TO: Brad C. Grant, Director, School of Architecture and Design  
Edward D. Dunson, Chairman, Department of Architecture

FROM: Victor Dzidzienyo, Associate Professor, Department of Architecture  
Former Director, School of Architecture and Design  
Former Chairman, Department of Architecture

SUBJECT: Architecture Program Report (APR) 2005 for Accreditation

As per your request, transmitted is a copy of the above reference document for your use.
I will be available for any further input as you prepare your final Focus Report to NAAB.
1. INTRODUCTION TO THE PROGRAM

1.1 History and Description of the Institution

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 has 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.

Students and Faculty

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 whom 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.

Academic Programs

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 12 Schools and colleges: seven Schools (Business, Communications, Divinity, Education, Graduate, Law, and Social Work) and five colleges (Arts and Sciences; Dentistry; Engineering, Architecture and Computer Sciences; Medicine; and Pharmacy, 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.

### 1.2 Institutional Mission

"Howard University is a comprehensive, research-oriented, historically Black private university providing an educational experience of exceptional quality to students of high academic potential with particular emphasis upon the provision of educational opportunities to promising Black students. Further, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching and research, committed to the development of distinguished and compassionate graduates and to the quest for solutions to human and social problems in the United States and throughout the world." September 1996
1.3 Program History

Architectural education at Howard University formally began on February 9, 1911 when the Board of Trustees approved degree studies in architecture. Prior to that time, William J. Decatur had been appointed as the first faculty member in architecture in 1908. 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, like 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).
1.4 Program Mission

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.

That statement is as follows:

“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 society. The graduates will be capable of engaging in practice, advanced study, public service, research and teaching as practitioners and scholars. The strength of the graduates will be their passion for excellence in architecture and their ability to participate productively in the contemporary world, to encourage and anticipate change and to adapt to change in the local, national and international communities.”

1.5 Program Self-Assessment

This section should briefly outline the program’s strengths and challenges and include a plan to address those challenges. Candor in conducting and reporting the self assessment increases its value to the accredited degree program and the NAAB and, if well done, will largely anticipate the VTR.

Program’s Strength

The 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.

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 spawns 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.

The Program’s legacy elements – alumni, friends and supporters at-large –reinforce its purposes and encourage a positive future. Most recently, two alumni James E. Silcott, B Arch 1957, and Charles David Moody, B Arch, 1982, made major gifts to the Program.

Mr. Silcott, a 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 and one of only a few in this academy. These gifts extend Mr.
Silcott’s beneficent support of the program began in the 1980s when he initially established an endowed scholarship fund.

Mr. Moody initially established the Harry Robinson III/Charles D. Moody Scholarship Fund. Two years ago he made a generous gift of $100,000 specifically designated for renovation of the design studio environment.

These two alumni exemplars are among many who contribute their resources and time to supporting architecture education at Howard University. Many alumni named scholarship and loan funds attest to this.

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**

Within the promise of the strengths, there exist three challenges. These challenges are essentially sequential and of long term existence.

The late 1960s was a period of substantive growth and development for architecture education in Howard University. With support from the Ford Foundation, graduate professional and advanced study programs were developed and implemented. This new layer of study and its attendant advanced scholarship enriched the extant pedagogy of the professional degree program in architecture. 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 is important to any future development of architecture education in Howard University. The proud 95 year history of the Program within the University is characterized by budgetary, spatial and perceptual support aligned with an undergraduate arts and sciences program. One movement that can begin to overcome this symbolic posture is the development of the 4+1 sequence leading to the BS Arch, academic degree and 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 100 year anniversary, so, too, must the infrastructure supporting its operation. This support must be aligned with the environments in which architecture is made external to the academy equal to the environments in which medicine and dentistry is taught and practiced.
2. PROGRESS SINCE THE PREVIOUS SITE VISIT

Visiting Team Report – Deficiencies Cited:

Student projects remain largely schematic through the final stages of design, even into the advanced stages of the student’s academic development. Details are at the essence of any notable project of architecture and the ability to incorporate building materials and a system, including connections between the two within the tectonics of a greater “whole,” was not shown. The analysis of detailed sections, connections, and assemblies need to be performed by the students using the media of drawing, drafting, and modeling at more conventional, larger scales.

RESPONSE TO DEFICIENCIES CITED – VALUE AND ISSUES:

The exact sciences and origin-centered thinking, which dominate the core courses of the curriculum, reduce comprehensiveness to the status of mere symbols of technical rationality – directed, uncritically, at early closures or form(s) of idealization. However, students bring to the design studio diverse, contemporary impulses which disencumber the teaching of architecture and design and the promises of scientific teaching of architecture and design and the promises of scientific, technical rationality and its ideological need for harmonization. Students are demonstrating, in increasing numbers, an interest in being involved in an empowering process of shifting, tilting, no-centering, fracturing, etc. of idealities.

The Department has, over the academic year 2003-2004, accepted that a broad diversity of interests, impulses and attitudes of its student body can be facilitated within the respective design studios. The intention here was to recognize and respond, simultaneously, to comprehensiveness and disencumbrance while addressing differentiated impulses and demands within each studio, respectively.

One of the strategies used to address this range of diversity and changing attitudes/impulses was the expedient use of professional and other electives. The intent was to expand the knowledge and technical base of this accommodation. Several of the new electives will provide direct and indirect support for the desired focus called for in both the comprehensiveness and the disencumbering of intentions in design.

This assessment is measured against the quality of response to problems arising in and from competing media, and productive responses to highly differentiated needs and impulses, etc. from and of students.
THE DEPARTMENT'S ADMINISTRATIVE MANAGEMENT AND ITS RESPONSE

The Department took early steps to recognize, accept and address the deficiencies cited under 12.27 – DETAILED DESIGN DEVELOPMENT in the Visiting Team report, March 29 – April 2, 2003.

The first of these steps was to review and understand the specific areas where shortcomings were self-evident. It became very clear, from the design faculty standpoint, which, in many cases, the works presented, as exhibits, fell far-short of being a full-representation of the actual instructions and processes of / for respective studios and individual student’s work. In the light of this, specific curatorial steps are being taken to ensure appropriate representation in conformity with the requirements cited for addressing the deficiencies cited under 12.27 above.

In accordance with this, the Department has secured a storage room dedicated to the storing and curating of selected examples of students work. It is now the responsibility of each design faculty to select, curate and store works representing his or her studio. The Department’s Exhibition Gallery has its own permanent collection of students’ work spanning several years. Exhibits which represent the performative criteria of the N.A.A.B. together with representative examples of Academic Year 2003-2004 are currently on exhibit.

Academic Year 2003-2004 also served, concurrently, to measure the Department’s effort to “come to terms”, in a very pragmatic manner, with general design-studio problems (e.g. teaching and persuasiveness) related to the transitional state of architecture, on the one hand, and to transformative and performative issues/criteria associated with studio practice, on the other hand.

