008 Physics for Architects</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch-200 Design II</td>
<td>6</td>
</tr>
<tr>
<td>Arch-302 Architectural Hist Surv. II</td>
<td>3</td>
</tr>
<tr>
<td>Arch-402 Materials &amp; Methods II</td>
<td>3</td>
</tr>
<tr>
<td>Arch-511 Computer Appl. in Architecture</td>
<td>3</td>
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<tr>
<td>General /Liberal Studies (core)</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

### Sophomore 3rd Year (Lower Junior)

#### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch-201 Design III</td>
<td>6</td>
</tr>
<tr>
<td>Arch-521 Environmental Systems I</td>
<td>3</td>
</tr>
<tr>
<td>Arch-501 Structures I</td>
<td>3</td>
</tr>
<tr>
<td>Arch-901 Programming</td>
<td>3</td>
</tr>
<tr>
<td>Arch-Professional Elective</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch-202 Design IV</td>
<td>6</td>
</tr>
<tr>
<td>Arch-651 Principle of Urban Design</td>
<td>3</td>
</tr>
<tr>
<td>Arch-522 Environmental Systems II</td>
<td>3</td>
</tr>
<tr>
<td>Arch-502 Structures II</td>
<td>3</td>
</tr>
<tr>
<td>Arch-Professional Elective</td>
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<tr>
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</tbody>
</table>

### Junior 4th Year (Upper Junior)

#### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch-203 Design V</td>
<td>6</td>
</tr>
<tr>
<td>Arch-951 Construction Documents</td>
<td>3</td>
</tr>
<tr>
<td>Arch-Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td>Arch-Professional Elective</td>
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</tr>
<tr>
<td>General /Liberal Studies</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Arch-204 Design VI</td>
<td>6</td>
</tr>
<tr>
<td>Arch-701 Public Issues &amp; Arch.</td>
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<tr>
<td>Arch-Professional Elective</td>
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<td>Arch-Professional Elective</td>
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<tr>
<td>General /Liberal Studies</td>
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### Senior 5th Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Arch-205 Design VII</td>
<td>Arch-206 Design VIII (Thesis)</td>
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<td>6</td>
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<tr>
<td>Arch-891 Thesis Preparation</td>
<td>Arch-751 Professional Practice</td>
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<td>3</td>
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<tr>
<td>Arch-Professional Elective</td>
<td>Arch-Professional Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Arch-Professional Elective</td>
<td>General /Liberal Studies</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General /Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>18</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 171

**General Studies Core and Elective Courses (non-architecture courses)**

45 Semester-Credit-Hour Minimum

**Required courses with other than architectural content:**

- Required General Core Courses (20 Credit Hours)
  - College Algebra - 3
  - English I & II - 6
  - Pre-Calculus - 4
  - Health and Physical Education I & II - 2
  - Physics for Architects - 5

**Elective courses with other than architectural content**

- General Electives (25 Credit Hours)
  - Afro American Studies,
  - Humanities,
  - Social Services,
  - Natural Sciences

**Total General (non-architecture) Studies**

45 Semester-Credit-Hours (Minimum)

**Professional Studies Architecture Courses**

**Required Courses With Architectural Content**

- Environment and Architecture - 3
- Elements of Architecture - 3
- Programming - 3
- Design Communication I, II - 6
- Computer Applications in Architecture - 3
- Architectural History Survey I & II – 6
- Materials and Methods I, II - 6
- Environmental Systems I, II - 6
- Structures I, II - 6
- Construction Documents - 3
- Principles of Urban Design - 3
- Public Issue and Architecture - 3
- Professional Practice - 3
- Thesis Preparation - 3
Professional Elective courses with architectural content

History
ARCH-303  History and Theory III (3 crs.)
ARCH-311  South Asia Architecture and Art, (Elective) (3crs)
ARCH-350  Survey Contemporary Architecture & Theory (Elective) (3 crs.)
ARCH-360  Modern Architecture: Black Architecture. (Elective) (3 crs.)
ARCH-669  Islamic Architecture & Urbanism, (Elective) (3 crs.)

Design
ARCH-664  Black city: the Other and the City, (Elective) (3 crs.)
ARCH-809  Explorations in Architecture, (Elective) (2 crs.)
ARCH-807  Site: Design & Principles, (Elective) (3 crs.)

Theory
ARCH-809  Explorations in Architecture, (Elective) (2 crs.)
ARCH-015  Language of Criticism of Art and Architecture (Elective) (3 crs.)
ARCH-219  Contemporary Issues in Architecture (Elective) (Elective) (3 crs.)
ARCH-321  Kahn: Theory of Tectonics, (Elective) (3 crs.)
ARCH-912  Meaning and Symbolism in Architecture (Elective) (3 crs.)

Technology (Tech)
ARCH-503  Structures III (Structural Innovations) (3 crs.)
ARCH-504  Structural Innovations (Elective) (3 crs.)
ARCH-952  Construction Document II (3 crs.)

Communications (Comm)
ARCH-909  Advanced Delineation, (Elective) (3 crs.)
ARCH-513  Advanced Computer Applications Lec/Lab, (Elective) (3 crs.)
ARCH-515  Imagineering Design for Entertainment, (Elective) (3 crs.)

Practice (Prac)
ARCH-406  Economic Analysis, (Elective) (3 crs.)
ARCH-650  Urban Housing Seminar, (Elective) (3 crs.)
ARCH-652  Urban Design Case Studies, (Elective) (3 crs.)
ARCH-656  Introduction to Community Planning, (Elective) (3 crs.)
ARCH-660  Urban Housing Case Studies (Elective), (Elective) (3 crs.)
ARCH-753  The Anatomy of Black Architectural Practice, (Elective) (3 crs.)
ARCH-998  Internship, (Elective) (3 crs.)
ARCH-755  The (FAB) Collaborative: Freelon, Adjaye, Cook, (Elective) (3 crs.)

Research
ARCH-560  Building Types Research, (Elective) (3 crs.)
ARCH-803  Independent Study, (Elective) (3 crs.)
ARCH-811  Directed Studies, (Elective) (3 crs.)

Historic Preservation
ARCH-308  Historic Preservation: Documentation (Elective) (3 crs.)
ARCH-305  Principles of Historic Preservation and Documentation (Elective) (3 crs.)
ARCH-823  New Architecture in Historic Districts, (Elective) (3 crs.)
Sustainability
ARCH-550 Infrastructure Design & Development, (Elective) (3 crs.)
ARCH-602 Landscape Architecture and Design (Developing Countries), (Elective) (3 crs.)
ARCH-961 Construction Management, (Elective) (3 crs.)
ARCH-662 Tropical Architecture and Urbanism, (Elective) (3 crs.)
ARCH-663 Tropical Architecture and Urbanism (Case Study Seminar), (Elective) (3 crs.)
ARCH-824 Waterfronts: Des & Sustain, (Elective) (3 crs.)

Elective minors or concentrations

There are additional professional electives available to broaden the program curriculum to allow for diverse interests within and outside of the program and to allow for minors or areas of concentrations. (See the following DIAGRAM of the Architecture Department’s five-year first professional degree) The university stipulates that a minimum 15 credit hours be allocated in an area of specialty to qualify as a minor. A minor is not an official designation for the BArch Degree the value of pursuing Minors and concentrations is encouraged. Areas of possible concentrations and/or minors are in the areas noted below are adaptable to the architecture program though its slots in professional elective choices:

• Construction Management
• Historic Preservation
• Urban Design
• Sustainability
• Interior Design
• Digital Design
• Development/Real Estate

Minors/concentrations offered external to the program are available in other schools of the university and include:

• Entrepreneurship: Managed by the School of Business, the requirements for an entrepreneurship minor represent a mix of standard coursework and experiential learning opportunities (electives).
• Community Development: the interdisciplinary Minor in Community Development is an interdisciplinary program intended to provide the student with the knowledge, tools, and practical experience to play a proactive role in community revitalization processes in cities throughout the world.
• Caribbean Studies: the interdisciplinary minor in Caribbean Studies is an interdepartmental, integrative curriculum designed to promote a comprehensive study of the complex societies of the multi-linguistic region of the Caribbean.

The following Bachelor of Architecture curriculum degree diagram is the published Architecture Department’s five-year first professional degree accredited program, leading to the degree B Arch. The professional electives noted in the right most column represent the opportunities in the program for students to broaden their experience and to look toward concentrations within the curriculum scheme.
### Year 2 - 20 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH 210</td>
<td>Architectural Design</td>
<td>6</td>
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<tr>
<td>PHYS 204</td>
<td>Physics</td>
<td>5</td>
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<tr>
<td>ARCH 230</td>
<td>History Survey I</td>
<td>3</td>
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<tr>
<td>ARCH 240</td>
<td>Materials and Methods I</td>
<td>3</td>
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<td>SPRING</td>
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### Year 3 - 20 Credits

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<td>ARCH 310</td>
<td>Architectural Design II</td>
<td>6</td>
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<tr>
<td>ARCH 330</td>
<td>History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 340</td>
<td>Materials and Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 350</td>
<td>Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 360</td>
<td>General Ecology</td>
<td>3</td>
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### Year 4 - 20 Credits

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<tr>
<td>ARCH 410</td>
<td>Architectural Design III</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 420</td>
<td>Principles of Urban Design</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 430</td>
<td>Structural I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 440</td>
<td>Programming</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 450</td>
<td>Cultural History</td>
<td>3</td>
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### Year 5 - 14 Credits

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</thead>
<tbody>
<tr>
<td>ARCH 510</td>
<td>Architectural Design IV</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 520</td>
<td>Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 530</td>
<td>Practice and Principles</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 540</td>
<td>General Ecology</td>
<td>3</td>
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<tr>
<td>SPRING</td>
<td></td>
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</tbody>
</table>

### Total Credits: 138

**Diagram of the Architecture Department’s five-year first professional degree**

A list of off-campus programs, description of facilities and resources, course requirements, and
length of stay:

N/A

II.2.3. Curriculum Review and Development

The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

Curriculum review is an ongoing process in the Department of Architecture and is typically generated by charges from the chair through the curriculum committee plus through faculty discussions, student interactions, and changes in the conditions of accreditation and curriculum adjustments. The curriculum committee for the architecture program consists of an elected group of faculty but is open to all full-time faculty and is usually well represented by a high percentage of faculty members.

Curriculum issues are placed on the agenda of regular faculty meetings for discussion by the entire faculty. If needed, the chair appoints focus committees of a smaller and more directly involved group of faculty. The curriculum committee as well as the other standing committees of the department regularly report progress as part of the regular faculty meeting. The faculty discusses the proposals presented and, if necessary, makes suggestions for further studies, discussion, or discussion along with the student representatives. The department chair may suggest focus groups be established if more specific input from students or others as required.

Finalized curriculum proposals are voted on by all faculty forwarded to the full faculty of the department then forwarded to the school before forwarding to the Provost for approval. Discussions and changes to the curriculum since the last accreditation have focused on core course content, array and content of electives, and most recently by discussions in response to the 2009 NAAB Conditions... Another change in progress is the on-going review of the sequence and content of classes in design studio and their relationship to the overall curriculum. At the time that this report is being written, curriculum committee is still discussing additional curriculum formats as well as the restructuring of the school within the college. A committee report will be submitted for review, a diagram of the proposed restructuring is attached below.

Part of the School’s long-range plans is to increase curriculum professional programs through concentrations and/or minors with the addition of a 4+1 curriculum. (A diagram of the proposed additional format to complement the accredited 5-year degree is attached below.) The curriculum committee along with focus faculty groups of design, technology, computers and history /theory all is focused on the planning and implementation of the changes in the departments and schools new offerings. The committee is composed of all fulltime and tenured faculty and with the focus groups the entire faculty is represented.

The faculty has worked since the 2006 accrediting visit to formulate change in our offerings and to enhance our accredited degree. The department forwarded a request to the office of the provost for a nomenclature change for the accredited first professional degree offered by the department to change from the BArch to the MArch degree. That proposal is awaiting the final decision of the provost. The nomenclature change was the initial part of the faculty’s efforts along with the idea to expand and develop synergy and collaborations with units in art, business and engineering to broaden our focus have been slowed somewhat by the university’s PCAR and Academic renewal process but in some ways this intervention has served to more clearly focus our planning.

(See the documents attached below : the nomenclature proposal as well as the schools and departments proposal to restructure within the college including a series of collaborative concentrations in the engineering and computer technology and in design and in the arts with other units in the university).
II.3. Evaluation of Preparatory/Pre-professional Education
The APR must include the following:

- A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record (See also I.2.1).

- If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.] See January 18, 2010 Explanatory Memorandum from the NAAB for additional information for completing this section of the APR. It is posted at www.naab.org.

N/A

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The statement is available on the Schools website, at http://www.howard.edu/ceacs/departments/Architecture/degreeprograms.htm

The school website is has been scheduled for an upgrade and all updates will be posted once the university approves the new website upgrades.

II.4.2. Access to NAAB Conditions and Procedures

The NAAB Conditions and Procedures are scheduled to be made available as downloads from the upgraded school website once the university approves the new website upgrades. New students and new faculty are made aware of the Conditions and procedures during orientation and is iterated in several courses during the student’s course of study beginning with the first year introductory course until the fifth year practice course. New faculty is informed by the Chair of the department.

II.4.3. Access to Career Development Information

Access to career development information will be made available when the scheduled upgrade to the school website is approved. The departments newly installed careers services will be posted on the upgraded school website and will complement the current college student services offerings posted on the college website at http://www.howard.edu/ceacs/SERVICES/index.html. Career service information, is currently available on the university website at http://www.howard.edu/careerservices/. In addition the collateral organization websites will also be linked on the upgraded school website, including NCARB.org, AIA.org, NOMA.net, AIAS.org, and ACSA-ARCH.org.

II.4.4. Public Access to APRs and VTRs

The school will make available downloads from the school’s upgraded website all NAAB accrediting reports.

II.4.5. ARE Pass Rates

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public. ARE Pass Rates will be made available for download from the school’s upgraded website.
Part Three.  Progress Since Last Site Visit

This page is left blank intentionally.
1. **Summary of Responses to the Team Findings [Year]**

A. **Responses to Conditions Not Met**

**Condition 3, Public Information**

**Comment from previous VTR [2006]**

Howard University’s Undergraduate Bulletin 2000-02 was the last printed catalog published by the university. This document was in use at the time of the 2003 NAAB visit but is no longer in circulation. Since that visit, all interested parties have been referred to the university’s Web site, www.howard.edu/ccecs/departments/architecture/admissions.htm. The Web site must now be updated again to reflect the exact language found in the 2005 Appendix A.

**Response from Program [2011]**

This area was cited in the NAAB Response to Howard University 2007 Annual Report” as "Satisfied, no further reporting required" (7/13/2007)

13.1 **Speaking and Writing Skills**

**Comment from previous VTR [2006]**

While there are an extensive number of composition assignments integrated into the curriculum, formal writing assignments by the students showed uneven ability to write effectively and clearly. Most notably, there are problems with grammar and sentence construction in the work of upper-level students, including thesis-preparation documents.

There is also concern that students do not always thoroughly cite their sources and there is some obvious neglect on the part of students to use full notation when quoting material.

Students are articulate speakers, however, and acquit themselves well when giving public comments.

**Response from Program [2011]**

The emphasis on this criterion continues to be addressed as an integral part of the program of courses across the curriculum. Students are required to develop the ability to read, comprehend and present, both verbally and in written form course related assignments across the curriculum. The University foundation courses in English grammar and composition are adequate preparation. Emphasis is placed on students’ ability to develop, clear and effective writing skills coupled with knowledge of the mechanics and rules which govern formal writing presentations. The Thesis Prep course (Arch. 801) and Architecture History Survey courses (Arch. 301, 302) emphasize proper technical writing and the necessity of providing source citation and attributions and proper research methods and mechanics.

13.9 **Non-Western Traditions**

**Comment from previous VTR [2006]**

Although some knowledge of non-Western architecture and urban design is gained through focused study of specific places for precedent analysis in the studio courses and there is some exposure to pre-Columbian and pre-16th-century Islamic architecture, this material is a marginal component of the curriculum.

Despite an excellent course offering in Tropical Architecture as an elective, this material is not a part of the core required curriculum.
Response from Program [2011]:
This area was cited in the NAAB Response to Howard University 2007 Annual Report" as "Satisfied, no further reporting required" (1/13/2007)

13.10 National and Regional Traditions
Comment from previous VTR [2006]

This criterion is not met. Within several courses in the required core curriculum, there are several opportunities to learn about national heritage in architecture. There is little to no exposure to vernacular architecture traditions or material culture studies of U.S. regional architecture.