The Department took formal steps to alert and prepare the general community to the need to address the deficiencies cited. These steps were taken at the student/faculty forum, at faculty meetings and, where and when it was expedient, at interim “pin-ups and scheduled juries. Additionally, the intensity comprehensiveness was communicated to faculty in several written statements.

In the fall and spring semesters 2003-2004, the Department established a vertical studio, to address some of the deficiencies cited. The experiment was limited to combining one section of Design III with a section of Design IV into a special vertical studio.

The objective of this vertical studio was to direct students to technical understanding of site, context, pre-design programming and design feasibility – as an introduction to an understanding of the need for comprehensiveness together with the practical and transformative issues in accessibility. The experiences in this studio were structured to produce the necessary documentation of the processes mandated in each project, respectively.

DESIGN STUDIO RESPONSES AND INITIATIVES

In Academic Year 2003-2004 design studio faculty were directed to address the cited deficiencies regarding comprehensiveness and accessibility. Design problems, building-types and large scale projects were selected, reviewed and juried, to a greater extent, with criteria for comprehensiveness and accessibility in mind.
Design II – sections I and II, Fall Semester 2003: The extent and scale of design projects directed students to resolutions and comprehensiveness in a graphic and self-evident manner. Students dealt with very familiar practical issues, e.g., small banks, boutiques, lobby renovations, etc.

Design III – Sections I and II, Spring Semester 2004: The major design project was a national museum located on a site in the CBD of Washington, DC. Students had to deal with the geometries of accessibility for the very young, the elderly and the handicapped – which also had to meet all the criteria of being a signature central exhibition facility. Comprehensiveness, including the development of Building Systems was monitored at each of the “pin-up” reviews preceding the final jury.

Design V and VI – Sections I and II, 2003 – 2004: These design studios conducted an interesting experiment in functional comprehensiveness. They undertook, for public client/agencies, an urban design study, analysis and feasibility design proposals for the re-development of seven publicly owned large-scale transit oriented development sites in Washington, DC. Administrative and planning officials of the DC Government were formerly and actively involved with students and design faculty throughout the academic year.

The students were required to respond to a wide range of public issues. This, in turn, enabled each student to make realistic assessment of public and private needs of a public client, transparent for reviews by the partnering government planners/urban designers. This was followed in the spring semester, 2005 by a program which required each student to (1) refine the Urban Design Feasibility Proposals/Concepts and Strategies for Development, and (2) select and design a building-type as a comprehensive work of urban architecture in Dakar, Senegal.
SUMMARY OF THE DEPARTMENT’S EFFORTS:

The Department made progress in stabilizing the Design and Technology courses within the curriculum. This called for total review of grades and advising procedure to make sure that only qualified students would be registered for their appropriate design course and section.

The Department reorganized the focus of its construction documents courses to address the issues of comprehensiveness. Students are now required to have a clear understanding of the construction documents necessary for the actualization of building. Each student is required to use his or her most recent design studio project for this purpose to the integrating of the design and technology process.

The Department’s main focus, however, was on the active role design instructors would play in addressing the cited deficiencies. Observation and evaluations of students’ work at “pin-ups,” interim and final reviews, suggest that persistence and sustained planned sequences of the supporting outcomes (documentation of the actual evidence of topics and issues covered) has to be enforced with appropriate consistencies.
2.1 Summary of Responses to Team Findings

The following statements summarize the program’s progress in addressing deficiencies in the Visiting Team Report (March 29th – April 2, 2003)

3. Public Information

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

Response:
While the information in the university’s catalogue is similar to that required by the NAAB, it has been edited and revised outside the school by the university’s campus printing office.

Updated Response:
The request to correct language for all new university promotional materials and catalogue was made on May 30th, 2003. (Copy attached).
A response in writing on this issue was sent to the Visiting Team on June 27, 2003 by the Director.

Current Response:
Remains consistent with response, above.

7. Physical Resources

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

Response:
The merging of the School of Architecture and Planning with the School of Engineering to make the College of Engineering, Architecture and Computer Sciences may prove beneficial to the Architecture program in terms of the university’s long-range strategic goals and the collegial relationships of the Department of Architecture’s staff with colleagues in associated disciplines. However, there are short-term, interim facility issues affecting the program’s performance and progress today.

While the Department of Architecture provides administrators and full professors with private offices, there are a number of full-time faculty members who must share their office space and computers with part-time faculty members. Approximately 50 percent of the basement has been converted to Computer Science classrooms; some offices previously assigned to architecture are now occupied for other college uses. The architectural woodworking and model shop has been moved to larger
quarters in the basement but is not in operation, and space dedicated for use as a Building Materials and Systems Resource Center has been closed down as the mechanical/electrical systems are not deemed adequate to currently service these functions.

While there still remain some concerns regarding life-safety and code compliance in the building, it should be understood that the building was designed and constructed in the 1950s for studies in Law and converted to provide space for Architecture students later. The university is currently planning for the design and construction of a new future facility for Architecture, Engineering, and the Computer Sciences and the current building will be converted to some other use and activity in the future.

Updated Response:
• Design studio space – each student whether full or part –time is assigned a space for his/her exclusive use
• Lecture and Seminar spaces do accommodate both didactic and interactive learning
• 100% of the full-time faculty currently has assigned office space for their exclusive use. Related instructional support spaces are also available for faculty use.

Current Response:
Faculty Offices: Each full-time faculty member is assigned an exclusive office space. In addition to thermal window installation each office is programmed to be equipped with a portable 1220H – 12,000 BTU Air Condition/Heater with remote control to allow for a comfortable working environment by the end of Fall Semester 2005.

Design Studio Space: Each Design Critic/Faculty Member has an assigned instructional space. Each student is provided with a dedicated studio work station. Re-design/renovations of the general studio areas at the upper and lower mezzanine levels provide informal new project review areas for pin-up and small group presentations/discussions. In addition, small office/conference spaces have been designed to form as an integral part of the general studio areas. One such space at the lower mezzanine level now serves as the plotting/printing space for student use.

Model Shop: Program activities associated with design and fabrication/model building will now be accommodated in the following areas:
• A designated workstation unit to house small tools under lock and key for small to medium scale construction of preliminary study and final project models, which will be accessible at each design studio level in the Mackey Building.
• Large scale/major construction of project models, with appropriate machinery, which will be located in an environmentally sound new shared special facility in the Design Fabrication/Sculpture Studio, Division of Fine Arts.
The advantages of this partnership is that this shared facility will be managed by an Associate Professor who serves as the Program Coordinator for the design fabrication studio. He is assisted by two building design and fabrication teaching assistants/technicians.

The execution of plans, construction documents, and fabrication of a prototype unit(s) for the workstation at each studio level is programmed to form a part of a design-build special course in construction documents – Fall semester 2005.

Basement Level:
- Computer Laboratories: A new and larger centralized computer lab now occupies the former model shop space. The move provides for a larger computer lab and makes it possible to convert the two former small computer lab spaces to two additional classrooms for instructional use.