Response from Program [2011]:
Revisions to the core sequence of courses in History Survey I & II have been and/ or expanded to incorporate and address issues raised. In addition, other core courses - Principles of Urban Design (Arch. 651), Environment and Architecture (Arch. 003) have also been revised and/ or expanded to respond to the issues of National and Regional Traditions. The Design Studio sequence of projects does inform and challenge students’ understanding of the knowledge base referred to in the criterion. The specific courses noted have incorporated into the respective course syllabi the proper citations to address both national and regional traditions. The faculty has been directed to utilize the local context and architecture traditions where appropriate in course work. Field trips to regional sites are incorporated into beginning architecture classes.

13.14 Accessibility
Comment from previous VTR [2006]

Evidence of the students' ability to design buildings and sites to accommodate individuals with physical disabilities was missing. While an understanding of this concept is clear in the work presented, there is inconsistent evidence of ability. Students should be directed to design reference criteria commonly used in the industry such as the Americans with Disabilities Act Accessibility Guidelines and the Fair Housing Accessibility Guidelines as appropriate references.

Response from Program [2011]:
Coursework in the core sequence of Design Studio programs and projects, starting with Design III through Design VIII (Arch. 201,202,203,204,205) are constantly under review and updated to ensure that students develop the ability to respond to the issues addressed in the criterion, and have been incorporated into the Design courses noted.

Other core courses including Materials and Method I & II (Arch. 401,402), Programming (Arch. 901) and Construction Documents (Arch. 951) have also been under review and continue to be updated to ensure the ability of students to design buildings and sites to accommodate individuals with varying physical abilities. Design reference materials which meet industry standards e.g. Americans with Disabilities Act Accessibility Guidelines and the Fair Housing Accessibility Guidelines are available in the library as resource for students use. Lectures, seminars, workshops on the subject, complement the required classroom coursework.

13.20 Life-Safety
Comment from previous VTR [2006]
Life safety in the design of buildings includes knowledge of model building codes, such as the National Fire Protection Association codes and the International Building Code. This criterion is targeted to the understanding of code principles and life safety in building design with particular emphasis on principles of egress. Primary evidence meeting this criterion was not found.

Response from Program [2011]:
Core courses in Construction Documents (Arch. 951), Materials and Methods I & II (Arch. 401,402), Environmental Systems I & II (Arch. 521,522) and the sequence of core courses in Design II through Design VIII (Arch. 200-206) have been constantly under review and or have been updated to address issues raised in the criterion. The Model Building Code such as the National Fire Protection Association Codes and the International Building Code are available as reference materials in the library, and are addressed in the courses noted above.

13.25 Construction Cost Control
Comment from previous VTR [2006]
Evidence of student performance that met this criterion was not apparent in sufficient quantity.

Response from Program [2011]:
The course work in the following core courses has been reviewed and course syllabi have been updated to respond to issues raised by the criterion. The courses including Materials and Methods 1& II (Arch. 404,402), Structures (Arch. 501,502), Environmental I & II (Arch. 521,522), Construction Documents (Arch. 951) and Programming (Arch. 901) address various aspects of construction cost control as part of course materials. The elective course work in Construction Management (Arch. 961) is being revised, expanded to compliment the development of students’ knowledge and understanding of fundamentals of building cost, life cycle cost and construction estimating.

B. Responses to Causes of Concern

CONDITION 4 Social Equity
Comment from previous VTR [2006]

Response from Program [2011]:
With the critical comprehensive review of the curriculum, the hiring of women and other faculty is a priority as the School seeks to fill vacant faculty positions in the program.

CONDITION 6 Human Resources
Comment from previous VTR [2006]

Response from Program [2011]:
The search for a new Director is completed and the position has been filled as of July 1st 2007. Under the leadership of the new Director, the position of Chairman for the Department of Architecture was completed in the Fall semester 2007. For the academic year 2006 - 2007 two full-time faculty position were filled.

Plans for new faculty hires to advance and enrich the scholarly agenda of the School, will address the need to offer advance degree program options with multi inter-disciplinary faculty partnerships and promote research initiatives. The department curriculum
committee has completed its report and notes specifically the need to change the degree nomenclature from BArch to MArch.

CONDITION 7 Humans Resource Development
Comment from previous VTR [2006]

Response from Program [2011]:
With the new Director, the School plans to review and make appropriate changes to current policy which outlines both individual and collective opportunities for faculty and student growth and development. The Director is working to institute a focus on research consistent with the College's directive on advance research and creative inquiry.

The by-laws of the College School Department and the document for appointment, promotion and tenure are under review both at the Department and School levels. This review is being conducted in concert with the review at the college level to meet a University wide directive to ensure that the documents are current.

CONDITION 8 Physical Resources
Comment from previous VTR [2006]

Response from Program [2011]:
The rehabilitation of the building including, a new Central Heating Ventilation and Air Conditioning (HVAC) with Sprinkler and Fire Alarm Systems and new elevator system for the Mackey Building is complete. The rehabilitation also included replacement of ceilings and floor areas throughout the building. Selected instructional spaces have been upgraded with new tables and chairs.

CONDITION 9 Information Resources
Comment from previous VTR [2006]

Response from Program [2011]:
The following summary statements highlight activities which address the provision of information services that promote research skills and critical thinking necessary for professional practice and learning. The Howard University Library system is considering the implementation of an online image database in support of the research and learning of students and faculty dependent upon image collections such as the Department of Architecture & Design. The library has previously embedded three-information literacy sessions available for use in courses offered within the department.

To maximize student understanding and learning, as well as ensure student utilization of library resources and services, the librarian and the department’s library committee are looking at ways to align faculty and support the incorporation of Web 2.0 technologies within the curriculum offerings. Information Literacy Sessions continue to be provided to students and faculty in a number of topic areas:
- Introduction to Architecture Library Resources and Service,
- Library tour of physical facility;
- introduction to Sterling; how to access e-reserves;
- library policy;
Publishing of Guide to the Architecture Library as a tool in orientation required for all freshman and Transfer Architecture majors is also a subject of the department’s goal to continue to emphasize use of the library in support of learning.
2. Summary of Responses to Changes in the NAAB Conditions

The Department of Architecture is proposing a "Nomenclature Change" to change the title of the existing NAAB accredited Bachelor of Architecture, Five year first professional degree to the Master of Architecture, Five year first professional degree. We would not seek a major structural change to the existing curriculum, but modify, refine and strengthen the existing curriculum to address and respond to the NAAB concerns and issues in the implementation of the nomenclature change.

Our existing Bachelor of Architecture degree requires 171 credit hours. Bachelor degree outside of the Department of Architecture at Howard University require 120 - 130 credits with Master's degree requiring an additional 30 - 36 credits. The credits hours for degrees outside of architecture add up to approximately the same amount of hours that the Bachelor of Architecture degree currently requires. Renaming the current B. Arch. to the M. Arch. would place the degree much more in line and give us parity with the other Masters degree offered by the University. The change in nomenclature would add value to the degree offered by Howard University, allowing our students to receive various recognition associated with the Master's degree.

This proposal has been approved by the Department of Architecture, the School of Architecture and Design and the College of Engineering, Architecture and Computer Sciences at the University. The Nomenclature Change request report has been submitted to the University Provost (Chief Academic Officer) and for final University approval by the University Board of Trustees and the President.

After faculty review and discussion of the proposed new "Comprehensive Building Design Studio", the Department has chosen at this time not to develop the new course, but to integrate the elements of comprehensive design into the series of required support course and the progressive sequence of design studios. The department's curriculum committee will continue to address comprehensiveness as it looks to broaden its current architecture program studies.
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PART FOUR: SECTION 1- SUPPLEMENTAL INFORMATION: COURSE DESCRIPTIONS

4.1 Course Descriptions:

**Course Number:** ARCH 003 Environment & Architecture  
**Credits:** 3  
**Type of Course:** Lecture  
**Instructor’s Name:** Clifton Fordham  
**Prerequisites:** none  

**Course Description:**  
This lecture course examines the interrelationship between the natural and built environments. Within this framework, students are introduced to natural, cultural, psychological, technological, economic and formal factors that have shaped buildings and human settlements across space and time. The course explores the ecological impact of the human settlement; addresses current environmental issues, and acquaints students with concepts of sustainable architecture and development.

**Course Objectives:**  
This course introduces students to the interrelationships between the natural and built environments. It addresses current environmental issues, examines the ecological impact of the built environment and acquaints students with concepts of sustainability. Students are introduced to factors that have shaped structures over time including environmental factors, technology as well as human needs such as the needs for comfort and meaning.

**Course Requirements:**  
Students are required to take two exams and a quiz. There is also a brief paper base on field observations.

**Readings:**  
Friedman, Thomas, Hot, Flat & Crowded, Farrar, Straus, & Giroux, 2008.  
Wright, Gwendolyn, USA: Modern Histories of Architecture, Reaktion, 2008.
Arch 011 01 CRN 12013 **Elements of Architecture** - 3 credit hours

**Course Description**

This course is a pre-design course. Serves as an introduction to the elements, both real and abstracted, used in design. Introduces students to the design process.

**Course Goals & Objectives** Introduce students to the concept and need for coherence.
- To examine how coherence is achieved
- To understand architecture as a “meaningful intervention in an existing context”.
- To introduce students to basic organizational systems.
- To introduce concepts of space and place.

**Student Performance Criterion/a addressed**
2  Graphic Skills
4  Critical Thinking Skills
5  Fundamental Design Skills
15  Site Conditions
16  Formal Ordering Systems
36  The Context of Architecture

**Topical Outline (include percentage of time in course spent in each subject area):**
Developing graphic communication skills: 10%
Model and drafted presentations and sketching: 20%
Critical thinking skills: 20%
Understanding factors of coherence: 30%
Understanding formal ordering systems: 10%
Understanding site conditions and issues of context: 10%

**Prerequisites:**
None

**Textbooks/Learning Resources:**

1. Architecture: Form, Space and Order: Francis Ching
2. Elements of Architecture: Pierre Von Meiss

**Offered (semester and year):** Spring
ARCH 150 Design Communications I (3 hrs)

Course Description:
This class is, primarily, a skills course concerned with the development of presentation techniques and skills.

Course Goals & Objectives
Develop Research Skills, Ability to seek out, record and understand design concepts in text, diagrams and representational drawings, Collaborative Skills, Develop and present group projects that demonstrate the student’s abilities to integrate the input of several students into a single cohesive presentation and Graphic Skills.

Student Performance Criteria:

Topical Outline:

Prerequisites: none

Textbooks/Learning Resources
Design Drawing, by Francis Ching
The Elements of Graphic Design: Space, Unity, Page Architecture, and Type, by Alexander W. White
Envisioning Architecture, Fraser and Henmi

Offered: Fall Semester

Faculty Assigned:
Asst. Prof. Peter VanderPoel,
Asst. Prof. Nubras Samayeen
ARCH 151 Design Communications II (3 hrs)

Course Description:
This class is, primarily, a skills course concerned with the development of presentation techniques and skills.

Course Goals & Objectives

• Speaking skills
  Ability to speak about concepts in an informed, critical manner
  Develop the ability to select and organize descriptive data aimed at the communication of specific design intentions.
  Proofread and edit written statements.

• Research Skills
  Ability to seek out, record and understand design concepts in text, diagrams and representational drawings.

• Collaborative Skills
  Develop and present group projects that demonstrate the student’s abilities to integrate the input of several students into a single cohesive presentation.

• Site Conditions
  Constructing 3D models to scale incorporating a basic understanding simple site conditions.

• Graphic Skills

Student Performance Criteria:

Topical Outline:
Sketching
2D composition/Graphics
Orthographic Drafting
Axonometric Drafting
Perspective (freehand and drafted)
Model Building
Color Presentation (watercolor)
Adobe Photoshop
Oral Presentation
Critical Analysis

Prerequisites: Design Communications I

Textbooks/Learning Resources
Design Drawing, by Francis Ching
The Elements of Graphic Design: Space, Unity, Page Architecture, and Type, by Alexander W. White
Envisioning Architecture, Fraser and Henmi

Offered: Spring

Faculty Assigned:
Asst. Prof. Peter VanderPoel,
Asst. Prof. Nubras Samayeen
Arch 199 01 CRN 82332 Design I
6 credit hours

Course Description
This course is the first of 8 semester of Design offered in the Curriculum. It provides for the development of skills and processes of design.

Course Goals & Objectives:
• Design resides in the mind. It is based on abstractions. Elements of design are point, line, plane and volume.
• These abstract elements have counterparts in nature. We derive meaning and intention by associating abstractions with insightful interpretations of our reality.
• Provide opportunities to begin understanding organizational systems and strategies for the arrangement of forms.
• Provide opportunities to begin understanding relationship of the architectural object to the site.

Student Performance Criterion/a addressed (list number and title):
1 Verbal and Writing Skills
2 Graphic Skills
4 Critical Thinking Skills
5 Fundamental Design Skills
9 Use of Precedents
10 Western Traditions
15 Site Conditions
16 Formal Ordering Systems
36 The Context of Architecture

Topical Outline (include percentage of time in course spent in each subject area):
• Reading, jury presentations and writing: 10%
• Model and drafted presentations and sketching: 20%
• Critical thinking skills: 20%
• Developing fundamental design skills and understanding formal ordering sytems: 30%
• Understanding Western traditions: 10%
• Understanding site conditions and issues of context: 10%

Prerequisites:
Design Communication I and Elements of Architecture or equivalent.

Textbooks/Learning Resources:
3. Architecture: Form, Space and Order: Francis Ching
4. Elements of Architecture: Pierre Von Meiss

Offered (semester and year):
Fall Semester

Faculty Assigned:
Professor Angel Clarens, Peter Vanderpoel
Arch 200 01 CRN 12016 Design II - 6 credit hours

Course Description

This course is the second of 8 semester of Design offered in the Curriculum. It provides for the development of skills and processes of design.

Course Goals & Objectives

• Design resides in the mind. It is based on abstractions. Elements of design are point, line, plane and volume.
• These abstract elements have counterparts in nature. We derive meaning and intention by associating abstractions with insightful interpretations of our reality.
• Provide opportunities to begin understanding organizational systems and strategies for the arrangement of forms.
• Provide opportunities to begin understanding relationship of the architectural object to the site.

Student Performance Criterion/a addressed

2 Verbal and Writing Skills
2 Graphic Skills
4 Critical Thinking Skills
5 Fundamental Design Skills
9 Use of Precedents
10 Western Traditions
15 Site Conditions
16 Formal Ordering Systems
36 The Context of Architecture

Topical Outline:

• Reading, jury presentations and writing: 10%
• Model and drafted presentations and sketching: 20%
• Critical thinking skills: 20%
• Developing fundamental design skills and understanding formal ordering systems: 30%
• Understanding Western traditions: 10%
• Understanding site conditions and issues of context: 10%

Prerequisites:
Design I.

Textbooks/Learning Resources:

• Architecture: Form, Space and Order: Francis Ching
• Elements of Architecture: Pierre Von Meiss

Offered (semester and year):
Every Spring Semester

Faculty Assigned:
Professor Angel Clarens, Peter Vanderpoel

ARCH-301, Architectural History Survey I,
Course Description:
Lecture course on the beginning of architecture from Stone Age, Ancient Africa and Egypt, Mesopotamia, the Aegean, Asia Minor, Greece, Rome, Middle America, and Persia.

Course Goals & Objectives:
• Provide a survey of the unfolding nature of historical events, epochs and periods together with the respective styles of architecture.
• Introduce students to the diversity, monumentality and excellence achieved in architecture before and through the fall of Rome.
• Build a body of knowledge of the foundations of Architecture from a world-perspective that necessarily focuses on exemplary examples of architectural development.
• Introduce the concept of historicity, as it relates to the evolving documentation of architecture by historians through time, and the changing attitudes of architects and the general public who bring buildings into realization.
• Relate the cultural, social, ethnic, religious, aesthetic and technical aspects of buildings that will be analyzed as a measure by which architectural artifacts, namely but not exclusively constructed buildings will be evaluated and contextualized.
• Provide a ‘working-knowledge’ of the beginning developments of Architecture.
• Improve skill-development with writing assignments, free-hand sketching, notation, comparative analysis, and class discussions and participation for class lectures and assigned readings.
• Requirements: sketchbook-journal for in-class notation and freehand sketching in ink only, class participation in discussions is required, quizzes, term-paper with instruction on research methodology and writing skill development given, a class tournament at the semester's end.

Topical Outline:
Stone Age -5%
Ancient Africa -5%
Egypt -15%
Mesopotamia -5%
The Aegean -10%
Asia Minor -10%
Greece -15%
Rome -15%
Middle America -10%
Persia -10%

Prerequisites:
ARCH-003, ARCH-011

Textbooks/Learning Resources:
Required: A History of Architecture: Settings and Rituals Author: Spiro Kostof

Offered:
Fall semester primarily to second-year architecture students.

Faculty assigned:
Professor David Sledge

ARCH-302, Architectural History Survey II,
(3 crs.)
Course Description:
Lecture course on Asian Architecture, Southeast Asian Architecture, Islamic Architecture, Early Christian and Byzantine, Medieval and Romanesque, Gothic Architecture, Renaissance, Baroque and Rocco.

Course Goals & Objectives:
• Provide a survey of the unfolding nature of historical events, epochs and periods together with the respective styles of architecture.
• Introduce students to the diversity, monumentality and excellence achieved in architecture.
• Underscore the contributions of diverse peoples to the development of Architecture from various religions and cultures to emphasize understanding and appreciation of aesthetic differences.
• Build a body of knowledge of the foundations of Architecture from a world-perspective that necessarily focuses on exemplary examples of architectural development.
• Relate the cultural, social, ethnic, religious, aesthetic and technical aspects of buildings that will be analyzed as a measure by which architectural artifacts, namely but not exclusively constructed buildings will be evaluated and contextualized.
• Link the achievements of Asian and Islamic cultures to the architectural ideas of the West, while highlighting the distinct problems and preoccupations of each culture relative to their climate, topography, natural resources, social norms, historical traditions and contemporary challenges.
• Provide a ‘working-knowledge’ of the beginning developments of Architecture.

Requirements: sketchbook-journal for in-class notation and freehand sketching in ink only, class participation in discussions is required, quizzes, term-paper with instruction on research methodology and writing skill development given, a class tournament at the semester’s end.

Topical Outline:
Southeast Asian Architecture -10%
Asian Architecture -15%
Islamic Architecture -15%
Early Christian and Byzantine -10%
Medieval and Romanesque – 10%
Gothic Architecture -15%
Renaissance -15%
Baroque and Rocco -10%

Prerequisites:
ARCH-301

Textbooks/Learning Resources:
Required: A History of Architecture: Settings and Rituals Author: Spiro Kostof

Offered:
Spring semester primarily to second-year architecture students.

Faculty assigned:
Professor David Sledge

ARCH-303, Architectural History and Theory III, (3 crs.)

Course Description:

Course Goals & Objectives:
• Provide a survey of the unfolding nature of historical events, epochs and periods together with the respective styles of architecture.
• Introduce students to the diversity, monumentality and excellence achieved in architecture.
• Build a body of knowledge of the exemplars of Architecture from a world-perspective that necessarily focuses on masterworks of architectural development.
• Relate the cultural, social, ethnic, religious, aesthetic and technical aspects of buildings that will be analyzed as a measure by which architectural artifacts, namely but not exclusively constructed buildings will be evaluated and contextualized.
• Link the achievements of so-called Western Civilization to current aesthetic trends.
• Provide a ‘working-knowledge’ of the major developments of Modern Architecture.
• Requirements: sketchbook-journal for in-class notation and freehand sketching in ink only, class participation in discussions is required, quizzes, term-paper with instruction on research methodology and writing skill development given, a class tournament at the semester’s end.

Topical Outline:
Palladianism -5%
Neoclassical Revivalism -5%
The Industrial Revolution -10%
19th Century Transitional Works -10%
New Aesthetic Developments -10%
The Picturesque versus Classic French Planning in Europe -5%
The Shakers in America -5%
The New Modern City- Europe and America -15%
19th Century Modernism -15%
20th Century Modernism-15%
21st Century Modernism -5%

Prerequisites:
ARCH-302

Textbooks/Learning Resources:
Required: Modern Architecture: a critical history Author: Kenneth Frampton
Required: A History of Architecture: Settings and Rituals Author: Spiro Kostof

Offered:
Fall semester primarily to third and fourth-year architecture students.

Faculty assigned:
Professor David Sledge

511 Introduction to Computer Applications for Architects
Course Description: Introduction to Computer Applications for Architects will introduce the student to how computers are used in the early phases of the design process.

Course Goals & Objectives: Learning to use any software program is easier when there is a practical application that can be used as a tutorial. Focus on workflow for design development.
- Computers in architecture terms, concepts, and types of computer applications currently used
- Workflow - Hand sketch to SketchUp to Revit
- Applying computers early in the design process Sketch Up and BIMstorm concept
- Introduction to Building Information Modeling (BIM)
- Building Information Modeling (BIM) vs. CAD (Computer Aided Design)
- Architectural project development using BIM

Student Performance Criterion/a addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:

Textbooks/Learning Resources:
The Reading List:

Faculty assigned:
Professor Kenneth Walton

ARCH 401, Materials and Methods I
Credits: 3
Type of Course: Technology - Lecture/Laboratory
Instructor's Name(s): Assistant Professor Ronnie McGhee

Prerequisites: Course Number ARCH 003,011,151

Course Description: Introduce students to the technologies of light construction. The properties of materials and the problems associated with their assemblies are studied and graphically illustrated.

Objectives: Introduces students to the principles and technologies of light residential construction, both wood and steel. Site, soils, exterior and interior additions, structures (basic), sealants, etc., and associated problems of assembly. Windows, doors and stair design are included and appropriate drawings are detailed.

Completion Requirements: Attendance, technical drawings, tests, models are used for student evaluation.

Dates Offered: Fall Semester

Faculty assigned:
Professor Ronnie McGhee

ARCH 402, Materials and Methods II

Credits: 3
Type of Course: Technology - Lecture/Laboratory

Instructor's Name(s): Assistant Professor Ronnie McGhee

Prerequisites: ARCH 401

Course Description: Continues exploration of the issues raised in Building Construction I. In addition, steel and concrete construction and environmental issues are examined. The integration of mechanical and electrical systems, and building and life safety codes are introduced.

Objectives: To introduce students to the situational and design advantages and disadvantages of concrete and steel framing systems, rigid frames, basic trusses, etc. To introducing fire-rated construction, Class A stair and other access and/or egress system requirements.

Completion Requirements: Framing plan drawing, details, sections and other technical drawings, tests and attendance are used for student evaluation.

Dates Offered: Spring Semester

Faculty assigned:
Professor Ronnie McGhee

ARCH 521, Introduction to Environmental Systems I

Course Description:
Exploration of sustainable building design, life safety systems, energy issues and environmental analysis as factors in environmental and building design. Analysis of heat loss and gain through building envelopes. Exploration of indoor air quality and accessibility related to building systems. Examination of the principles and technologies of HVAC, plumbing, site utility, and waste management systems and their integration into architectural design.

Coarse Goals and Objectives:
To introduce students with the range of active and passive (low technology) building systems. To introduce students to the technological requirements of building systems and to make them aware of system interrelationships. To teach students how to communicate schematic design ideas related to building systems both graphically and in writing. To introduce students to the range of traditional and electronic resources available to assist with the research and design process. To introduce students to green building concepts.

Student Performance Criteria:
Students are expected to appreciate the interrelationships between architectural and environmental systems integration. To develop sustainable strategies and how these influence building design. To develop concepts for mechanical, plumbing, lifesafety, acoustics and other concepts necessary to demonstrate and introduction to the subject.

Topical Outline:
Case Study Project Environmental Analysis via evaluating the same in three different geographical regions such as Hot-Dry, Hot-Humid and Temporate. Heat Transfer Analysis through Building Envelopes Introduction to Full Building Heat Loss/Heat Gain Analysis Passive Strategies  HVAC System Design Energy and HVAC Systems, Plumbing Systems among other topics.

Prerequisites:  PHYS 008, MAT 007, ARCH 200

Textbooks/Learning Resources:
Specially edited environmental systems resource document by the studio professor, necessary to introduce the student to a wide range of topics.

Offered:  Fall Semester

Faculty assigned:
Professor Outram Hussey

ARCH 522, Introduction to Environmental Systems II (3 Credits):

Course Description:
This course builds on Environmental Systems I and culminates in the integration of many of the principles learned into a studio design project. Exploration of codes, energy issues, sustainability, and environmental analysis as factors in environmental and building design. Exploration of principles and technologies of vertical transportation systems, electrical power and distribution systems, communication systems, security systems, life safety systems, lighting and acoustics systems and their integration into architectural design.

Coarse Goals and Objectives:
To familiarize students with the range of active and passive (low technology) building systems. To introduce students to the technological requirements of building systems and to make them aware of system interrelationships. To teach students how to communicate schematic design ideas related to building systems, sustainability etc. both graphically and in writing. To introduce students to the range of traditional and electronic resources available to assist with the research and design process.

Student Performance Criteria:
Students are expected to develop environmental and sustainable concepts and to integrate these into an earlier design studio project. Students are expected to appreciate the demands of integrating the various systems into the building and being challenged to achieve the objective. Various quizzes are also given as well as doing a report on a building visited during the semester. Each student is expected to review and write on a Solar Decathlon Project when in season.

Topical Outline:
Case Study Project
Plumbing
Electrical, Life Safety and Communications Systems
Sustainable building design, Carbon Neutral concepts.
Lighting
Waste Management and Vertical Transportation Electrical, Life Safety and Communications
Acoustics and Lighting among other topics.

Prerequisites: ARCH 201, ARCH 501, ARCH 521

Textbooks/Learning Resources:
Specially edited environmental systems resource document by the studio professor, necessary to introduce the student to a wide range of topics.

Offered: Spring Semester

Faculty assigned:
Professor Outram Hussey
**Course Description:** Study of force systems on building structures, and the development of internal forces, stresses, and deformations leading to equilibrium. Investigation of the relationship between geometry, inertia, and the strength of materials.

**Course Objectives:** To demonstrate structural behavior by tracing the transmission of forces through structural elements and their connections by studying actions and reactions in equilibrium.

To familiarize students with the range of structural issues inherent with the design process through integration of the principles of statics and strength of materials into their studio design projects.

**Student Performance Criteria Addressed:** B.9 Structural Systems

**Topical Outline:**
- Lectures: 60%
- Assignments: 25%
- Quizzes & Tests: 15%

**Prerequisites:**
- PHYS 008
- MATH 007
- ARCH 402

**Textbooks/Learning Resource:** *Statics and Strengths of Structures*, Salvadori

**Offered:** Fall Semester, Annually

**Instructor’s Name(s):** Sigidi Mbonisi (PT, adjunct), Brian Stephenson (PT, adjunct)

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**ARCH 502 Structures II**

| Credits | 3 |

118
Course Description: Investigation of building form and mass as a total structural system through the study of vertical, horizontal and foundation subsystems and their behavior under lateral and gravity loads. Selection, sizing and layout procedures for wood, steel, and concrete structural elements and systems.

Course Objectives: To familiarize students with the range of structural issues inherent in the building design process through the integration of structural principles covered in this course into their studio design projects.

To emphasize the design content of structures to provide students the opportunity to continue with the same level of personal motivation, passion and creativity in the execution of an architectural idea as was brought to its original inception.

Familiarize students with the selection and integration of structural systems into building design.

Student Performance Criteria Addressed: B.9 Structural Systems

Topical Outline: Lectures: 60%
Assignments: 25%
Quizzes & Tests: 15%

Prerequisites: ARCH 501

Textbooks/Learning Resource: Statics and Strengths of Structures, Salvadori

Offered: Spring Semester, Annually

Instructor’s Name(s): Sigidi Mbonisi (PT, adjunct), Brian Stephenson (PT, adjunct)
COURSE DESCRIPTION
The course consists of design problem exercises and related assignments where design theory and techniques will be applied and tested in a studio environment.

COURSE GOALS AND OBJECTIVES:
• Development of a process for design
• Development of techniques for problem seeking and solving (research/analysis/programming)
• Development of communication skills, written, graphic and verbal (schematic design)
• Basic design principles from requisite courses will be expanded upon (structures, environmental systems, materials and methods)
• Experience and participation in a studio culture for both individual and group projects
• Development of projects for portfolio content

STUDENT PERFORMANCE CRITERIA ADDRESSED:
A.1 Graphic Skills Ability B.1 Pre-Design
A.2 Design Thinking Skills B.2 Accessibility
A.3 Visual Communication Skills B.3 Sustainability
A.5 Investigative Skills B.4 Site Design
A.6 Fundamental Design Skills B.5 Life Safety
A.7 Use of Precedents C.1 Collaboration
A.8 Ordering Systems Skills C.2 Human Behavior
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

TOPICAL OUTLINE:
• Lecture (15%) 
• Design/Drawing/Desk Crit (60%) 
• Presentation/Pin-up (25%)

PREREQUISITES
Course is reserved for first semester 3rd Year Architecture students who have successfully completed Design I & II.

TEXT BOOKS/LEARNING RESOURCES:

OFFERED: FALL SEMESTER ONLY (Annually)

FACULTY ASSIGNED:
Barbara Laurie (Associate Professor, F/T)
Nubras Samayeen (Assistant Professor, F/T)
Alex Hurtado (Assistant Professor, Adjunct)

ARCH 202-02, DESIGN IV, #12019
Credits: 6

COURSE DESCRIPTION
The course consists of design problem exercises and related assignments where design theory and techniques will be applied and tested in a studio environment.

**COURSE GOALS AND OBJECTIVES:**
- Development of a process for design
  - Development of techniques for problem seeking and solving (research/analysis/programming)
  - Development of communication skills, written, graphic and verbal (schematic design)
  - Basic design principles from requisite courses will be expanded upon (structures, environmental systems, materials and methods)
  - Experience and participation in a studio culture for both individual and group projects
- Development of projects for portfolio content

**STUDENT PERFORMANCE CRITERIA ADDRESSED:**
- A.1 Graphic Skills Ability
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.5 Investigative Skills
- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems Skills
- A.9 Historical Traditions and Global Culture
- A.10 Cultural Diversity
- B.1 Pre-Design
- B.2 Accessibility
- B.3 Sustainability
- B.4 Site Design
- B.5 Life Safety
- C.1 Collaboration
- C.2 Human Behavior

**TOPICAL OUTLINE:**
- Lecture (15%)
- Design/Drawing/Desk Crit (60%)
- Presentation/Pin-up (25%)

**PREREQUISITES**
Course is reserved for first semester 3rd Year Architecture students who have successfully completed Design III & III.

**TEXT BOOKS/LEARNING RESOURCES:**
*Design Strategies in Architecture: An Approach to the Analysis of Form; Analyzing Architecture: Architecture: Form, Space and Order; Architectural Graphic Standards; Grade Easy, The Principles of Grading and Drainage; Building Construction Illustrated; The Architect's Studio Companion, Technical Guidelines for Preliminary Design; The International Building Code (IBC); D.C. Zoning Code, DC-MR11; ADA Standards for Accessible Design, Time-Saver Standards for Building Types*

**OFFERED: FALL SEMESTER ONLY (Annually)**

**FACULTY ASSIGNED:**
Barbara Laurie (Associate Professor, F/T)
Nubras Samayeen (Assistant Professor, F/T)
Alex Hurtado (Assistant Professor, Adjunct)

**ARCH 901-01 – PROGRAMMING & Pre-Design, 82374**
Credits: 3
**COURSE DESCRIPTION:** Programming & Pre-Design is a course within the core curriculum which seeks to expose architecture students to the Process of Programming and Pre-Design, as the initial phase of any design project.
COURSE GOALS AND OBJECTIVES:
• Communication and Facilitation Techniques to better understand and document client needs.
• Understand the history and nature of the programming process.
• To be able to produce a researched and well organized program document.
• To cover areas including: 1) history of programming; 2) Client Relationship; 3) Site Analysis; 4) Research; 5) Economic Analysis; 6) Programming; 7) Concept Development; and 8) Program Document Development.

STUDENT PERFORMANCE CRITERIA ADDRESSED:
• A.10 Cultural Diversity
• A.11 Applied Research
• B.1 Pre-Design
• B.7 Financial Considerations
• C.2 Human Behavior
• C.3 Client Role in Architecture
• C.4 Project Management

TOPICAL OUTLINE
• Class Work Sessions & Assignment Reviews (15%)
• Readings (15%)
• Program Document Development (10%)
• Lectures (60%)

PREREQUISITES:
This course is reserved for first semester 3rd year Architecture Students who have successfully completed 150 - Design Communications I & II, 199 – Design I & II.