- HVAC: A new HVAC system has been installed.

- Building Materials and Systems Resource Center: The on-going renovation which began in the Summer 2005, when completed, will house a library with data resource system to facilitate the exploration and study of building materials and systems 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 support the ability for 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.

Since the last visit, adequate lighting and data connections have been installed in the space. Design for HVAC systems will begin in Fall 2005 as part of Central HVAC System for the Mackey Building. The installation of the system is scheduled for Summer/Fall 2006.

- New Multi-Purpose Room/Seminar Space: In the Fall semester 2005 adjacent to the new computer lab, a new multi-purpose/seminar space has been created to accommodate high-tech multi-media presentations. The space is fully equipped with an HVAC system.

- Other Facilities: The Mackey building, the 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 School. Among these on the Basement level is a Lounge area for the Housekeeping staff, offices for the University’s elevator maintenance contractor. In Fall 2004 the following spaces were provided for the Department of Systems and Computer sciences: five faculty offices and research labs. In Fall 2005 the Department of Interior
Design, College of Fine arts were provided with the following spaces:
One studio space, two new shared classrooms, and a shared space for
Building Materials and Systems Resource Center.

11. **Professional Degrees and Curriculum**

The NAAB only accredits professional programs offering the Bachelor of
Architecture and Master of Architecture degrees. These curricular requirements for
awarding these degrees must include three components - general studies,
professional studies, and electives – which respond to the needs of institutions, the
architecture profession and the students respectively.

**Response:**
“While the program provides students adequate access to general electives, there are structured interdisciplinary provisions in place for students to obtain minors outside the college or in any areas of concentration within Architecture.”

**Updated Response:**
The following summarizes the planned priorities and action in academic

The expansion and consolidation of a program of professional electives
was given the highest priority within the range of responses considered.
The Department has extended the number the number, range and scope of professional electives significantly. Electives offered during the fall and spring semesters of Academic year 2003-2004 were as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 015</td>
<td>Language of criticism of Art and Architecture</td>
</tr>
<tr>
<td>Arch 219</td>
<td>Contemporary Issues in Architecture</td>
</tr>
<tr>
<td>Arch 235</td>
<td>Interstitial Architecture</td>
</tr>
<tr>
<td>Arch 305</td>
<td>Principles of Historic Preservation</td>
</tr>
<tr>
<td>Arch 306</td>
<td>The Visual History of Cities</td>
</tr>
<tr>
<td>Arch 513</td>
<td>Advanced Computer Applications</td>
</tr>
<tr>
<td>Arch 516</td>
<td>Sustainable Environment Systems</td>
</tr>
<tr>
<td>Arch 656</td>
<td>Introduction to Community Planning</td>
</tr>
<tr>
<td>Arch 673</td>
<td>Reporting Architecture</td>
</tr>
<tr>
<td>Arch 667</td>
<td>Architecture for a Changing World of Islam</td>
</tr>
<tr>
<td>Arch 807</td>
<td>Site Design and principles</td>
</tr>
<tr>
<td>Arch 901</td>
<td>9/11: history of Terror, Security and Architecture</td>
</tr>
<tr>
<td>Arch 810</td>
<td>Structural Innovation</td>
</tr>
<tr>
<td>Arch 912</td>
<td>Meaning and Symbolism in Architecture</td>
</tr>
<tr>
<td>Arch 308</td>
<td>Historic Preservation: Documentation</td>
</tr>
</tbody>
</table>

These courses were designed to fit the structured needs of respective year/s –beginning with the Third Year. It is the responsibility of all advisors to make sure that students register for electives in compliance with the vertical structure for advancement of program studies.

Several of the professional electives have been perceived and structured as extensions of core courses, e.g., Structural Innovations enhances
Structures I and II, as well as other technical or technology related core courses. Other electives, such as 9/11: History of Terror, Security and Architecture introduces a new topic and relates directly to the history of professional and technical issues and responsibilities therein.

The professional electives respond to a diverse range of interests and disciplines and are directed at both conventional practices and the unfolding issues in architecture.

The evaluation of course syllabi, intentions, students’ involvement, interests and course outcomes suggests very strongly, above average success and performance. Accessibility to electives by way of optional choices has been in general good. The number of students who encountered conflicts in the over-all scheduling of courses, or who did not have alternative options or substitute courses was remarkably low. The expanded number of professional electives, however, served to enable a number of Fourth year students to make pragmatic program choices to overcome curricular deficits of the previous year. This would explain the high enrollment in some electives.

The Department is still awaiting a request report from the Curriculum Committee has been given the responsibility for selecting appropriate electives from a list of 59 courses/topics suggested by the faculty and will submit the final recommendation to the Department. The Department intends to add six more electives to the current expanded list, which will provide the curriculum with greater cohesion and direction, as well as an excellent range for planned options for students, faculty and advisors. The Department expects that efforts being made will reach the desired maturation level in the Spring Semester to institute the structure interdisciplinary provisions referred to in Item 11.00 PROFESSIONAL DEGREES AND CURRICULUM.

**Current Response:**
In the Academic year 2004-2005, the Curriculum Committee completed the development of appropriate electives from a list of 59 courses/topics suggested by the faculty. The Department added six more electives to the current expanded list, which provided the curriculum with greater cohesion and direction, as well as an excellent range for planned options for students, faculty and advisors. The Department’s efforts reached the desired maturation level in the Spring Semester to institute the structure interdisciplinary provisions referred to in Item 11.00 PROFESSIONAL DEGREES AND CURRICULUM.

### 12.14 Accessibility

**Ability to design both site and building to accommodate individuals with varying physical activities**

**Response:**
“Evidence submitted in the APR and student exhibit confirms that the students are made “aware” of code requirements and are encouraged to understand accessibility requirements. The NAAB criterion requires
evidence of ability in this area. Course work and student design projects evidenced little or no incorporation of this criterion in the design work submitted for review. Accessibility and universal design should be taught as design strategies established as goals for measuring every studio project.”

**Updated Response:**
Through selected design studio projects, faculty focuses on strengthening student’s ability to address design comprehensively both site and building to accommodate individuals with varying physical abilities. Evidence of this ability will form part of student exhibits of projects at the next on-site visit.

**Current Response:**
Reference section 3.13 - Student Performance Criteria, section 23

**12.22 Building Systems Integration**
Ability to assess, select and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into the building design.

**Response:**
The exhibited studio work of students clearly shows the lack of any comprehensive ability to address the integration of building systems. While course work incorporates aspects of systems integration, it is rarely visible in exhibited student projects.

**Updated Response:**
The active role of Faculty in Design studios in particular and other courses in general, focuses on student’s comprehensive ability to address the integration of building systems. Observations and evaluations of students’ work – at “pin-ups”, juries and final reviews, suggest that persistence and sustained planned sequences of the supporting outcomes (documented of the actual evidence/s of topics and issues covered) are enforced with appropriate consistence.

**Current Response:**
Reference section 3.13 - Student Performance Criteria, section 23

**12.27 Detailed Design Development**
Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

**Response:**
Student projects remain largely schematic through the final stages of design, even into the advanced stages of the student’s academic development. Details are at the essence of any notable project of architecture and the ability to incorporate building materials and a system, including connections between the two within the tectonics of a greater “whole,” was not shown. The analysis of detailed sections, connections, and assemblies need to be performed by the students using the media of drawing, drafting, and modeling at more conventional, larger scales.
Updated Response:
In the Fall and Spring Semesters of 2004, the Department established a vertical studio as a corrective experiment to address some of the deficiencies cited regarding comprehensiveness and accessibility. The experiment was limited to combining one section of Design III with a section of Design VI into a special vertical studio.

The objective of this vertical studio was the focus for the need for comprehensiveness together with the practical and transformative issues in accessibility as well as direct students to technical understanding of site, context, pre-design programming and design feasibility. The necessary documentation of the processes mandated in each project, respectively, is evident in students’ project presentations. The studio used the transcendental mode of learning through regular production.

This experiment proved to be highly successful. It proved, for the moment, that with planned management of the appropriate sequences of production, the performance of students, at all levels, can be productive and rewarding.

Current Response:
In Academic Year 2004-2005 the Department extended this experiment by combining students from Design III, V and VII into one Vertical Studio. Many students have expressed strong interests in the Vertical Studio for its methodology and outcome.

The intent was to expand the knowledge and technical base of this accommodation. For example, the professional elective course…Arch235-01 Interstitial Architecture provided an awareness of the knowledge and technical base for a competent exploration of implications in the geometries of shifting, tilting, continuities, etc.

The outcome of this accommodation has been positive and encouraging. The range of student responses to design problems and programs indicates a high level of sustaining capabilities of the design faculty. This assessment is measured against quality of response problems arising in and from competing media, and productive responses to highly differentiated needs and impulses.

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of reviewed constructions.

Response:
“The ability to produce precise technical documentation and descriptions of proposed designs was not exhibited through student work. While plans, elevations, and basic sections were evident, the ability to create a level of
documentation (including construction methodology and connection details) that could then be used for construction was not found.”

**Updated Response:**
The Department took the corrective measure of directing the focus of its Construction Documents and Material and Methods courses to address the issues of comprehensiveness. Students are now required to have a clear understanding of the construction documents necessary for the actualization of building. Each student is required to use his or her last design for this purpose.

Beginning with the Academic Year 2004-05, the Department directed instructors to emphasize the technical and instrumental components in and of all professional electives. This is intended as a purposively rational way of moving to a closer compliance with the requirements of item 12.28 TECHNICAL DOCUMENTATION.

**Current Response:**
Reference section 3.13 - Student Performance Criteria, section 26

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the programs design criteria.

**Response:**
“The designs submitted in the student exhibits failed to demonstrate the ability to present an architectural project informed by a comprehensive program. Even though some projects (most evident in Arch 205/206, Design VIII) succeeded in moving through schematic and development stages, they failed to integrate the influences of structure, environmental systems, and systems of life safety. There was also insufficient evidence of appropriate wall sections and building assemblies. A comprehensive architectural design should bear witness to the architect’s ability to develop a design from the earliest schematic phase through to detailed design-development, embracing all the technologies and materials common in contemporary architecture. “

**Updated Response:**
*To achieve the main goal of stabilizing the Design and Technology courses within the curriculum, the Department undertook total review of grades and advising procedure to make sure that only qualified students would be registered for their appropriate design course and section.*

*The Department then took appropriate steps and management procedures to address the cited deficiencies in comprehensiveness and accessibility. These*
actions were achieved within the budget and with existing faculty and infrastructure.

The Department took the corrective measure of directing the focus of its materials and methods construction documents courses to address the issues of comprehensiveness. Students are now required to have a clear understanding of the construction documents necessary for the actualization of the building. Each student is required to use his or her last design for this purpose.

Observations and evaluations of students’ work- at “pin-ups”, juries and final reviews, suggest the persistence and sustained planned sequences of the supporting outcomes (documentation of the actual evidence/s of topics and issues covered) continue to be enforced with appropriate consistencies.

Here, the management of chosen media, and all the implications therein, is of critical importance. The actual documentation of comprehensiveness is being normalized and standardized for consistency of predictable production.

The successful management of sequential performative production is a responsibility of each design instructor. For the, 2005-2006 academic year, appropriate strategies will be instituted to improve student work outcomes.

Current Response:
The faculty and students has had extensive discussions on the meanings supporting the application of the term comprehensiveness. It resolved that the commonly held definition of this term is found in each design studio problem/project. And, that the comprehensiveness requirement of the NAAB is met through the range of studio projects to which students are exposed over their tenure in the program.

An example of how comprehensiveness is defined against a specific project type is found in Design Studio V and VI problems that focus on community development. An emphasis on connecting with site context and the planning and urban design determinants of the project area may be major factors in comprehensiveness. In this situation, the forces of traffic, adjacent land use, density, contextual place, etc. may drive the evaluation of the extent to which comprehensiveness is met.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site condition, a review of the relevant laws and standards assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Response:
“The ability to create a comprehensive program indicates a thorough understanding of the spaces necessary to satisfy the needs of the user. (This criterion should be most likely evident in Arch 891, Thesis Preparation and
Arch 901, Programming.) The school teaches a basic foundation in programming methods and theory. The work submitted in these courses demonstrates a sound fundamental but disconnected knowledge of precedent, site analysis, and programming. Evidence was not found in any exhibit of the ability to bring all elements together in an overarching program that demonstrates a firm ability to determine the user’s needs, site conditions, climatic considerations, and a detailed breakdown of building spaces, subspaces, and support spaces. “

Updated Response:
In Academic Year 2003-04 design studio faculty were directed to address cited deficiencies regarding program preparation. Design problems, building-types and large-scale projects were selected, reviewed and juried, to a greater extent, with criteria for comprehensiveness and accessibility in mind.

Collectively, the following examples of design studio projects respond to the ability to assemble a comprehensive program for an architect VRE project:

• Design II - Sections I and II, Fall & Spring Semester 2003: The extent and scale of design projects directed students to resolutions and comprehensiveness in a graphic and self-evident manner. Students dealt with very familiar practical issues, e.g., small banks, boutiques, lobby renovations, etc.

• Design III- Sections I and II, Spring Semester 2004: The major design project was a national museum located on a “tight” site in the Central Business District of Washington D.C. Students had to deal with the geometries of accessibility for the very young, the elderly and the handicapped- within a compact space which also had to meet all the criteria of being a signature central exhibition facility. Comprehensiveness was monitored at each of the “pin-up” reviews preceding the final jury.

• Design VI and VII- Sections I and II, 2003, 2004 & 2005..... These design studios conducted an interesting experiment in functional comprehensiveness. They undertook, for public client/agencies, an urban design study; analysis and feasibility design proposals for the re-development of several publicly owned large-scale sites in Metropolitan Washington D.C. Administrative and planning officials of the D.C government were formerly and actively involved with students and design faculty throughout the academic year.