REQUIRED READING from Various Chapters within
Programming for Design, from Theory to Practice, Edith Cherry, FAIA, John Wiley & Sons, 1999
Architectural Programming and Predesign Manager, Robert Hershberger, Ph.D, FAIA, McGraw Hill, 1999
Other References:
Design Process, A Primer for Architectural and Interior Designers, Sam F. Miller, AIA, Van Nostrand Reinhold,1995.;
Problem Seeking, William Pena and Steve Parshall, John Wiley & Sons, 2001

OFFERED: FALL SEMESTER (Annually)

FACULTY ASSIGNED: Barbara G. Laurie, AIA, NOMA (Associate Professor, F/T)
To develop the knowledge and skills required to prepare a set of working drawings and specifications and to understand the integration and coordination of all aspects of the project including structural, mechanical, plumbing, electrical and life safety systems.

**Course Objectives:**
- To develop knowledge and skills required to prepare working drawings and specifications for a building and to understand the integration and coordination of each aspect of the construction process, including the structural, mechanical and electrical systems.
- To expose students to professionals involved with project documentation.

**Prerequisites:**
ARCH 202, 502, 522

**Dates Offered:**
Fall Semester

**Course Requirements:**
50% completed set of working drawings and specifications for the selected building type.

**Instructor’s Assigned:** Assistant Professor Ronnie McGhee

**ARCH 651 Principles of Urban Design**

**Credits:** 3

**Type of Course:**
Lecture

**Course Description:** The course introduces students to the principles and techniques of urban design.
Objectives:
- Introduce the historical evolution of urban design ideas and concepts including nonwestern concepts, specifically; that of Africa and the Islamic world, with respect to natural and climatic conditions.
- Introduce comprehensive planning through the use of master plans, guidelines and development plans in reference to urban design.
- Introduce contemporary urban design theories and principles.
- Development of techniques for analyzing, documenting, and critiquing existing and proposed urban environments.

Course Requirements:
Students are required to complete three short papers, a case study, and participate in classroom discussions.

Prerequisites: ARCH 201,303,001,521

Dates Offered:
Spring Semester

Instructor’s Assigned: Professor Harry G. Robinson III

ARCH 203: Design V

Credits: 6

Type of Course: Studio

Course Description: This studio explores issues related to developing architectural solutions at an increased scale in challenging urban contexts. With the parameters of multi-family residential design problems, students are expected to familiarize
themselves with complex site, program and technological issues. In addition to issues of architectural form, environmental factors such as climate, infrastructure, cultural heritage, and regulatory controls play a role in the design process.

Course Objectives: This course builds on subject matter introduced in prior studio and non-studio courses, with the goal of integrating formal and technical issues. As the principal urban scale course in the studio sequence, students are expected to analyze site factors and develop a process for planning large building types. They are also expected to be able to utilize the language of architecture to imbue structures with meaning.

Course Requirements: Students are required to participate in studio activities including desk-crits, pin-ups, and filed trips. There is a group research assignment and individual design projects.

Prerequisites: ARCH 202

Instructor's Assigned: Clifton Fordham, Davis Sledge, Ashgar Minai

ARCH 204 Design VI

Credits: 6

Type of Course: Studio

Course Description: This studio explores issues related to developing architecture in detail as well at the macro scale. It will engage ideas of how building systems and
architectural detail play a vital role in forming architecture. In addition to the role of tectonics, environmental systems and programmatic accommodation will be viewed as generators of form.

**Course Objectives:** This course seeks to integrate technical knowledge gained in foundational courses, with skills developed in studio courses. Students are expected to achieve a building design that weaves a conceptual underpinning with integrated building systems. Students are expected to be able to develop their projects at the level of architectural detail.

**Course Requirements:** Students are required to participate in studio activities including desk-crits, pin-ups, and field trips. There is a group research assignment and individual design projects.

**Prerequisites:** ARCH 203

**Instructor's Assigned:** Clifton Fordham, Davis Sledge, Ashgar Minai

ARCH 701, Public Issues & Architecture

**Credits:** 3

**Type of Course:** Lecture

**Prerequisites:** ARCH 003
Course Description: This course introduces students to key issues connecting architects to the public at-large via an examination of historical trends and current events. It address topics related to the how the built environment is shaped including cultural inclinations and regulatory frameworks. The reciprocal impact of human settlements on people and civilization is also explored. Within, these parameters, the relevancy and effectiveness of the architectural profession in shaping the built environment this process are addressed.

Course Objectives: An objective of the course is to encourage critical thinking with respect to cultural trends, policy, and the environmental impact of decisions made regarding the built environment.

Course Requirements: Students are required to take two exams. There is also a research paper requirement.

Readings:
- Cesal, Eric J.: Down Detour Road, MIT, 2010
- Fogelson, Robert M., Downtown: Its Rise and fall, Yale, 2001
- Friedman, Thomas, Hot, Flat & Crowded, Farrar, Straus, & Giroux, 2008.

Instructor's Name: Clifton Fordham

Architecture 891, Thesis Preparation
(3 credit hours)

Type of Course: Lecture / seminar / demonstration

Course Description: Designed to provide students with the opportunity to identify and address significant issues/concepts in architecture.

Course Goals & Objectives:
• Reinforce students’ ability to develop a design program at the scale of a major study.
• Students’ to demonstrate ability to investigate, conceptualize and synthesize sustainable environmental design principles/methods and contextual issues of a selected project.
• Final document to represent a profound understanding and keen sensitivity of the build environment.

Student Performance Criteria Addressed:
A-1 Speaking and writing skills
A-2 Critical thinking and Design skills
A-3 Research skills (program documentation and development
B-1 Use of precedents
B-2 Human behavior
C-1 Human diversity

Completion Requirements: Pre-design and development documents.

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites: Arch 204, 952, 5th year standing

Textbooks/Learning Resources:
A Manual for Writers by Kate L. Turabian
Rational Design by Junichiro Tanizaki
How Designers Think: The Design Process Demystified, latest edition by Bryan Lowson
Principles of Design in Architecture by K.W. Smithles
In Praise of Shadows by Junichiro Tanizaki
A Modern Theory of Architecture by Bruce Allsopp

Suggested Reading:
Any articles dealing with architectural issues in leading newspapers (including the Wall Street Journal, Washington Post Real Estate Section, New York Times, etc. and magazines (foreign and domestic).

Offered (semester and year): Fall Semester (Annually)

Faculty assigned: Victor Dzidzienyo, Ahmed Elnaggar, William Taylor

ARCH 205 DESIGN VII
(6 credit hours)
Type of Course: Design Studio/Lecture /Demonstration

Course Description: Builds on the work of previous design studios and emphasizes exploration and development of architectural expression through integration of various aspects of architectural design within cultural and site contexts.

Course Goals & Objectives:
• To strengthen design methodologies.
• To expand architectural vocabularies.
• To explore and develop appropriate architectural expression.
• To explore form development with concern given to the integration of various aspects of architectural design (materials, sustainability, construction, structural and mechanical systems), and site context.

Student Performance Criteria Addressed:
A-1 Speaking and writing skills
A-2 Critical thinking and Design skills
A-3 Research skills (Program documentation & development)
A-4 Graphic and computer skills
B-1 Use of precedents
B-2 Site and Context
C-1 Building systems Integrations and sustainability
C-2 Human behavior

Completion Requirements: Assigned projects are evaluated by an assigned jury and the studio design instructor.

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites: Arch 204, 952, 5th year studio

Textbooks/Learning Resources:

Offered (semester and year): Fall Semester (Annually)

Faculty assigned: Victor Dzidzienyo, Outram Hussey, William Taylor

ARCH 206 DESIGN VIII
(6 credit hours)

Type of Course: Design Studio/Lecture /Demonstration

Course Description: The final design studio and culminating design effort of the five-year curriculum. The student is expected to demonstrate competence and skill in the execution of a comprehensive
architectural design project. The specific topic is selected by the student, with faculty approval, and developed programmatically in the Thesis Preparation taken during the previous semester.

**Course Goals & Objectives:**
- to achieve a synthesis of all relevant aspects of the student’s education through the design of the terminal project where the responsibility for initiating work shifts from the instructor to each student.
- To continue programming and development of the project begun in Thesis Preparation. The design should reflect the student’s education in history, technology, planning and architectural design.
- To provide comprehensive documentation of the project, describing the project, in all aspects of its concept and execution, including location, plans sections, elevation, details, structure, mechanical equipment systems and sustainability and materials of construction.
- This studio represents the transition from school to the professional office.

**Student Performance Criteria Addressed:**
A-1 Speaking and writing skills
A-2 Critical thinking and Design skills
A-3 Graphic and computer skills
A-4 Research skills (program documentation and development)
B-1 Use of precedents
B-2 Human behavior
B-3 Human diversity
C-1 Site and context
C-2 Building expensive, materials and assembly

**Completion Requirements:** Completion and formal presentation of the thesis project to a jury and design critics.

**Topical Outline (included percentage of time in course spent in each subject area):**

**Prerequisites:** Arch 205, 891, 961

**Textbooks/Learning Resources:**

**Offered (semester and year):** Spring Semester (Annually)

**Faculty assigned:** Victor Dzidziienyo, Outram Hussey, William Taylor

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Arch 219 01, Contemporary Issues in Architecture – (Professional Elective)

3 credit hours

**Course Description:** This course is a seminar for upper year students. It is part of the History/Theory set of electives meant to enhance this area of the curriculum.
Course Goals & Objectives:
• Provide students with understanding of the evolution of contemporary architectural thought.
• Provide opportunities for developing critical attitude towards contemporary architectural practice.
• Provide opportunities for students to engage in discussions of architectural issues.

Student Performance Criterion/a addressed (list number and title):
3  Verbal and Writing Skills
4  Critical Thinking Skills
9  Use of Precedents
10 Western Traditions
36 The Context of Architecture

Topical Outline (include percentage of time in course spent in each subject area):
Seminar discussions: 20%
Defending critical positions: 25%
Understanding processes of ascendancy of architectural ideas: 35%
Theoretical developments in 20th and 21st Centuries: 20%

Prerequisites:
3rd Year level or above.

Textbooks/Learning Resources:
Seminar discussions based on three books:
• From Bauhaus to Our House: Thomas Wolfe
• The Architecture of Happiness: Alain de Botton
• What is Architecture: Paul Shepherd

Offered (semester and year):
Every Fall Semester

Faculty assigned:  Asghar Minai

ARCH 305, Historic Preservation and Documentation (Professional Elective)
Credits: 3
Type of Course: Lecture /Lab
Prerequisites: none

Course Description: This course introduces students to the history, principles and techniques related to the preservation, restoration and rehabilitation of historically significant structures. Students are guided through the analysis of a historic structures and methods of documentation. Lectures and class discussions are supplemented by case studies and field investigations.

Course Objectives: The objective of this course is to acquaint students with key concepts and the history of the preservation movement. By utilizing a case subject, students will learn how to evaluate historic buildings and determine if, and how it should be preserved.

Course Requirements: Students are required to produce a written evaluation supporting preservation of historic subject building. Each student is required to produce a set of drawings indicating the scope of the renovation of historic subject building.

Readings:

Faculty assigned: Clifton Fordham, Edward Dunson

ARCH-321, Kahn: Theory of Tectonics, (Professional Elective) (3 crs.)

Course Description: Lecture course analyzing Kahn’s oeuvre in terms of structure, materials, geometry, context, budget, sustainability, tectonics, program, concept, natural light, historical precedents, phenomenology, and cultural/social/political factors.

Course Goals & Objectives:
• Provide a survey of the unfolding nature of historical events, epochs and styles that impacted Kahn’s work as well as the work of his contemporaries in the Modern Movement and show that every artist is a product of his/her time and therefore influenced by that zeitgeist.
• Build students’ analytical skills regarding the work of other artists such as Kahn and his contemporaries, helping students ultimately empower their own expressive potential.
• Explain how architect/artist can develop/investigate/test ideas over the course of a career.
• Relate the cultural, social, ethnic, religious, aesthetic and technical aspects of Kahn’s buildings that will be analyzed as a measure by which architectural artifacts will be contextualized.
• Illustrate that theory and practice can be compliments of each other through Kahn’s oeuvre.
• Spend considerable time reviewing readings by a wide array of authors on various topics germane to Architecture in general and Kahn specifically ranging from the prosaic to the poetic that will expand the literacy of students concerning the discourse of modern architecture.
• Improve skill-development with writing assignments, free-hand sketching, notation, comparative analysis, and class discussions and participation for class lectures and assigned readings.
• Requirements: sketchbook-journal for in-class notation and freehand sketching in ink only, class participation in discussions, quizzes, graphic design project, student presentation, & term-paper.

Topical Outline:
Private Residences: Oser, Weiss, Genel, Esherick, Fisher & Korman Houses - 20%
Yale University Art Gallery - 10%
Trenton Community Bath House - 5%
Richards Medical Research Building - 5%
First Unitarian Church - 5%
Salk Institute for Biological Studies -10%
Bryn Mawr Dormitories & The Olivetti Factory - 5%
Exeter Academy Library -10%
Kimbell Art Museum -10%
Yale Center for British Art -10%
Indian Institute of Management -5%
National Assembly Complex of Bangladesh -5%

Prerequisites:
ARCH-301 & ARCH 302

Textbooks/Learning Resources:

Offered:
Spring semester primarily to fourth and fifth-year architecture students.

Faculty assigned: Professor David Sledge

ARCH 653-01: 200+: Historic Documentation of Black Women Architects
(Professional Elective)
3 Credits

COURSE DESCRIPTION:
200+ is a Symposium, and Digital Exhibit. Students will assist in developing mini-movies, a database, and an exhibit of stories of licensed, Black, women architects.

COURSE GOALS AND OBJECTIVES:
• To develop the skills to do historic research and documentation using various systems and sources
• To develop the skills to develop a database of gathered information
• To develop a survey as a method of information gathering and research
• To develop the skills for interviewing as a method of information gathering and research
• To develop a research paper from real, live information

STUDENT PERFORMANCE CRITERIA ADDRESSED:
• A.1 Communication Skills
• A.10 Cultural Diversity
• A.11 Applied Research
• C.1 Collaboration

TOPICAL OUTLINE:
• Lectures (15%)
• Research/Information Gathering (50%)
• Documentation/Database (20%)
• Research Documentation (15%)

PREREQUISITES:
This course is reserved for 3rd, 4th and 5th year Architecture Students who have successfully completed Design I & II.

REQUIRED READING:
None.

OFFERED: SINGLE SEMESTER (Fall 2008/ Exhibit – Spring 2009)

FACULTY ASSIGNED: Barbara G. Laurie, AIA, NOMA (Associate Professor, F/T)

ARCH 753-01 The Anatomy of Black Architectural Practice
(Professional Elective)
3 Credits

COURSE DESCRIPTION: Study of historical and current issues, theories and approaches related to the practice of architecture in firms headed by African Americans.

COURSE GOALS & OBJECTIVES:
• To learn how the practices of early black design firms such as Vertner Tandy, Hilyard Robinson, Paul Williams influenced the success of subsequent firms;
• To understand political and social events which affected the life of the black architectural practice and to become aware of how the black firm’s practice strived,
• To understand factors which contributed to the relative small number of black architectural firms and
• To question the future of the ‘firm’ as traditionally defined and explore new options which could make black firms more sustainable.

STUDENT PERFORMANCE CRITERION/A ADDRESSED: Architectural Practice and History

TOPICAL OUTLINE:
1) Introduction and Overview
2) The African American Architectural Firm is Born
3) Practices of Earliest Black Architectural Firms
4) Clients for Black Firms: From Whence They Come
5) Racism and the Evolution of Black Architectural Firms
6) Political Events affecting Black Firms’ Growth and Demise
7) The Black Architectural Firm in the Age of Black Power
8) Joint Venturing : The Good, The Bad, The Ugly
9) There’s a (Minority, Disadvantaged, Set-Aside) Program for That
10) Organizing for Change: Friends and Allies
11) Financial Disparity in a For-Profit World
12) The Non-Traditional Black Practice
13) Black Firm Longevity and Transition
14) The Future of the Black Architectural Firm

PREREQUISITES: None

TEXTBOOKS/LEARNING RESOURCES:

OFFERED (SEMESTER AND YEAR): Fall 2011

FACULTY ASSIGNED: Prof. Roberta Washington

ARCH 636-01, Modern Architecture/ Black Architects: Hilyard Robinson + Howard Mackey: The Houses, (Professional Elective)

3 Credits

COURSE DESCRIPTION:
This elective course provides the history of Black Architects and Architecture in Washington, DC and the development of research/information gathering skills.
COURSE GOALS AND OBJECTIVES:
• To provide an overview of Modern Architecture in Washington, DC
• To provide a survey of Modern Architecture by Black Architects in DC
• To provide an overview/brief history of architects Hilyard Robinson and Howard Mackey
• To development the skills to do historic research and documentation using various systems and sources
• To develop a mapping technique as a method of documentation
• To develop photo-documentation skills
• To develop the skills for interviewing as a method of information gathering and research
• To develop a written research paper

STUDENT PERFORMANCE CRITERIA ADDRESSED:
• A.1 Communication Skills
• A.10 Cultural Diversity
• A.11 Applied Research
• C.1 Collaboration

TOPICAL OUTLINE:
• Lectures (60%)
• Research/Information Gathering (25%)
• Research Documentation (15%)

PREREQUISITES:
This course is reserved for 3rd, 4th and 5th year Architecture Students who have successfully completed Design I & II.