The students were required to respond to a wide range of public issues. This, in turn, enabled each student to make realistic assessment of public and private needs of a public client, investors, users, public image, etc. Presentations had to be transparent for reviews by government functionaries.
This was followed in the Spring Semester of 2004 by a program which required each student to:


2) Select and design a building-type as a comprehensive work of urban architecture.

**Current Response:**
Reference section 3.13 - Student Performance Criteria, section 16

### 2.2 Summary of Responses to NAAB Conditions

*If applicable, summarize the School’s response to changes in the NAAB Conditions for Accreditation adopted since the previous visit.*

#### I. Summary of Team Findings

1. Team Comments

   A. Faculty members informed the team during the program-wide exit interview that to this date, Director Dzidzienyo has not been issued letterhead identifying the School and his title as Director.

   **Response:**
   With The 1999 merger, all of the newly created management units developed the appropriate stationary for their units. The Director has had his own stationary since June 2000.

   Attached is a copy of the Director’s Correspondence to NAAB in fulfilling the annual 1999-2000 Annual Report request on the Director’s stationary.

   **Updated Response:**
   Remains consistent with response, above.

   The team was advised at the interview that curriculum changes including the proposed graduate curriculum were forwarded to the administration a number of years ago, and they are yet to be formally acted upon or in any way implemented.

   **Response:**
   Undergraduate Curriculum changes – The framework for the proposed incremental changes to the undergraduate curriculum, submitted to the last Team Visit was put in effect in Fall 2000. During the just completed team visit (April 2003), the School was in the third year of that proposed five year curriculum.
   **See attachment of current curriculum**

   Proposed graduate curriculum – The graduate program referred to in the above was a short outline by the Curriculum Committee before the merger.
The document is dated and needs to be revised to reflect the University’s format for graduate programs and update to incorporate interdisciplinary resources resulting from the merger and other opportunities for graduate studies.

*Updated Response:*  
Remains consistent with response, above.

Limited administrative actions affect the School and its issues regarding a nonexisting advisory board, self-assessment, student life and student government, building and equipment security, and the physical constraints within the existing facility still in use.

**Response:**  
**Advisory board** – To date only the University Board of Trustee’s mandated Advisory Board for the School/College has been implemented. For the establishment of School/Department Advisory Board consultative contacts are currently in motion for the School of Architecture & Design to inaugurate a meeting of the Board for Fall Semester 2003 which will be consistent with the model being implemented by other sub-units within the College.

*Updated Response:*  
Remains consistent with response, above.

**Self-assessment** – This is still an on-going activity. The School/Department’s Committee on the subject is headed by Professor O. Glean Chase who has completed a draft report for review by the faculty in the Fall Semester 2003.

*Updated Response:*  
Remains consistent with response, above.

**Student life and student government** – In the Fall semester 2003 the Architecture and Design Student Assembly (ADSA) with an interim representative for each year will serve as the umbrella coordinating student organization in the School. The primary objective is to address the needs of students, promote their welfare and work to reinforce interaction among students, faculty, staff, alumni and the University Community. These goals are to be achieved with planned programs and activities. Working collectively with other organizations in the School, the ADSA will work to promote service, enhance intellectual, professional, social and cultural events, participation in various architectural/other community service and governance of the School.

*Updated Response:*  
Reference section 3.7 Human Resource Development (student organizations)

**Building and equipment security** – The administration has and continues to upgrade the building and security equipment to date. For example, new security systems have been installed for the labs.

*Updated Response:*  
Issues and concerns are given high priority in the School/Department. In concert with the Physical Facilities Management (PFM) safety office, a
major safety inspection/review of the Mackey Building continues to be performed on a regular basis. The administration has and continues to monitor and upgrade the building security equipment and systems on a regular basis. The building perimeter is secured with the installation of outside high powered security cameras. In the Fall Semester 2005, a new security door has been installed at the upper mezzanine entry level to the studio spaces. This will allow students to work 24/7 in a secured environment.

The report most frequently describes the team review as an evaluation of the current program at a Department level.

Response:
The reference here is to the Undergraduate Degree Program which is housed in the Department of Architecture.

Updated Response:
Remains consistent with response, above.

There is no formalized structural continuity established and set for the program and its operations; faculty members informally meet at their whim, and students and others may or may not be invited to attend and participate. Students interviewed by the team are rarely aware of such occasions. No minutes of any past program meetings are available for the team to review, evaluate, or verify.

Response:
There were structured faculty meetings, with agendas on file. Reference is made to faculty meeting notices. (See attached) The Secretary of the Faculty maintains the records of the minutes of the meetings.

Updated Response:
Remains consistent with response, above.

Groups of students believe some faculty members treat them unfairly because of their clothing and physical presence, language accents, and national and international social status. If this condition exists, there are ramifications well beyond the program and its certain risk of losing its accreditation.

Response:
We have no evidence of such treatment of students in the School. As a follow-up of the team's comment, we polled the faculty on the issue. The Chairman was the only person to receive a written complaint from a student in the Spring semester 2003. The complaint was referred to the faculty member in question for a response. Our history as a proven nurturing institution, of which we are very proud, will not tolerate such behavior from any member of the School. The administration will follow the Team’s comments to respond to the alleged issue promptly.

Updated Response:
As it has been shown throughout this APR, diversity and the encouraging of same is a universal value on which the Program thrives and for which it is known. The fact of this state of being is shown in ever action that has made real this characteristic – student admissions and faculty
appointments, etc. and the broad diversity of electives in the curriculum and studio investigations.

Since the unusual accusation cited by the team, the Program, has monitored its environment very closely for other such instances. There have been none identified.

B. There needs to be more program initiative to get the students out of the architecture building to establish and build current and future professional relationships with other Howard University students.

Response
The academic program of electives in general studies offered outside the School, campus-wide (cultural, social, intellectual) programs and activities, the community service and mentor experience with students from other Departments and divisions in the University community continues to respond to the Team’s comment.

Updated Response:
The School’s legacy of activism has always offered our students the opportunity for a natural fit, involvement and participation in activities across the campus. Through memberships in various organizations – sororities, fraternities, religious organizations, staff of the university’s student newspaper, student mentors, ambassadors with the Office of Enrollment, as officer’s in the ROTC program, campus political and cultural organizations/intramural sports, etc. Our students serve in leadership and other roles as they seek to build future professional relationships across campus.

C. Currently, there are too few women in faculty roles in the program and that deficiency must be addressed immediately.

Response:
Previously there was one female on the faculty body. Presently, there is one full-time and one part-time faculty resulting in a total of three females.

Updated Response:
Since the Fall semester 2004 three new, additional females have been added to the faculty. Of the four female faculty members, one is a full-time tenure track Assistant Professor, the other three are less than full-time Adjunct Assistant Professors.

II. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

In order to respond to the demands of the increasingly complex technological world that architects inhabit, it is crucial that the program update and increase its computing and output capabilities. This endemic problem has recently been exacerbated by the theft of a significant part of the School’s computing hardware. The program needs to continue to reassess its pedagogic investment in
digital representation, either through dramatically increasing the lab capacity or introducing a laptop initiative program for students.

Response:
The School has upgraded equipment and increased the range and number of software continuously since the last Site Visit. Reference pg. 70-72 of the September 2002 Architecture Program Report

Updated Response:
Reference is made under the section of Physical Resources, the creation of a new and expanded centralized computer lab in the Mackey Building.

In addition, over the past two years, freshmen students have been encouraged to purchase laptops and appropriate software some of which are supplied to them free of charge by the school. With the laptops, students are able to take advantage of the wireless access system in the Mackey Building. There is no final resolution of providing students with a laptop at the University level as of Fall semester 2005.

3. Public Information – NOT MET

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

Response:
See attached memo to the Office of the Provost for corrective action (subject – Correction of National Architectural Accrediting Board (NAAB) requirement for University publications

Updated Response:
Remains consistent with response, above.

7. Physical Resources – NOT MET

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

Response:
Each student has a design studio workstation.

Updated Response:
Faculty Offices: Each full-time faculty member is assigned an exclusive office space. In addition to thermal window installation each office is programmed to be equipped with a portable 1220H – 12,000 BTU Air
Condition/Heater with remote control to allow for a comfortable working environment by the end of Fall Semester 2005.

Design Studio Space: Each Design Critic/Faculty Member has an assigned instructional space. Each student is provided with a dedicated studio work station. Re-design/renovations of the general studio areas at the upper and lower mezzanine levels provide informal new project review areas for pin-up and small group presentations/discussions. In addition, small office/conference spaces have been designed to form as an integral part of the general studio areas. One such space at the lower mezzanine level now serves as the plotting/printing space for student use.

Model Shop: Program activities associated with design and fabrication/model building will now be accommodated in the following areas:

- A designated workstation unit to house small tools under lock and key for small to medium scale construction of preliminary study and final project models, which will be accessible at each design studio level in the Mackey Building.
- Large scale/major construction of project models, with appropriate machinery, which will be located in an environmentally sound new shared special facility in the Design Fabrication/Sculpture Studio, Division of Fine Arts.

The advantages of this partnership is that this shared facility will be managed by an Associate Professor who serves as the Program Coordinator for the design fabrication studio. He is assisted by two building design and fabrication teaching assistants/technicians.

The execution of plans, construction documents, and fabrication of a prototype unit(s) for the workstation at each studio level is programmed to form a part of a design-build special course in construction documents – Fall semester 2005.

Basement Level:

- Computer Laboratories: A new and larger centralized computer lab now occupies the former model shop space. The move provides for a larger computer lab and makes it possible to convert the two former small computer lab spaces to two additional classrooms for instructional use.

- HVAC: A new HVAC system has been installed.

- Building Materials and Systems Resource Center: The ongoing renovation which began in the Summer 2005, when completed, will house a library with data resource system to facilitate the exploration and study of building materials and systems 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 support the ability for 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.

Since the last visit, adequate lighting and data connections have been installed in the space. Design for HVAC systems will begin in Fall 2005 as part of Central HVAC System for the Mackey Building. The installation of the system is scheduled for Summer/Fall 2006.

- **New Multi-Purpose Room/Seminar Space**: In the Fall semester 2005 adjacent to the new computer lab, a new multi-purpose/seminar space has been created to accommodate high-tech multi-media presentations. The space is fully equipped with an HVAC system.

- **Other Facilities**: The Mackey building, the 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 School. Among these on the Basement level is a Lounge area for the Housekeeping staff, offices for the University’s elevator maintenance contractor. In Fall 2004 the following spaces were provided for the Department of Systems and Computer sciences: five faculty offices and research labs. In Fall 2005 the Department of Interior Design, College of Fine arts were provided with the following spaces: One studio space, two new shared classrooms, and a shared space for Building Materials and Systems Resource Center.

✏ While the Department of Architecture provides administrators and full professors with private offices, there are a number of full-time faculty members who must share their office space and computers with part-time faculty members.

**Response:**
Both full-time and part-time faculty has computers or laptops.

**Updated Response:**
Reference section 2.1 – Summary of Responses to Changes in the NAAB Conditions

11. **Professional Degrees and Curriculum** – NOT MET

✏ The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

While the program provides students adequate access to general electives, there are no structured interdisciplinary provisions in place for students to obtain
minors outside the college or in any areas of concentration within Architecture, Engineering, or Computer Sciences.

**Response:**
Reference is made to Howard University Undergraduate Bulletin 2000 – 2002 page 31 under Academic Information, subtitled Minor – “A minor sequence of study is a combination of courses intended to broaden students’ perspectives and buttress their major areas of concentration. A minor generally consists of 15 to 18 credits earned in one or more areas outside of the student’s major Department.

**Updated Response:**
Remains consistent with response, above.
3. THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 Program Response to the NAAB Perspectives
Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each School is expected to address these interests consistent with its scholastic identity and mission.

3.1.1 Architectural Education and the Academic Context
The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and preprofessional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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. Composed of 12 Schools and colleges, including 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 of endeavor. The faculty serving the B.Arch. degree 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 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 bringing to bear on the development of the University/School/Department 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, there is one of the critical considerations on the awarding of tenure.

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 2004-2005 academic year, a member of the Department of Architecture faculty served as Vice-Chair of the University Faculty Senate.

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 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 Liberal Studies, General Education, special campus-wide sponsored lectures, social/cultural programs, exhibitions, etc.

3.1.2 Architectural Education and the Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles during their School years and later in the profession, and that it provides an environment that embraces cultural differences. Given its mission, the Architecture Program Report may cover such issues as: how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the critical information needed to shape their futures; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

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.

Students are exposed to a number of enriching activities such as:

REAL PROJECT/ COMMUNITY DESIGN

The Fun House Family Entertainment Center, Germantown, MD

The Third Year Design Studio has participated in design charrettes for the Fun House project for the past three years. Design ideas for the various attractions have been explored, including Roller Rink, Kid’s Playroom, Restaurants, and outdoor Skate Park. The project seeks to provide a family-oriented venue for all ages.

Our client, INJ, Inc. has shared with our students every aspect of the venture, from business plan to social/political issues of the growing community of Germantown.

LOCAL AGENCY/ DESIGN IDEAS
Affordable Housing, Washington, DC

The Third Year Design Studio designed a 100-unit apartment building on an actual District of Columbia Housing and Community Development (DCHCD) site, in the up-and-coming area of Columbia Heights.

The students were given an overview of the goals of the agency with regard to affordable housing, zoning issues and subsidy programs. Leopold Clark (HU ’73), a project manager at DCHCD provided a wealth of information and insight.