REQUIRED READING:
African American Architects, A Biographical Dictionary 1865-1945, Editor, Dreck Spurlock Wilson
Modernism in Washington, District of Columbia Office of Planning

OFFERED: SINGLE SEMESTER (Spring 2010)

FACULTY ASSIGNED: Barbara G. Laurie, AIA, NOMA (Associate Professor, F/T)
they are the parts, patterns, or the whole of any given piece of architecture.

**Course Goal & Objectives**
The course’s ultimate pedagogic objective is to accentuate on the difference between hidden dimensional meanings: that which differentiates between a simple engineered building and a meaningful work of architecture. Significant emphasis will be placed on the understanding of how the relationships between form and meaning evolved and are historically and socio-culturally determined.

**Course Outline**
The Course briefly present a theory of design as aesthetic communication which tends to bring design and specifically architecture in phase with contemporary views of the universe, society, and culture expressed by modern physics, biology, information theory, cybernetics, and current technology. Lectures on: the philosophy of history and aesthetics (Hegel); the concepts of linguistics (Saussure and Chomsky and others); theories of aesthetics in architecture (Morris and others); and finally the communication theories and models (Shannon and others) will demonstrate the semiotics, symbolic, and meaningfulness of architecture. Furthermore, the course addresses a range of relevant subjects in the contexts of modernity and post-modernity in architecture. That is, the course presents a range of concepts generated over the past three decades to explain the production and reception of architecture in terms of information and communication. Some other major topics of discussion are:

1—How socio-cultural pattern transformed to be manifested in architectural form
2—Architectural forms and their interpretation in meanings
3—The relevance of McLuhan’s notion of “the media is the message”
4—Universal versus local or marginal in modern and postmodern architecture and their interpretation in architectural vocabulary
5—Role of electronic technology in changing architecture and its symbolic meaning

**Prerequisites**
The course is offered once a year in fall semester

**Offered Fall Semester**, 2009, & 2010

**Faculty Assigned:** Asghar Minai

**ARCH 656, Introduction to Community Design, (Professional Elective)**
(3 credit hours)

**Type of Course:** Lecture / seminar / case studies

**Course Description:** The course is intended for students interested in Community Planning and Development.

**Course Goals & Objectives:**
• Enable students to gain an understanding of and appreciation for planning, policies, and programs with our communities.
• Introduction to fundamental planning principles, research techniques/methodologies, critical thinking, strategies for conflict resolution, program planning.
• Develop interest in community service, civic responsibility, and teamwork.
Focus on activist orientation and capacity to serve as catalyst for environmental and sustainable change.

Student Performance Criteria Addressed:
A-1 Speaking and writing skills
A-2 Critical thinking and Design skills
A-3 Use of case studies/precedents
A-4 Human behavior

Completion Requirements: Presentation of assigned case studies, class exercises, position papers on public hearings. Students are required to keep notebooks.

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites: 3rd year standing

Textbooks/Learning Resources:

Suggested Reading:
Any articles dealing with architectural issues in leading newspapers (including the Wall Street Journal, Washington Post Real Estate Section, New York Times, etc. and magazines (foreign and domestic).

Offered (semester and year): Spring Semester (Annually)

Faculty assigned: Victor Dzidzienyo

ARCH 513, Advanced Computer Applications in Architecture, (Professional Elective)

Credit Hours: 3

Course Description: Computer use in design practice is always evolving; this class will focus on a methodology and workflow for the development of a design product using 3 types of digital design tools. Lightweight 3D (Sketch Up) Building Information Modeling -BIM (REVIT) 3D Modeling and Animation

Course Goals & Objectives: The student will be given:
• An introduction to the processes and methods used currently in the creative professional practice.
• Focus on a methodology and workflow for techniques beyond design development
  1. Autodesk Vasari for Energy modeling and analysis
  2. Photoshop for 2D rendering
  3. Illustrator for design presentation
  4. 3D Studio for Animation and Rendering
  5. Popular rendering engines

Student Performance Criterion/a addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
511 Introduction to Computer Applications in Architecture

Textbooks/Learning Resources:
The Reading List:

Faculty assigned: Kenneth Walton

ARCH 515, Imagineering Design for Entertainment, (Professional Elective)

Credits: 3

Course Description: Entertainment design is a practice that is always evolving. The focus will be on the development of a product; using a methodology (workflow) for the development of entertainment concept a story.

Course Goals & Objectives- identification of an idea and story along with the conceptual thinking for the user experience by:
• Develop a basic story line
• Create an experience diagram
• Define the key story experiences that informs the technology used in the product

Business Model Generation using:
1. Business Model Canvas
2. Business Patterns of Leading Thinkers
3. Design / Ideation
4. Business Strategy
5. Business Model Design Process

Product Development
1. Continue prototyping, refine the design develop the story based on the product development
2. Business Strategy for -Kickstart.com kick off
3. Physical Working Product Prototypes
4. Design Drawings
5. Storyboard.
6. Animation or Power Point
7. Interactive Applications

Student Performance Criterion/a addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
Textbooks/Learning Resources: The Reading List:
• Inventor- Authors Wolber, Abeleson, Spertus, Looney ISBN: 978-1-449-39748-7 Publisher O’Reilly
• Title Making Things Move- Authors Dustyn Roberts ISBN: 978-0-07-174167-5 Publisher McGraw Hill
• Tom Kelley – The Art of Innovation ISBN:
• Peter Sims – Little Bets ISBN: 978-1-4391-7042-7
• The Sorcerers and Their Apprentices ISBN: 978-0-370-58910-1

Faculty assigned: Kenneth Walton

ARCH 550-01, Infrastructure Design & Development. (Professional Elective)

Credits: 3

Course Description: Introductory survey of the basic principles, operation and design of physical infrastructure systems including roads, public transportation, community facilities, public open space, surface drainage, and electric, gas, water, waste disposal, and telecommunications services. Traditionally Gray Infrastructure, these systems are integrated with Green Infrastructure planning principles to form a combined mosaic of information relevant to immediate development needs and planning for a sustainable physical planning future.
Coarse Goals and Objectives:
The intention for Course ARCH 550-01 is to introduce students to the rigors of infrastructure design and development.
• To make them aware of the various players and stakeholders in the process. To introduce them to the various types and layers of information that need to be processed and mapped.
• To guide them into the development of appropriate reports that succinctly convey intent and design recommendations.
• To introduce them to the merits of interfacing both gray and green infrastructure design systems and to introduce them to an appreciation of appropriate thinking and vocabulary.

Student Performance Criteria:

Topical Outline:
Research Paper: Students write a research paper on the merits of conventional infrastructure planning and the merits of green infrastructure planning and how the two together can forge a more sustainable future. Report shall not be less than 5000 words with appropriate illustrations.

Challenge varies – Example: Environmental Impact Assessment Course Work Delivered to Students.
Students commence work on an ongoing Development Project
Students develop their own report outlining their understanding of the impacts physical infrastructure projects may have on a region and corresponding mitigation strategies to offset such impacts.
Students issued stakeholders/ public response to their proposed plan
Students response to comments.
Students recommendations for limiting impacts multiple project may have on a region.

Prerequisites: ARCH 199, ARCH 201, ARCH 521

Textbooks/Learning Resources:
The professor provides all relevant case studies, white papers, presentations etc. to the students for utilization during the course.

Offered: Fall and Spring Semester

Faculty assigned: Outram Hussey

ARCH 650-01, Urban Housing Seminar – The Practice and Politics of Affordable Housing Development, (Professional Elective)

Credits: 3

Format of Class: lecture / group discussion. The class will be structured with a lecture component and a discussion component on most days.

Course Description:
This seminar focuses on practical aspects of the development of affordable housing and vibrant neighborhoods in an urban environment, with a particular emphasis on environmental sustainability.
Howard University  
Architecture Program Report  
September 2011

Washington, DC will form the backdrop of much of our investigations during the semester, and the course will regularly include local practitioners who are recognized experts on specific topics.

Coarse Goals and Objectives:
At the end of the semester, each student will have an understanding of the political, financial and social context within which architects and designers must work to realize high quality design.

Textbooks/Learning Resources:
Jane Jacobs’ Death and Life of Great American Cities, and Alex Kotlowitz’s There Are No Children Here

Topical Outline:
This is a participatory class. A number of high profile local professionals will be taking time out to come meet with us, and students must keep up with the readings and come prepared to discuss each week’s topic. As such, there will be a short 1-2 page response essay due each week. You are encouraged to write about a personal experience, explore an individual thought, respond to the previous week’s discussion, or even discuss a current news story, so long as the subject relates to the upcoming week’s reading.

These response essays will form 30% of your grade, class participation, preparation and independent study group will be another 40%. For the final 30%, each student will propose a practical activity related to a class topic, and then write a 10-12 page summary and analysis of the experience based on the readings and discussions. The analysis should include references to assigned readings as well as at least 3 other sources. Students are encouraged to propose other options, and may team up on the same activity (though each student will be expected to write his or her own final paper). Students are reminded of the University’s academic integrity policy and that all sources used and quoted must be cited, referenced in footnote form per MLA Handbook format.

Prerequisites: none

Offered (semester and year): Fall Semester (Annually)

Faculty assigned: Adjunct Assistant Professor Lisa R. Hodges

ARCH 662, Sustainable Tropical Architecture, (Professional Elective)

Credit Hours: 3

Course Description:
The class investigates the current state of sustainability in regards to tropical architecture, from the level of inquiry and connectivity within the greater body of tropical design pedagogy to the urban environment. Contemporary research and case studies will be investigated, and students will propose their own solutions as part of their final assignments.

General Background:
Today's transnational culture foregrounds learning and innovation, cultivating new patterns in the way we live, work and transport ourselves. These shifts challenge the methods by which architects and designers engage the planning and development process, encouraging them to seek new approaches that promote innovative sustainable urban environments.

Increasingly the design community is engaged in multidisciplinary and collaborative teams in this pursuit, working together with experts in diverse fields to evaluate and generate new ideas and agendas for a sustainable future. The class structures itself at the heart of these new collaborations and contributes to the development of an architectural response in tune with these trends. Case studies and project work will be global in outlook, focus and orientation and will address the challenges posed by the contemporary development of sustainable tropical design.

The tropical belt comprises of large areas of South East Asia, Africa, India and parts of North and South America - it forms the largest landmass in the world and has one of the highest numbers of rapidly developing cities. Coincidently, architecture in tropical regions share common problems of which the most easily identifiable are the tropical conditions of climate and natural environment. Architectural context in these regions is rife with two opposing forces: tradition vs. modernization; massive influx of the rural poor into urban areas, poorly managed rapid urban development, as well as the cultural and social strains of globalization.

**Coarse Goals and Objectives:**
The class will address questions concerning these issues:

- What design strategies are suited to high-density city living of rapidly growing urban centers?
- Do imported technologies, skills and knowledge engage local traditions and lifestyles of tropical regions? Do they optimize natural environment and established but evolving cultural habits?
- What comfort indices and environmental standards have been suitably developed for the planning and design for tropical conditions and lifestyles?
- Are local/ traditional methods and resources for planning and building, linked to the established ways of living? Can they be adapted for contemporary sustainable developments?
- Are there more holistic solutions for sustaining culture and environment?

**Topical Outline:**
The class will investigate selected projects that provide pertinent clues for improvement in the environmental and social sustainability of tropical regions from a broad spectrum of countries: Indonesia, USA - Arizona, Texas; Africa, Australia, India, Malaysia and Mexico. Environmentally aligned approaches to architecture are guided by scientific principles and respect for nature -- Consequently, sustainable (or green) buildings are part method, part philosophy and part ethic. Thus, from investigations of selected projects, which include - building science, poetry in architecture, adaptive approaches, materials and methods, climatic responses and known sustainable design strategies, students will work in a team(s) on a defined project. The intention is to produce a publishable work that will serve as a platform to educate and inform a wider knowledge community.

**Prerequisites:** none

**Offered (semester and year):** Spring Semester (Annually)

**Faculty assigned:** Adjunct Assistant Professor Catherine Swaniker
PART 4: SECTION 2-FACULTY RESUMES

4.2 Faculty Resumes- List of Department of Architecture Full-time and Part-time Faculty teaching the fall 2011 and Spring 2012 Academic Year:

FULL-TIME FACULTY

A. Fulltime/Tenured Professors:

Prof. Angel Clarens
Prof. Victor Dzidziienyo
Prof. Edward D Dunson
Dr. Ahmed Elnaggar
Prof. Barbara Laurie
Dr. Asghar Minai
Prof. Harry Robinson
Prof. William Taylor

B. Full-time/Non-tenured Professors:

Prof. Clifton Fordham
Prof. Outram Hussey
Prof. Ronnie McGhee
Prof. Nubras Samayeen
Prof. David Sledge
Prof. Peter Vanderpoel

PART-TIME FACULTY
A. Part-time/Adjunct Professors:

Prof. Lisa Hodges
Prof. Alex Hurtado
Prof. Sigidi Mbonisi
Prof. Catherine Swaniker
Prof. Kenneth Walton

B. Silcott Endowed Chair Professors:

Prof. Roberta Washington (Fall 2011)
Prof. Yolande Daniels (Spring 2012)
Prof. David Adjaye (Spring 2012)
Prof. Peter Cook (Spring 2012)
Prof. Phil Freelon (Spring 2012)

1. Faculty Resumes

Name:  Angel F. Clarens AIA

Courses Taught (Two academic years prior to current visit):

Elements of Architecture
Design I
Design II
Contemporary Issues in Architecture

**Educational Credentials:**

Catholic University of America: B.Arch
Ecole Speciale d’Architecture:

**Teaching Experience:**

Howard University since 1981

**Professional Experience:**

Private practice since 1981

**Licenses/Registration:**

District of Columbia, Maryland

**Selected Publications and Recent Research:**

Aponte House: Imagenes, 1982


Research: Health Disparities and the physical environment, currently

**Professional Memberships:**

AIA

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**Edward D Dunson, Jr., AIA, NOMA**

Chair, Department of Architecture

**Courses Taught**

Arch 003
Arch 305, 310, 308
Arch 803, 811

**Education**

Master of Science Architecture and Urban Design, Columbia University, 1976
Bachelor of Architecture, Howard University, Washington, DC, 1971

Teaching Experience
2007-Present  Chairman, Department of Architecture,
              School of Architecture and Design, Howard University, Washington, DC
1989-Present  Associate Professor, Department of Architecture,
              School of Architecture and Design, Howard University, Washington, DC

Professional Experience
1991-Present  Principal, Edward Douglas Dunson Architects, Washington, DC
1977-1991    Associate, Skidmore, Owings and Merrill, Washington, DC
1969-1975    Designer/Planner, Gruen Associates, Washington, DC

Licenses
Registered Professional Architect, District of Columbia, 1978
National Council of Architectural Registration Boards Certificate, 1979

Professional Societies
The American Institute of Architects/AIA
The National Organization of Minority Architects/NOMA
National Trust for Historic Preservation/NTHP

Community & Professional Service
2005-Present  Member, Board of Trustees, DCPL/DC Preservation League
2002-Present  Member, Advisory Board, Friends of Pierce Mill, Washington, DC
2005-Present  Member, Architectural Advisory Committee, Board of Trustees,
              President John Quincy Memorial Foundation
1997-2002    Member, Board of Directors, Washington Chapter/
              The American Institute of Architects
1992-2001    Member, District of Columbia Historic Preservation Review Board
1992-Present Member, Board of Directors, Hope Housing Inc.

Name: Victor Dzidzienyo
Title: Associate Professor (F/T) Tenure
Courses Taught:
Two academic years prior to current visit:
Design VII
Design VIII (Thesis)
Thesis Presentation
Introduction to Community Planning
Independent Study
Directed Study
Educational Credentials:  B.Arch., Howard University (Bachelor of Architecture)
M.C.P., Howard University (Master of City Planning)

Teaching Experience:  Assistant Professor 1969-1975
Adjunct Assistant Professor 1975-1976
Department of City Planning
School of Architecture and Design 1980-present Associate Professor
University of District of Columbia 1975-1976
Adjunct Assistance Professor Community Planning and Urban Design
Teaching

Professional Experience:  Model Inner City Community Organization 1969-1974
City Planner and Deputy Director of Planning and Urban Design
(Community Design & Urban Renewal Program
Inter-professional Planning and Design Studio Ltd. (IPDS Ltd.)
Founding Partner and Principal, International Planning and Design
Consultant Group 1970-1979
Independent Planning and Design Consultant - 2005 to Present

Teaching and Admin Experience:  Associate Chairman 1981-1987
Acting Chairman 1985-1988
Chairman 1988-1995
Acting Dean 1995-1997
Director - School of Architecture and Design 1998-2005
Assoc. Dean – College of Engineering, Architecture and Computer
Sciences 1998-2005

Licenses/Registration:  National; Charrette Institute Certification
Ibadau Metropolitan Planning Authority – Certified Planner

Professional Memberships:  American Planning Association
Tau Sigma Delta Architecture and Allied Arts Honor Society
Fellow Urban Design Institute, New York
National Trust for History Preservation
Lambda Alpha Honorary Society of Land Economics
National Charrette Institute
ARCC, Board Member & Archivist
Council of Educational Facilities Planners Intntl. (CEFPPI)
Schomburg Center for Research in Black Culture, NYC, Advisory
Board Member
University of Massachusetts, Boston Center for Rebuilding Sustainable
Communities after Disaster
Center for Energy Systems and Central (CESAC) Dept. of Electrical
Engineering, Howard University

Name:  Ahmed A. Elnaggar, MCP, D.Arch.
Courses Taught:  Thesis Preparation
Urban Design Case Studies
Islamic Architecture & Urbanism
Building Types Research

Educational Credentials:  B.Arch, Alexandria University, Egypt
MCP, University of Pennsylvania
D.Arch., Urban Design, Catholic University of America

Teaching Experience:  Undergraduate and Graduate Architecture and City Planning at Howard
University, Washington, D.C.
Catholic University of America, Washington, D.C.
Alexandria University, Alexandria, Egypt
Ein Shams University, Cairo, Egypt
King Saud University, Saudi Arabia
United Arab Emirates University, UAE

Professional Experience:
Senior Architect/Planner, the World Bank, Washington, D.C. and the Kingdom of Saudi Arabia Government.
Planning and Urban Design Consultant to the US Department of State, the US Department of Housing and Urban Development and the US Department of the Interior.

Licenses/Registration:
New York State/ Arab Republic of Egypt

Recent Research:
Selected Publications: "A Compilation of Resources with Islamic Implications",
President for Academic Affairs, Howard University, Washington, D.C.
"Madina Master Plan Project: Madina Central Area Upgrading", 5 Reports, the World Bank and the Kingdom of Saudi Arabia Government
"Housing and Community Upgrading for Low Income Egyptians", USAID and the Government of Egypt
Curator, "Architecture for a Changing World" International Exhibition, the Aga Khan Award for Architecture, Geneva, Switzerland and the Foundation for Architectural Synthesis, Seville, Spain

Academic Honors:
Faculty Trustee, Howard University Board of Trustees, Washington, D.C.
Supervisor, Advisor and Examiner for Ph.D. Dissertations, Alexandria University, Egypt
Parliamentarian, the Faculty Senate, Howard University, Washington, D.C.

NAME: Clifton Russell Fordham, RA LEED AP
TITLE: Assistant Professor

COURSES TAUGHT:
Design V
Design VI
Environment and Architecture
Public Issues
Construction Documentation
Historic Preservation Documentation

EDUCATION:
Master of Architecture, Yale University, 1998
Bachelor of Architecture, Howard University, 1994
TEACHING EXPERIENCE:  
Adjunct Assistant Professor, Howard University  
Adjunct Assistant Professor, Philadelphia University  
Teaching Assistant, Yale School of Architecture

PROFESSIONAL EXPERIENCE:  
Principal, Clifton Fordham Architect, Brooklyn, NY  
May 2010 - present  
Project Architect, Gensler, New York, NY  
April 2008 - Jan. 2010  
Project Architect, Rafael Vinoly Architect, New York, NY  
July 2007 - April 2008  
Project Architect, Daley + Jalboot Architects, Philadelphia, PA  
Project Architect, Voith & Mactavish Architects, Philadelphia, PA  
May 2002 - Nov. 2005  
Staff Architect, Kieran Timberlake Associates, Philadelphia, PA  
Feb. 1999 - April 2002  
Staff Architect, Karen Jacobsen Architects, New York, NY  
June 1998 - Jan. 1999  
Staff Architect, Jeffery Way & Associates, College Park, MD  
Sept. 1994 - May 1996

LICENSES/REGISTRATION:  
Registered Architect, New York, Pennsylvania, Washington, DC

PUBLICATIONS AND RESEARCH:  
Paper (ongoing) Ornament and Community Design, 2011  
Report (co-author) STEM Building Study for Howard University, 2010  
Paper (ongoing) A Case for a Technological Architecture, 2010  
Report (co-author) Comparative University Building Types, 2001  
Featured Project Yale School of Architecture Perspecta, 1998

Name: Lisa R. Hodges

Courses Taught "Urban Housing Strategies: The practice and politics of affordable housing development," and "The Business of Architecture: Real Estate Development and Finance"

Educational Credentials:
Clinical Experience: Trial Advocacy Workshop - three week intensive litigation training; Legal Services Center, Jamaica Plain, MA. - student advocate in housing division.  
Haverford College, Haverford, PA. Bachelor of Arts, June 1988 Major: Philosophy.  
Universite Paul Valery, Montpellier, France. Junior Year Abroad program in association with West Chester University. Studied: Philosophy, Film, Language.
Teaching Experience:
Howard University, School of Architecture, Adjunct Assistant Professor 2010-2011
Georgetown University Law Center (GULC), Harrison Institute for Public Law, Housing and Community Development Clinic, Adjunct Faculty/Staff Attorney. February 2004 to July 2004
Georgetown University Law Center (GULC), Harrison Institute for Public Law, Housing and Community Development Clinic, Adjunct Faculty/Staff Attorney.

Professional Experience:
Oystertree Consulting, L3C. Senior Advisor
Baltimore Development Corporation (BDC), Economic Development Officer.
Boston Housing Authority (BHA), Real Estate Development Dept. Director
District of Columbia Housing Authority (DCHA), Office of Planning and Development, Development Advisor to the Director
District of Columbia, Deputy Mayor for Planning and Economic Development, Special Assistant for Housing Policy
Madison Avenue Development Corporation, Executive Director

Licenses/Registration: Maryland Bar -- licensed attorney

Selected Publications and Recent Research:
American Architectural Foundation, Sustainable Cities Design Academy, design review expert. Chicago, IL November 14-16 2010

Professional Memberships:
Urban Land Institute, member
US Green Building Council, member
American Bar Association, member and Vice Chair, Energy and Green Incentives Committee for the Forum on Affordable Housing & Community Development Law
American Institute of Architects, associate member
Harvard Club of Maryland: Member, 2000 to present

Luis Alexander Hurtado

COURSES TAUGHT
Design III and Design IV

EDUCATION: BACHELOR OF ARCHITECTURE, Howard University, Washington, DC

TEACHING EXPERIENCE:
Howard University, Washington, DC
Assistant Professor Third Year Design
2009 – Present
Instituto Superior Técnico Bogotá, Colombia
Professor - Design Principles Second Year Studio, Principles of AutoCAD and Photoshop 1999 – 2001

**Colegio San Pio X** Bogotá, Colombia
Professor – Architectural Drafting and Design Communications, English as a second language 1999 – 2001

**PROFESSIONAL EXPERIENCE**

**Collective Architecture** Washington DC
Founding Partner, Design Director 2009 - Present

**Interior Architects** Washington, DC Senior Designer 2004 - 2009

**Perkins + Will** Washington, DC Project Architect 2002 to 2004


**PROJECTS:**

Chevy Chase Pavilion, New entrance and Lobby, 2ND Floor retail spaces
Bryan Voltaggio New Restaurant; Washington, DC
Civil Lounge Washington, DC,
Walkers Grill, LEED Gold restaurant
Bet Networks, Headquarters Campus Renovation; Washington, DC;
Co Co. Sala, New Restaurant/Lounge; Washington, DC, 6,000 square feet
Bancolombia, Headquarters Building; Medellin, DC 1.5 Million square feet
Capital One Financial Corporation, Headquarters Campus; McLean, VA
Emirates Center For Strategic Studies And Research; Abu Dhabi, UAE,
America Online, Multiple Renovation Projects
CC2, CC5 Dulles, VA

**PROFESSIONAL MEMBERSHIPS**

Assoc. AIA, IIDA, NAIOP

**Name:** Outram J. Hussey  AIA.

**Courses Taught:** Design VII, Design VIII, Environmental Systems I & 2 and Infrastructure Design & Development.

**Educational Credentials:** Professional Diploma in Architectural Technology
University of Technology – 1977
B.Arch. Architecture
Howard University – 1982
Real Estate Law, Financing, Valuation.
University of Maryland -1984
Teaching Experience: Have taught across the curriculum starting in 1989 to present:

Courses: Design I, Design II, Design III, Design IV, Environmental Systems 1, Environmental Systems 2, Construction Management, Design VII, Design VIII.

Seminars
Conducted seminar for final year students regarding proper preparation and approach to Thesis Design. Conducted Global Imperative teach-in (Sustainable Futures)

Special Lectures
- DESIGN PROCESS THINKING AND TECHNIQUES
- TECTONIC NATURE OF BUILDINGS
- ADA DESIGN SCOPE AND STANDARDS
- URBAN DESIGN ANALYSIS TECHNIQUES
- WESTERN VS. NON-WESTERN DESIGN STRATEGIES
- HASSAN FATHY - EARLY WORKS IN EGYPT

Professional Experience:
Licensed in Maryland and the District of Columbia since 1986, provided professional services through Outram Hussey Associates (OHA), a small design firm doing a variety of project types. As Principal, provides leadership, management, technical and quality control support to staff and consulting team. Experience covers Design and Master planning of Residential, Institutional, Industrial, Educational, Religious, and Commercial Facilities. Additional experience includes Environmental Impact Studies, Urban Design, Interior Design and Construction Management Services. Provides financial and market feasibility studies for a variety of clients. Student internships at Howard to experience the rigor & culture of the architect at work. Mentors students into the profession.

Licenses/Registrations: Architecture – District of Columbia, Maryland

Selected Publications: Charting a New Infrastructure for the Jamaican Sugar Industry.

Professional Memberships:
American Institute of Architects
Overseas Associate – Jamaican Institute of Architects

Board Activities:
The Molasses Board. The Spirits Pool of Jamaica.
The Sugar Manufacturers Assoc. of Jamaica.

Ronnie W. McGhee, Principal, AIA, LEED AP:

Courses taught:
ARCH 401, 402 Materials and Methods I, II
ARCH 951 Construction Documents
ARCH 823 Historic Preservation; New Architecture in Historic Districts
ARCH 998 Internship

Educational Credentials:
Howard University, Washington, DC, Bachelor of Architecture, 1978
Northwestern University, Evanston, Illinois, Anthropology major

Teaching Experience
Associate Professor, Howard University’s School of Architecture and Design (2001 to present).

Professional Experience:
Ronnie McGhee Architects, Principal

AWARDS
First Award 1998 American Planning Association Outstanding Federal Planning Project of the Year: Bolling Air Force Base General Plan
Citation 1998 US Air Force Design Award: USAF Honor Guard Complex Area Development Plan
Citation 1998 US Air Force Design Award: Bolling Air Force Base General Plan
Honorable Mention 1996 US Air Force Design Award: USAF Honor Guard Operations Building
National Historic Trust Preservation Award 1993 Whitelaw Hotel/Apartment Restoration (Nominated)
First Design Award 1986 Masonry Institute: The Castle
Honorable Mention 1986 Washington Chapter AIA Historic Preservation Award: The Castle
Honorable Mention 1986 Building Design & Construction Magazine Reconstruction Award: The Castle

MEMBERSHIPS/AFFILIATIONS (Present and Past)
• DC Board of Architecture and Interior Designers( Present)
• American Institute of Architects
• National Organization of Minority Architects (NOMA)
• George Washington Chapter, Lambda Alpha, 2008 - Present
• Associate Professor, Howard University 2001- Present
• Board Member, DC Historic Preservation Review Board (2001-2007)
• Advisor to the National Trust for Historic Preservation Board of Trustees (2004-8)
• Board of Directors, Mt. Carmel House Women's Shelter (1992-1997)
• Historic Preservation League, Washington, D.C. Chapter (Board of Directors 1996-1998)
• American Planning Association

PROFESSIONAL ACTIVITIES
2008 Presentation: Balancing the Old with the New - National Organization of Minority Architects
2008 Presentation: The Role of Historic Preservation in Cultural Heritage Tourism – African Diaspora Trail Conference in Bermuda
2008 Presentation: The Value of Preservation, National Trust of Trinidad & Tobago, Port of Spain, Trinidad
2007 Presentation: Historic Preservation and Sustainable Design, National Trust Conference
2006 Presentation: Creative Solutions to Providing Affordable Housing in Historic Neighborhoods, National Preservation National Trust Conference, Pittsburgh, PA
2004 Presentation: New Architecture in Historic Districts, National Trust for Historic Preservation National Conference, Louisville, Kentucky
2004 Authored biographical article on Isaiah Hatton published in A Biographical Dictionary of African-American Architects, 1865-1945, Derrick Wilson, Editor
2003 Provided Pro Bono Planning and Urban Design for commissioned Kennedy Playground, Washington, DC

Name: Barbara G. Laurie, AIA, NOMA

Courses Taught:
ARCH 201-01 Design III
ARCH 202-02 Design IV
ARCH 901-01 Programming & PreDesign
ARCH751-01 Professional Practice
ARCH 360-01 Modern Architecture/Black Architects
ARCH 653-01 200+ Historic Documentation: Black Women Architects

Educational Credentials:
B.Arch Howard University, 1985

Teaching Experience:
Assistant Professor (Adjunct), Howard University, 1993-2005
Assistant Professor (F/T), Howard University, 2005-2009
Associate Professor (F/T, Tenured), Howard University, 2009-present

Professional Experience:
Summer Intern, Belton & McGhee Associates, Washington, DC 1983
Summer Intern, Oehrlein & Associates, Washington, DC 1984
Associate/Project Manager, Devrouax & Purnell Architects, Washington, DC 1995-present

Licenses/Registration:
District of Columbia (1992)

Selected Publications and Recent Research:
200+: Black Women Architects – Curator/Creator, Gallery Exhibit, Howard University, WDC – Spring 2009
(In Progress) – Hilyard Robinson + Howard Mackey: The Houses (Historic Documentation) – 2007-present

Architectural Projects (Project Architect/Project Manager/Project Designer):
Janney Elementary School, Washington, DC – Historic Renovation and Addition, 80,000 SF, $32M.
African American Civil War Museum, Washington, DC – Renovation of existing school gymnasium for exhibit and office space, 14,000 SF, $12M.
Pepco at MLK Avenue, SE, Washington, DC – Interior tenant fit-out of retail space for Pepco Business Center, 10,000 SF, $1.5M.
(In Progress/On-the-Boards):
Pepco at Benning Road, SE Washington, DC – Interior renovation of office space, 14,000 SF, $2M.
Ballou SHS Design Competition, Washington, DC – Design for a new high school, 250,000 SF, $100M.