INTERNATIONAL

European Study Tour - Summer 2003, 2004 & 2005

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. Prior tours included an inter-School charrette on “Tacheles The redevelopment of a Historic Site” in Berlin, Germany. This charrette was part of the Master Course in architecture at the Dessau Institute of Architecture/Anhalt University of Applied Sciences, Dessau, Germany. The participating Schools were Carnegie Mellon University-Pittsburgh, Pennsylvania, Florida Atlantic University – Fort Lauderdale, Florida, Bouwakademie Maastricht-Netherland and Ecole d’Architecture, Lille, France.

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 developing countries in the Third World influence not only the discourse in the Program, but the range of opportunities associated with long 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. Inclusivity is a hallmark of the existence of the School’s programs where the students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

3.1.3 Architectural Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. In this category the program may choose to explain in the Architecture Program Report such issues as: the accredited degree program’s relationship with the state registration board, the exposure of students to internship requirements and continuing education beyond graduation, students’ understanding of their responsibility for professional conduct, and the proportion of alumni who have sought and achieved licensure since the previous visit.

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. This follows appropriate internship experiences. In the Spring Semester, the AIAS chapter at the School organizes IDP Seminars by inviting faculty, IDP officials 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 same faculty advisor represents the Department/School on the national IDP council. Student sponsored programs such as the spring semester Architecture Showcase Fair brings practitioners to the school to view student
presentations, followed by job interviews and discussions on practice. The College’s Adopt-A-Team Program referred to in the student services program (page _) is another way students get introduced to the profession and registration.

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 as Vice Chairman of the Fine Arts Commission, IDP Coordinators, members of the District of Columbia Board of Architects, writers and graders of the NCARB Architects Registration Examination, 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.

Within the Department’s advising system, students discuss licensure issues and the implications of that process on practice. 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, faculty members often invite each other and sometimes practitioners to make presentations and involve students in discussions about licensure on traditional and nontraditional, forms of practice. These exposures combine to provide our students with an understanding of licensure.

### 3.1.4 Architectural Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given its particular mission, the Architecture Program Report may include an explanation of such issues as how the accredited degree program is engaged with the professional community in the life of the School; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how students develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how students develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how students learn to reconcile the conflicts between architects’ obligations to their clients, the public, and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity 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. The opportunity for interaction with the profession is encouraged through faculty leadership and involvement in professional organizations: AIA, ACSA, ARCC, NOMA and presentation of papers at conferences, etc., as well as our students’ active roles in Architecture & Design Student Assembly, AIAS, NOMAS. Throughout the curriculum, 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 economy.

The School-wide Lecture Series and exhibitions are organized to expose students to the full range of issues and possibilities in professional practice and 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.
Contact with mentors whom the students can identify with is an important strategy in establishing a transition to the culture of professional practice.

3.1.5 Architectural Education and Society
The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the Architecture Program Report the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of built environment decisions; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

The Department/School’s mission which 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 an "activist practitioner" 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 underpowered in directing their destinies in the built 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.

Since 2002 our students continue to work with the Washington Architectural Foundation to mentor Junior High School students in its “Architecture in the Schools.” During the Spring semester 2005, twenty-two third and fourth year students served as mentors to Junior and Senior High School students for the Department of Energy’s “Rebuild America” Program.

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. Examples of some recently completed projects include:
• Revitalizing the Block: Affordable Housing and a Community School, Sydney, Australia
• The Warehouse Development: The Renewal of The Carlisle Bay Coastline, Bridgetown, Barbados
• Transitional Housing for the Homeless – Dignity Village, Washington, D.C.
• Maria Hill Housing, Dockyard, Bermuda
• The Lexicon on the Green: Mixed-Use Development, New Haven, Connecticut
3.2 Program Self-Assessment Procedures

The accredited degree program must show its progress toward achieving the NAAB perspectives and how assess the extent to which it is fulfilling its mission and strategic plan. The assessment must include solicitation of faculty, student, and alumni views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

The Architecture Program Report 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 and how it relates to the NAAB Perspectives

• Faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the NAAB Perspectives

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

• Any other pertinent information

Description of the program’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement and how it relates to the NAAB 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. 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 council and committee meetings, consideration of student interests is made in areas of academic policy, admissions, etc. 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, 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 come to recruit students as part of our annual Spring Semester Career Fair program. This activity is jointly sponsored by the School and the Office of Student Services of the College and the firms who come to recruit.


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.

Faculty, student, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the NAAB Perspectives

During APT Committee meetings to consider reappointment, appointments, promotion and/or tenure, the meeting provides the opportunity and the forum for discussions of performance (teaching, research/scholarship, service) on individual candidates.

In addition to the Graduating Senior Exit Survey, the Jury System, and the Alumni Survey, other instruments that the Department/School gathers information for assessment are the Employer Survey and Informal Feedback. The Employer Survey gathers information about graduates’ performance on the job, based on the education they received in the Department/School. This feedback will assist the Department/School in looking at areas of overall weaknesses and mapping out strategies for improvement.

The Department/School is planning to formalize the creation of an advisory council of alumni, corporate representatives and practitioners from design disciplines, experts in different disciplines: finance, management, construction and real estate development to assist in its assessment endeavors. Another component of assessment is the inclusion of alumni in the design studio as visiting faculty critics and jurors. The expertise that these alumni possess and offer reflect the success of the foundation of our architectural program.

To foster and encourage the ongoing partnership with alumni, the Department is in the process of preparing a preliminary survey instrument to be mailed to the alumni during the School year 2005-2006. The purpose of this survey is to solicit information for the creation of a database on alumni practice, professional development feedback on the academic program and to target areas that can be of special assistance to the development of the Department/School’s program(s) as well as reinforce the continued commitment to the mission for the 21st Century.

In the Spring of 2005, an alumni weekend seminar/workshop with students, faculty, staff and other alumni and practitioners was initiated. This program is open to members of the university and the larger community. The theme for the first in the series focused on “Career Option Experiences: preparing for the professional marketplace.” The event took place on a Friday evening, with a visit to the design studios reception followed by a reception. A day long workshop/seminar took place on Saturday. Groups of alumni from out-of-town and in-town have volunteered their time to share with students, faculty and staff information/personal experiences regarding:

- Traditional path to professional practice
  - Sole proprietorship
  - Corporate/Principal
  - Government project architect
  - Construction Management Education

- Non-Traditional Path to Professional Practice
  - Construction
  - Real Estate & Development
  - Facilities Management
  - Electronic Media/Presentation Model Building Services
The initiative offers open forum for the exchange of information, ideas and serves as another layer of indirect assessment of the program.

The practice of course evaluation continues to be administered by the student government at the end of each semester. The assessment instrument was developed jointly by a committee of students and faculty. The feedback is another key channel for increased communication between faculty and students. Faculty has found the responses helpful in communicating the effectiveness of student perception of content and instruction.