Professional Memberships:
Member, American Institute of Architects (AIA)
Past President, Washington Chapter of the AIA (AIA/DC)
Member, National Organization of Minority Architects (NOMA)
Board Member, Washington Architectural Foundation (AIA/DC)
Trustee, DC Preservation League (DCPL)

Name: Sigidi Mbonisi

Courses Taught (Two academic years prior to current visit):
• Structures I
• Structures II
• Structural Innovation
• Construction Management

Educational Credentials:
• Bachelor of Architecture – Howard University

Teaching Experience:
Howard University
Architecture Program Report
September 2011

- Volunteer Teacher – CityVision Program, National Building Museum 1 Yr
- Volunteer Teacher – African-American Cultural and Education Foundation 3 Yrs
- Teacher – Sojourner-Douglass College Construction Training Institute 1 Yr
- Volunteer Teacher – Inner Harbor East Academy for Young Scholars Design Program 1 Yr
- Adjunct Professor – Howard University School of Architecture and Design 2 Yrs

Professional Experience:
- Chief Executive Officer, Sigidi Mbonisi Structures Q3 2010 – Present
- Chief Executive Officer, Greenfields Development Group Q1 2007 – Q3 2010
- Vice President, Banks Contracting Company Q2 2002 – Q1 2005
- Project Architect, Devrouax and Purnell Architects Q1 2000 – Q2 2002
- Senior Project Manager, Brennan Beer Gorman Monks Architects Q1 1998 – Q1 2000
- Project Manager, Austin L. Spriggs Associates Q2 1996 – Q1 1998

Licenses/Registration:
- Architect License, District of Columbia
- NCARB Certificate, National Council of Architectural Registration Boards
- Maryland Home Improvement Contractor License, State of Maryland

Selected Publications and Recent Research:
- N/A

Professional Memberships:
- US Green Building Council, Member 2007
ASGHAR TALAYE MINAI

Education
1965-69 Ph.D. Graduate School of Arts and Sciences, University of Pennsylvania.
1964-65 Master of Architecture (Urban Design), Department of Architecture, MIT
1957-63 Diploma of Architecture, Tehran University, Iran.

Teaching Experience:
Associate Professor 1969 to 1978, Tehran University, Iran and Farabi University Chairman of Dept, Planning 1969 to 1978 Tehran University, Iran and Farabi University Vice-President for Academic Affairs, Farabi University (University of the Arts), Tehran, Iran.
Howard University, Associate, and Professor, from 1980 to Present.

HONORS:
1984 National Endowment for Humanities Summer Institute, Urban Architecture: a New Perspective, DePaul University, Chicago.
National Endowment for Humanities Summer Seminar, Development of the Modern Scientific Worldview, University of Maryland.
1960-69 Fellowship, University of Pennsylvania
1965-60 Special University Scholarship, University of Pennsylvania
1964-65 Scholarship, Massachusetts Institute of Technology

PROFESSIONAL EXPERIENCE:
1970-79 Principle Partner: Research & Planning Corporation
Architectural and Planning Consultants, Tehran, Iran, Responsible For preparation of 5 Urban design (detailed city plan) of 5 Master plans including city of Isfahan.

LICENSES/REGISTRATION, NY, and MD

PUBLICATIONS:
Art, Science, and Architecture, Michigan University Publication, 1969
Co-Author (member of Study group), Housing in Iran: Planning end Design with Regard to Climate (in Persian), in publication for the Ministry of Housing and Urban Development
Harry G. Robinson III, FAIA

Courses Taught (Two academic years prior to current visit):

- Thesis Preparation
- Design VIII, Thesis
- Design VI, Fourth Year
- Principles of Urban Design
- The Black Architect
- The Public Market

Educational Credentials:
- B Arch, Howard University (Design Honors)
- MCP, Howard University
- MCP in Urban Design, Harvard University Graduate School of Design

Teaching Experience:
- Federal City College, Community Design, 1971-76
- Washington Technical Institute, Intro to Design, 1968-70
- Morgan State University, Urban Design and Community Design Studio; Director and Professor, Graduate Planning Program, 1971-1979
- Howard University, Architecture; Dean and Professor, School of Architecture and Planning, 1979-1995; Professor, 2000-present (Interim VP Academic Affairs, VP University Administration, 1995-2000)

Professional Experience:
- Internships/practice in various firms 1963-1966;
- Officer, Corps of Engineers, US Army, 1966-1968;
- Practice in various forms 1973-present.
- Current, managing principal, TRG Consulting Global and
- Executive Consulting Architect, American Battle Monuments Commission, ABMC.

Licenses/Registration:
- Registered Architect, District of Columbia, A2667
- Certified Planner, American Institute of Certified Planners

Selected Publications and Recent Research:

Recent research includes the 100 year history of architecture education at Howard University and a companion film documentary, Desire Lines (in preparation). Curated and produced the centennial exhibition on Architecture Education and Howard University. Curated and produced the exhibit on the late Frank G. West, Jr., Professor Emeritus and delivered the Frank G. West, Jr. Lecture.

Work with the ABMC has yielded numerous urban design studies, longitudinal site analyses and design policy statements. Currently designing the United States of America monument in the United Nations Memorial Cemetery Korea, Busan, Korea.

Professional Memberships:
- American Institute of Architects, AIA College of Fellows, American Institute of Certified Planners, American Planning Association, Society of Architectural Historians

Name: NUBRAS SAMAYEEN
Courses Taught:

Howard University, Fulltime Assistant Professor of Architecture
Spring 2010-Present South Asian Art + Architecture, 15 students
Core Architecture Courses:
Design Communications- I + II, Fall, Spring, 21-27 students
Design Studio –III + IV Fall+ Spring 21-24 students
Independent Study Courses as requested by Students- I.
Sustainable Architecture & Urbanism, II) Slums and their Environmental Impact in Megacities, III)
Experimental Architecture- Competitions

Sum2009: Fulltime-Faculty, NJ Scholars Program-2009, Lawrenceville School, NJ
Art & Architecture, Bangladesh, Pakistan, India, Three countries, Shared future,
5 Lectures, 27(3x9) Seminars, Directed 38 Students, Projects, Research Papers

April 2005: Adjunct Faculty, Dept. of Architecture, University of Asia Pacific, Dhaka, Bangladesh
Directed Design Studio II, Arch 102, 18 students

Winter 2003 Graduate Student Instructor, Understanding Architecture for Prof. Robert Fishman
Structured Projects, Seminars and Papers for 16 students, University of Michigan

Educational Credentials:

Dec 2003 University of Michigan, Ann Arbor, Michigan, M. Arch & M.U.D, Distinction
June 2001 Bangladesh University of Engineering & Technology (BUET) Dhaka, Bangladesh
Bachelor’s Degree in Architecture (B. Arch), 2nd rank holder among 67 Students

Teaching Experience:

Howard University, Fulltime Assistant Professor of Architecture
Spring 2010-Present South Asian Art + Architecture, 15 students
Core Architecture Courses:
Design Communications- I + II, Fall, Spring, 21-27 students
Design Studio –III + IV Fall+ Spring 21-24 students
Independent Study Courses as requested by Students- I.
Sustainable Architecture & Urbanism, II) Slums and their Environmental Impact in Megacities, III)
Experimental Architecture- Competitions

Sum2009: Fulltime-Faculty, NJ Scholars Program-2009, Lawrenceville School, NJ
Art & Architecture, Bangladesh, Pakistan, India, Three countries, Shared future,
5 Lectures, 27(3x9) Seminars, Directed 38 Students, Projects, Research Papers

April 2005: Adjunct Faculty, Dept. of Architecture, University of Asia Pacific, Dhaka, Bangladesh
Directed Design Studio II, Arch 102, 18 students

Winter 2003 Graduate Student Instructor, Understanding Architecture for Prof. Robert Fishman
Structured Projects, Seminars and Papers for 16 students, University of Michigan

Professional Experience:

Present Al-Quran Museum, Sylhet, Bangladesh Patron: Hason Raja Foundation
Jan 2011- Present Syed Villa, Mixed use mid-rise Banani, Dhaka, Bangladesh, Lead designer, working jointly
with Vistaara Architects of Delvista Conglomerates
Civic Center DC Project, Large Scale Mixed –Use Project

Licenses/Registration: APA, NOMA, LEED AP, ASSOCIATE AIA

David C. Sledge

Courses Taught:
Architectural History Survey One
Architectural History Survey Two
4th Year Design Studio V
4th Year Design Studio VI

Educational Credentials:
• Massachusetts Institute of Technology
  Master of Science in Architecture Studies
  Cambridge, MA (2001) Summa cum Laude
• École d’Art Américaines
  School of Architecture and Fine Arts Study Abroad Program- Certificate
  Fountainbleau, France (2000)
• Best Urban Design and Third in Class
  North Carolina State University, Raleigh, NC
• Bachelor of Architecture (1996) Magna cum Laude
• Bachelor of Environmental Design in Architecture (1990) Cum Laude

Teaching Experience:
• Howard University, Washington, DC
  College of Architecture and Design Assistant Professor (2010-11)
• Georgia Institute of Technology, Atlanta, GA
  College of Architecture Visiting Assistant Professor (2002-07)
• École d’Architecture de Paris La Villette, Paris, France
  Senior Level Design Studio Instructor and history/ theory seminar on monumentality (2004)
• University of Tennessee, Knoxville, TN
  College of Architecture and Design Visiting Assistant Professor (2001-02)

Professional Experience:
• Alliance Architecture, Durham, NC
• O’Brien/Atkins Associates, P.A., Durham, NC
• Major S. Sanders, Jr., AIA, NOMA, Greensboro, NC
• Philip Bisesi, PE., Greensboro, NC
  Draftsman. Coordination of plumbing, mechanical, and electrical documents with architecture. (1994-95)
• Clinton E. Gravely, AIA, NOMA, Greensboro, NC

Licenses/Registration:
I.D.P. Complete

Selected Publications and Recent Research:
Ann M. Beha Travel Fellowship - research fellowship on the Kimbell Art Museum (2000)

Professional Memberships:
N.O.M.A. – National Organization of Minority Architects Member
A.I.A. – Affiliate Member
Name: Catherine Swaniker

Courses Taught (Two academic years prior to current visit): No courses taught prior to teaching the course, Tropical Architecture and Urbanism in Spring 2011.

Educational Credentials:
Undergraduate Level: BA (Honors) in Architecture, Masters Level: Strategic Sustainable Development.

Teaching Experience:
Tropical Architecture and Urbanism (Spring 2011). Site Design and Principles (Fall 2011).

Professional Experience:
Ms. Swaniker has over 15 years of professional architecture and interior design experience. She is a senior leader who provides technical and design review throughout the design and construction document process, and acts as a day-to-day contact during the construction process.

Licenses/Registration: LEED GA.

Selected Publications and Recent Research:
Founder of Building Connexions, a web-based research portal to discuss the effects of globalization on the built environment.

Professional Memberships:
AIA, RIBA, FSSD (Framework for Strategic Sustainable Development
William Wesley Taylor

Courses Taught:
Spring  Design VIII & Survey of Contemporary Architectural Theory
Fall   Design VII & Thesis Preparation
Spring  Design VIII & Survey of Contemporary Architectural Theory
Fall   Design VII & Thesis Preparation

Educational Credentials:
M.S. Architecture Theory, 1995  University of Cincinnati
B.S. Architecture, [Professional Degree], 1971  University of Cincinnati

Teaching Experience:
2004 - Assoc. Prof. of Architecture, Howard U. Dept. of Architecture
2001- 2004  Assoc. Prof & Chair, Department of Architecture, Howard U
1999 [Fall] Visiting Assis. Prof., Dept. of Architecture, Hampton University, Hampton, VA.
1996-2000  Assist. Prof. of Architecture, University of Cincinnati [Tenure Track]
1994-1996  Visiting Assistant Professor of Architecture, Full Time - University of Cincinnati
1989-1992  Adjunct Assistant Prof. of Architecture, University of Cincinnati
1973-1978  Adjunct Assis. Prof., Department of Art & Interior Design, University of Massachusetts, Amherst, MA.

Professional Experience:
45 years professional practice as a conceptual designer [includes 22 years as a Chief Designer and 10 years as an independent Architectural Design Consultant] executing predominantly private and institutional projects. Currently, private design consultant, Washington, DC.

Licenses/Registration:  Licensed Architect – Michigan Registration

Selected Publications and Recent Research:
2010 - Report on research in Improvisational Design Processes in Teaching and Practice delivered as Invited Lecturer by McGill University at Canadian Center for Architecture in Montreal, Canada.

Professional Memberships: American Institute of Architects
Peter VanderPoel, AIA

Courses Taught
- Design Communications I (team leader – fall)
- Design Communications II (team leader-spring)
- Design I (team assistant-fall)
- Design II (team assistant-spring)

Educational Credentials:
- Bachelor of Environmental Design – University of Kansas -1983
- Bachelor of Architecture – University of Kansas – 1984
- Master of Architecture – Virginia Tech - 2006

Teaching Experience:
- Howard University, Assistant Professor
  - Design I & II 2004- present
  - Design Communications I & II, 2006-present

Professional Experience:
- RDM Architecture Kansas City, MO 1984-1985 - Draftsman
- Wisnewski/Blair –Alexandria, VA 1985-1995 – Project Manager
- Cole & Denny Inc. – Alexandria, VA 1995-2001 – Project Manager

Licenses/Registration:
- Registered Architect - Commonwealth of Virginia

Recent Research:
- What Design Thinking Provides - white paper
- Finding the Right Student – white paper
- Architectural Program Affinities – white paper

Professional Memberships:
- AIA – Member
Roberta Washington, FAIA

COURSES TAUGHT:  ARCH 753-01, The Anatomy of Black Architectural Practice

EDUCATIONAL CREDENTIALS:  1970  Bachelor of Architecture  
                             Howard University, Washington, D.C.  
                             1971  Master of Science in Architecture  
                             Columbia University, New York, N.Y.

TEACHING EXPERIENCE:  Spring 2008, Hunter College, New York, NY, Regulation of the Urban Form  
                       Fall 2011, Silcott Endowed Chair Professor, Department of Architecture, Howard University

PROFESSIONAL EXPERIENCE:  
1983-Present  Principal, Roberta Washington Architects, PC, New York, NY  
1981-83  Project Architect, Mason DeSilva Architects, New York, NY  
1977-81  Director of Architectural Studio, Maputo Provincial Office of Public Works  
         Mozambique Ministry of Public Works, Maputo, Mozambique  
1975-77  Project Architect, HLW Architects/Engineers, New York, NY  
1973-75  Project Architect/Designer, Ifill Johnson Hanchard Architects, New York, NY  
1972-73  Architectural Designer  CRS Architects  New York, NY  
1971-72  Health Facility Planner/Designer, Robert Chapman Architect, New York, NY

LICENSE/REGISTRATION:  2003  LEED Accredited Professional BD + C USGBC  
                         1995  Licensed Architect  Connecticut  
                         1993  Licensed Architect  New Jersey  
                         1976  Certificate Holder  NCARB  
                         1975  Licensed Architect  New York

SELECTED PUBLICATIONS AND RECENT RESEARCH:  

PROFESSIONAL MEMBERSHIPS:  Commissioner, NYC Landmarks Preservation Commission  
                             Member/ Past President, Center for Architecture Foundation  
                             Member/Fellow, American Institute of Architects  
                             Member/Past President, National Organization of Minority Architects  
                             Member, Society of Architectural Historians
PART 4: SECTION 2-FACULTY BIOGRAPHIES

Angel F. Clarens AIA

Professor Angel F. Clarens is currently a tenured Associate Professor in the Department of Architecture at Howard University. Prof. Clarens received his B. Arch from The Catholic University of America in 1968 and did graduate work at the Ecole Speciale d’Architecture under Ricardo Porro in 1969 and 1970. He is a registered architect in the District of Columbia and in Maryland. He is a member of the AIA. He has been teaching at Howard since 1981. His current teaching responsibilities are in beginning Design and History and Theory. During this time Prof. Clarens has maintained a private architectural practice concentrating in housing. His work has been published in the Washington Post and in magazines such as Imagen. He has served on the Board of Architects of the District of Columbia (1987-90) and on the Board of Zoning Adjustments (1991-97) and on the Zoning Commission (1997-99). He Chaired both the BZA and the ZC. Prof. Clarens chairs the Curriculum Committee of the Department of Architecture. He is currently a Principal Investigator (CoPI) in a seed research grant studying the relationship between qualities in the built environment and health disparities in low income communities. Prof. Clarens has travelled extensively in South America, Europe and Asia. Prof. Clarens lives in Washington DC is married has three children and two grandchildren.

Edward D. Dunson, AIA, NOMA

Edward D. Dunson, Jr. AIA is Chairman of the Department of Architecture and Associate Professor of Architecture in the Department of Architecture, School of Architecture and Design, College of Engineering, Architecture and Computer Sciences, Howard University, Washington, DC. Professor Dunson is a licensed architect and design consultant with over 30 years of leadership experience in the profession of architecture and in architecture education. He received his Bachelor of Architecture degree from Howard University and his Masters degree in Architecture and Urban Design at Columbia University. Professor Dunson was appointed as Chair of the Department of Architecture in 2007 and in this capacity is working toward expanding the departmental programs to be more reflective of the evolving building industry while increasing its influence in communities served by its graduates, locally, nationally and globally. His teaching responsibilities are in the area of architecture design, preservation, the practice of architecture and the cultural and ethical responsibility of architecture in the built environment.

Victor Dzidzienyo

Victor Dzidzienyo received his undergraduate degree in Architecture (B.Arch.) and the graduate degree in City Planning (M.C.P.) at Howard University. Currently, he serves as Associate Professor, School of Architecture and Design, College of Engineering, Architecture and Computer Sciences at Howard University.

Prior to that, he served as Associate Dean at the College of Engineering, Architecture and Computer Sciences and Director of the School of Architecture and Design. He has also served as Director/City Planner for the first community based advocacy planning organization, Model Inner City Organization (MICCO) funded by H.U.D. for the Shaw Area Urban Renewal Project in Washington, D.C. He has also served as Director, Project Management Consultant to numerous public, private and non-governmental agencies at the local, national and international levels. Victor Dzidzienyo is an educator/practitioner/researcher who has traveled throughout the US, Western Europe, Caribbean and Africa, and has lectured on socio-cultural indicators for planning the design and the impact on community planning, revitalization and governance. He has authored a number of presentations/papers on the subject. He is a strong advocate of community service with an activist orientation for direct action. Victor Dzidzienyo maintains selective consultancy practice in program development in architecture, community design, project planning human resource development and strategies for implementation and community action.
Ahmed A. Elnaggar

Dr. Elnaggar, professor, School of Architecture and Design, Howard University. He taught and was supervisor, advisor and examiner for Ph.D. Dissertations in Egypt, Saudi Arabia and United Arab Emirate. His professional Practice extended from the US to the Middle East. He was Senior Architect/Planner with the World Bank and Planning and Urban Design Consultant to the US Department of State, the US Department of Housing and Urban Development and the US Department of the Interior. Professor Elnaggar received Howard University Faculty Senate 2010 Lifetime Achievement Award.

Clifton R. Fordham, RA, LEED AP

Clifton Fordham is a registered architect in New York, Pennsylvania, and Washington, DC. He is the founder of Clifton Fordham Architect based in New York City and has been an Assistant Professor of Architecture at Howard University in Washington, DC since 2010. Professor Fordham holds a Bachelor of Architecture degree from Howard University and a Master of Architecture degree from Yale University. He has led projects for internationally recognized architectural firms including KieranTimberlake Associates, Voith & MacTavish Architects, Rafael Vinoly Architects, and Gensler Associates. Project experience includes the Penn Law School Lecture Hall Renovation, Fisher Translational Laboratory at the University of Pennsylvania, and the D’Angelo University Center at St. John’s University. Prior to teaching at Howard, Professor Fordham was an adjunct professor at Philadelphia University where he taught design and construction documentation. At Howard, his academic investigations include sustainability, suburbia, and ornament.

Lisa R. Hodges

Lisa Hodges is a Senior Advisor with Oystertree Consulting, L3C, a New Orleans based real estate advisory services firm specializing in sustainable affordable housing development, finance and policy. Previously, she served as the Director of Real Estate for the Boston Housing Authority, and Development Advisor to the District of Columbia Housing Authority (DCHA). In these capacities she managed a portfolio of over $100 million in large-scale redevelopment projects as well as represented the DCHA in District-wide and national housing policy committees, including the Fannie Mae Housing in the Nation’s Capital Advisory Committee and the Mayor’s Green Building Advisory Council.

Prior to working with DCHA, Ms. Hodges was Special Assistant for Housing Policy to the Deputy Mayor for Planning and Economic Development for the District of Columbia (ODMPED). As Special Assistant Ms. Hodges managed the Comprehensive Housing Strategy Task Force, produced the Housing Pipeline Report, disposed of District owned property, and coordinated interagency housing policy initiatives.

Ms. Hodges is an Adjunct Assistant Professor at the Howard University School of Architecture and previously as and Adjunct Professor at Georgetown University Law School’s Harrison Institute. Ms. Hodges holds a Juris Doctorate from Harvard Law School and a Bachelors of Arts in Philosophy from Haverford College and is a member of the Maryland State Bar.

Luis Alexander Hurtado

Practicing architect with 12 years of experience. Worked on a variety of project types including residential, commercial base-building and interiors. First year was spent teaching design principles and computer programs in Bogotá Colombia. Developed curriculum and lesson plans. 12 years experience mentoring junior staff in all phases of the architecture practice, including but not limited to: programming, schematic design, design development, construction documents and construction administration. Founding partner and Design Director at a 12 people firm. Responsible for selecting topics and conducting bi-monthly meetings for people with all levels of experience. Contributed to the development of a comprehensive mentorship program for interns, junior designer/architects and mid level designers. Taught several classes related to building codes to staff members, engineer firms, and real estate brokers.
Outram Hussey AIA

Outram Hussey AIA, has more than 25 years of experience providing design, environmental and construction management services as well as strategic planning for successful industrial projects and community rebuilding. Prior to launching Outram Hussey Associates (OHA) Architects in 1986, worked for several firms in Washington D.C. where duties included overseeing day to day operations, design and project management. OHA Currently work on large scale industrial projects that includes architectural, environmental and industrial design challenges. Currently active in rewriting the economic and industrial infrastructure of Trelawny Parish Jamaica with the explicit aim to bring economic, manufacturing and social sustainability to a region ravished by decades of sugar manufacturing. Currently, teaches Design and Environmental Systems at Howard University and recently conducted classes in Infrastructure Design and Development in Jamaica for Howard University.

Outram J. Hussey, AIA received the professional degree in architecture from Howard University (Suma Cum Laude) and the Diploma in Architectural Technology from The University of Technology and have studied Real Estate Development at the University of Maryland. Is licensed to practice architecture in Maryland and the District of Columbia and holds a Real Estate Brokers License in the State of Maryland. Mr. Hussey is an Overseas Associate of the Jamaica Institute of Architects.

Barbara G. Laurie, AIA, NOMA

Ms. Laurie has been on the faculty at the School of Architecture & Design at Howard University for the past 17 years, where she teaches a Third Year Design Studio. She also teaches a course in Programming and Women in Architecture & Design, and Professional Practice. She is a tenured, Associate Professor.

Her research interests include Black women in architectural practice, and the history of Hilyard Robinson and Howard Mackey. Last spring was the first gallery installation of 200+: Black Women in Architecture, a digital exhibition and symposium. She is the IDP Educator Coordinator, Faculty Advisor for NOMAS and Chair of the Department’s Committee on Recruitment, Scholarships and Financial Aid. She has been faculty co-leader for eight, summer student architectural study tours of Lille, Paris, Belgium, London, Rome, Milan, Venice, Barcelona, Bilbao, Amsterdam, and Berlin. Ms. Laurie, licensed in the District of Columbia, is also an Associate with Devrouax + Purnell Architects, where she has practiced for the past 25 years, working on a variety of commercial projects.

Ronnie W. McGhee, Principal, AIA, LEED AP:

Mr. McGhee has thirty years of professional practice in architecture including fifteen years as partner in-charge and owner of a Washington D.C. based architectural firm specializing in urban design, adaptive reuse and existing building rehabilitation and restoration. He has designed and completed work on numerous DC Landmark and US Park Service (USPS), National Register Listed properties, served on the DC Historic Preservation Review Board for six years and he is listed with both the DC Historic Preservation Review Branch and US Park Service as a Historic Architect. Mr. McGhee believes that architects have a responsibility and a role to play in defining the direction and future of their communities. Mr. McGhee has concentrated his recent work on the design of sustainable new and existing libraries, offices, residences and retail spaces that reflect good construction and urban design practices and foster neighborhood development. Mr. McGhee’s experience includes over 160 projects executed including five years as the Chief of Architecture & Engineering at Bolling Air Force Base, responsible for a 45-person planning, design, and construction management department that managed 607 acres, 108 facilities and 1300 housing units valued over $1 billion. Mr. McGhee is also an Assistant Professor at Howard University’s School of Architecture and Design and has been teaching technology related courses in materials and methods and in construction documents since 2001. He also teaches several of the historic preservation courses and this year he has ably assisted in the recently instituted student internship program.
Sigidi Mbonisi

Sigidi Mbonisi is the Founder and Managing Partner of Sigidi Mbonisi Structures, a Maryland based, design-build company. He graduated from the Howard University School of Architecture and Planning in Washington, DC. He heads the work of both Sigidi Mbonisi Structures and ThinkBuild, the research branch of Structures focused on creating economically and socially responsible construction means-and-methods models for underdeveloped nations and impoverished communities. Mbonisi is an adjunct professor at Howard University where he teaches Structures, Construction Management and Structural Innovation.

Asghar T. Minai

Asghar T. Minai was born in Iran and received his Diploma of Architecture from Tehran University, Master of Architecture(UD) from Massachusetts Institute of Technology, and Ph.D. from University of Pennsylvania.

He has taught in the Department of Architecture and City and Regional Planning at Tehran University, While he first held the Position of Assistant Dean and then Chairman of Department of City and Regional Planning at Tehran University. He held the position of Vice Chancellor for Academic Affairs at Farabi University in Iran. In 1979 he moved to USA and became an associate and then professor at Howard University. During last 30 years at Howard University, he wrote four books and tens of articles and papers, which some were presented in national and international conferences.

Harry G. Robinson III, FAIA, AICP, NOMA, Hon TTIA, Hon CAM

Harry G. Robinson III is a design professional educated in architecture, city planning and urban design. His leadership career in these disciplines spans practice/consultation, teaching, management and research. Currently, he is a professor of urban design and dean emeritus. His practice/research includes Executive Consulting Architect, American Battle Monuments Commission and managing principal, TRG Consulting Global. He has been president of NCARB and NAAB. He holds professional degrees in architecture and city planning and an advance degree in urban design. He has taught for more than forty years.

Nubras Samayeen

Growing up in a hyper-mobile, overpopulated, dense urban condition in Dhaka, the capital of Bangladesh, I garnished my passion for architecture, preservation and cities. Upon completion of my professional degree (B.Arch) in Architecture in Dhaka I pursued my post professional degrees in Masters in Architecture (M. Arch) and later in urban Design (MUD) from the University of Michigan, Ann Arbor. I spend a number of month travelling and doing studio work in Europe mainly in Prague, Czech Republic and Hamburg Germany. My internship with the planning teams of reputed offices like HOK, Beyer Blinder Belle and Eissenman architecture in New York broadened my horizon in global professional realm in Architecture and urban design field. Later, I moved to Washington DC to work with Zimmer Gunsul Frasca LLP in DC. My long time cherished interest to teach always grew with me. The interest and capacity of pedagogy developed germinated with my teaching during my studentship at the University of Michigan. Later, I honed my interests and skills by teaching in the Architecture program of the University of Asia Pacific Dhaka. I also have a passion and knack for photography and travelling. I always try to offer versatile experience and international exposure to my teaching realm and to the academic Community. After long pursuit, my position as a assistant professor at Howard University fulfilled my dream and opened up an opportunity to offer to the fullest.
David C Sledge

Professor David Sledge has worked in various North Carolina architecture firms for a cumulative total of ten years. He holds a Bachelor of Architecture degree from North Carolina State University, a certificate of completion from the L’Ecole d’Art Americaines, School of Architecture and Fine Arts in Fontainebleau, France, and graduated with a Master of Science in Architecture from the Massachusetts Institute of Technology with a 5.00 GPA in 2001. While at M.I.T., Prof Sledge focused on the History and Theory and Criticism of Architecture, with focused research on Louis I. Kahn. He has since taught as a professor for over eight years total, including one year at the College of Architecture and Design at University of Tennessee, Knoxville, TN, as a Visiting Assistant Professor, and taught beginning level design studio, sophomore design studio and Visual Arts-Drawing, The Georgia Institute of Technology in Atlanta, Georgia for five years, and gave numerous lectures, lead field-trips, exhibited art and furniture designs, and restructured the Visual Arts instruction for the college. Professor Sledge has extensive experience serving as design instructor and critic at numerous universities both in America and abroad. He is entering his second year of teaching at Howard University as an assistant professor concentrating on history, theory and design and is currently teaching required 4th Year Design Studios, all the required Architectural History courses, and a history/theory elective on Louis Kahn. He has published in several journals, and his most recent professional work was published in Durham Magazine in 2010. Professor David Sledge has served as an invited guest juror at North Carolina State University in Raleigh, North Carolina, A & T State University in Greensboro, University of Virginia in Charlottesville, University of Tennessee in Knoxville, Penn State University in College Station, Washington University in St. Louis, Georgia Tech in Atlanta, The Massachusetts Institute of Technology and Harvard University in Cambridge, Boston, The Architectural College, Wesley College, and L’Ecole d’Architecture de Paris La Villette in Paris, France. He has exhibited award-winning furniture and freehand drawings designs at MIT, NC State University, The Contemporary Gallery in Atlanta, Georgia, and in Paris, France.

William Wesley Taylor, AIA

Professor Taylor received his [professional] B.S. in Architecture and his M.S. in Architectural Theory from the College of Design, Art, Architecture, and Planning at the University of Cincinnati. He has had over forty years of practice experience as a principle designer and over thirty years of experience as a studio critic and as a lecturer in design theory. He is currently Associate Professor of Architecture at Howard University in Washington, D.C. His primary research interests are the phenomenology of place and the use of improvisational design process in studio instruction and design practice.

Peter VanderPoel

Peter VanderPoel is an Assistant Professor of Architecture at Howard University. He received his Bachelor of Environmental Design and Bachelor of Architecture from the University of Kansas (1984/1985) and Masters Degree in Architecture from Virginia Tech (2006). He lives in Arlington, VA with his wife and two children.

Ken Walton

My experience in architecture, urban design and planning is in all phases of the design process (conceptual design, schematic design, design development, bidding and negotiations and construction administration). My experience includes the development of building and site plans, elevations, perspectives and renderings, architectural sections, site and building details, site and building evaluations and the preparation of schematic and design plans sections and elevations for presentation and construction as well as the daily management of project budgets. I also have experience with the development of urban design projects at various stages of the design process. This experience includes the development and interpretation of design and planning policy, making written and verbal presentations to Presidential appointees, US Senate and US Congressional staff, DC Mayoral staff large private developer I have plan review experience in the Plans Review Division of the National Capital
Planning Commission creating studies and analysis to review planning and design projects to assure they meet land use requirements under NCPC authority. These experiences are both domestic and international with large scale urban design and planning projects in various. These projects involved an array of planning criteria (land use, zoning, and other governmental regulations and codes). As well as innovative planning techniques and concepts developed for design projects in the Reedy Creek Development District in Lake Buena Vista, Florida.

Roberta Washington, FAIA

Roberta Washington, FAIA, has been the principal of Roberta Washington Architects since 1983. She holds a Bachelor of Architecture degree from Howard University and a Master of Science in Architecture degree from Columbia University. The firm’s primary work is the design of health and educational facilities and affordable housing projects in the New York region. Prior work experience includes the design of health and educational projects in the southern African country of Mozambique. Her interest in history led to research on the history of black architects in New York State and the history of African American women in architecture. Ms. Washington is a past president of the National Organization of Minority Architects and the New York Center for Architecture Foundation. She is a past chairperson of the New York State Board of Architecture, a fellow of the AIA and a commissioner on the New York City Landmarks Preservation Commission.
PART 4: SECTION 2- FACULTY BIOGRAPHIES

4.2.1 FACULTY BIOGRAPHIES - Faculty biographies are available on the architecture department webpage at: http://howard.edu/ceacs/departments/architecture/index.html

PART 4: SECTION 3 - VISITING TEAM REPORT (VTR) and FOCUSED EVALUATION TEAM REPORT

4.3 Visiting Team Report (VTR) from the previous visit and Focused Evaluation Team Reports from any subsequent Focused Evaluations. The Visiting Team Report (VTR) from the previous visit and the 2010 Focused Evaluation Team Reports are available on the Architecture Department Webpage at:

http://howard.edu/ceacs/departments/architecture/index.html

PART 4: SECTION 4 CATALOGS

4.4 Catalogs:

2011-2012 Catalogues are available online as follows:
http://www.howard.edu/enrollment/registration/

Archived undergraduate catalogs for all years are available online as follows:
http://www.howard.edu/enrollment/registration/archive.htm

PART 4: SECTION 5 CATALOGS Response to the Offsite Program Questionnaire (See 2010 Procedures, Section 8)

N/A
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Appendix

Appended documents will be available for the Visiting Team in the Team Room at the time of the visit.

Appendix A. LETTER OF CERTIFICATION OF UNIVERSITY ACCREDITATION

Appendix B. STUDIO CULTURE

Appendix C. COURSE EVALUATION FORM

Appendix D. FACULTY EVALUATION EVALUATION SYSTEM

Appendix E. MEMORANDUM-FACILITIES/LAB AND CLASSROOM UPGRADES