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

A university’s academic quality has been measured by factors such as the reputation of faculty, the preparedness of the incoming students, the learning resources, the number of programs offered, the curriculum, and student support services. In the past ten years, however, the national educational trend has moved towards outcomes assessment or measuring results of a university’s effectiveness by examining things such as how prepared the students are to enter the work force. To this end, the U.S. Department of Education has challenged universities to assess their effectiveness by:

1. outlining their goals, then
2. demonstrating how meeting these goals add value to the students and the community.

Assessment offers many opportunities for Howard University to improve its programs and services. These opportunities include: reinforcement of the mission; modification and improvement of programs and performance; informed planning; informed decision making; evaluation of programs; collection supporting evidence for fundraising efforts; and compilation of documentation of the fulfillment of accreditation requirements, models of best practices, and national benchmarks.*

The vision for University assessment is outlined in the Strategic Frameworks for Action I and II. These documents reflect four broad objectives:

1. to strengthen our academic programs and services,
2. promote excellence in teaching and research,
3. increase private support, and
4. enhance national and community service. In order to achieve these objectives we must increase access to and use of technology by students and faculty; increase external partnerships, accelerate Howard’s research agenda; and provide faculty members with tenure and endowed chair promotions.

To begin the University assessment, we should acknowledge that new modes of educational delivery, new technologies, new paradigms and new pedagogies influence our effectiveness. For instance, universities now have to compete for high-achieving students, advancing technology presses us to engage in curricular and programmatic reforms to remain relevant, and the rising cost of education is burdensome. One way to measure quality is to recruit, mentor, educate, and retain talented graduate and undergraduate students then facilitate their access to careers and post-graduate opportunities. To achieve this goal, administrative processes and procedures must be efficient and the quality of instruction high.
Another measurable way to improve our effectiveness is to strengthen and nurture the relationship between faculty members and students. Academic advising is key; so is solving student issues at the earliest opportunity. Taking ownership of and resolving student concerns at the appropriate administrative level strengthens the integrity of the student-faculty relationship. The alumni’s perceptions and willingness to support the University is influenced by their student experiences. Measuring alumni support is another way to assess the University’s effectiveness.

As we approach the anniversary of the historic 1954 Brown v. Board of Education decision, now is a good time to question the purpose of education and who has access to it and at what price. Now is a good time to accept the U.S. Department of Education’s challenge to assess our effectiveness as measured by outcomes.

I extend this challenge to the Howard University faculty, who, in coordination with the deans, is most experienced in evaluating student learning. The faculty is best positioned to evaluate how well the University is achieving its goals and whether undergraduate and graduate students are prepared to enter the work force or other learning opportunities. Assessment will have little effect upon the teaching-learning process if faculty members do not play a significant role in the evaluation process.

Each of you is vital to the continued success of our great institution. Join me in a new level of commitment to the responsibilities associated with our unique administrative and academic roles.

### 3.3 Public Information

To ensure an understanding of the accredited professional degree to the public, all Schools offering and accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Procedures for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a preprofessional education in architecture, the School must also inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

The Architecture Program Report must include:

- A description of the degree program as it appears in university catalogs and other institutionally authorized material
- Evidence that faculty members and incoming students have been informed of how to access the NAAB Conditions for Accreditation (including the Student Performance Criteria) on the NAAB website.

**A description of the degree program as it appears in university catalogs and other institutionally authorized material**

A request was submitted on May 30, 2003 to the University’s Technical Writer, who is responsible for the maintenance of the University’s Catalogue to change the language of
the “NAAB Accreditation Statement.” This change has been implemented, and the “NAAB Accreditation Statement” in the University’s catalogue now reads:

“In the United States, most state registration boards require a degree from an accredited preprofessional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master’s degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.”

Evidence that faculty members and incoming students have been informed of how to access the NAAB Conditions for Accreditation (including the Student Performance Criteria) on the NAAB website

Through faculty meetings, student orientation, town meetings, etc. faculty and students alike are informed of how to access materials regarding the NAAB Conditions for Accreditation. These materials are also posted in design studios and in the architecture library where students are informed they can access on-line, the information from the NAAB website (www.naab.org)

3.4 Social Equity

The accredited degree program must provide faculty, students, and staff – irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation – with an educational environment in which each person is equitably able to learn, teach, and work. It must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

The Architecture Program Report must include:

• The criteria and procedures used to achieve equity and diversity in faculty appointments, re-appointments, compensation, and promotions.

• The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention, and graduation.

• A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development.

• Identification of any significant problem, with recommendations for improvement.

SCHEDULE FOR CLASSES AND STUDIOS

The scheduling of classes and studios is a prime distributor of equity for faculty, students and staff. In the fall semester of 2003, the Department began the review of the scheduling of course offerings with the intent of achieving the following:

a. Program and schedule effectiveness
b. Equity in the distribution of a greater sense of security and well-being in the duties of meeting the needs of the program.

c. Economies in resource allocation and, most importantly,

d. Securing a free two hour period, between 12:00 pm – 2:00 pm for the scheduling of extra curricular activities, etc.

EQUITY AND WORKLOAD

The fair distribution of social equity in the workload policy of the university is achieved and assessed within the Department through procedures and operation at the following levels:

e. Initial entry salaries at the time of appointment

f. Salary increases initially intended to remove or reduce inequalities and disparities in salaries for the same workload or rank

g. The actual terms, conditions and understandings which are attached to the initial contractual arrangement/s of employment

h. The working understanding the Department has that the workload of fulltime faculty is nine (9) credit hours per semester as the benchmark for effort in Instructional Duties, and the equivalent of three (3) credit hours for research and administrative work

i. A Faculty Workload Plan – which monitors and determines the appropriate level/s of compliance/s with Howard University Faculty Workload Policy: Effective Date July 1, 2000

j. A major objective in the Department Faculty Workload Plan is to achieve due recognition and appropriate compensation for the increases efforts in the instructional duties for faculty, particularly to those who have responded voluntarily and productively to the need for increased workload.

k. The new, objective realities of the curriculum program require the formal design and appropriate recognition of manageable combination of teaching efforts as modular operation/options. A new mechanism for equity has to be developed and formalized for each new combination respectively.

SOCIAL EQUITY IN THE PROGRAM: STUDENTS

The economic passage of the student through the Five Year Program of courses is the prime measure of the successful distribution of equity among students. It also benchmarks the indices for a sense of security and well being in the academic program of the Department. The organization of the curriculum program of courses together with effective advising and academic counseling are the first structuring of equity and well-being available to all incoming students.

However, this structure serves best the program’s ideal-type student, that is, the student who is committed to staying “on track” and intends to graduate in five years – in accordance with the programmed sequence of courses in the program.

Negotiated equity and its correlative building of a sense of security and well-being in the programs are to be found in the structured “safety-nets” which the program provides. This is circumstantially managed and monitored for respective precedents, by advisors, the Chairman, the Director of the School of Architecture and the Dean of CEACS. This second structuring of the distribution of equity and a sense of well-being has, as its constituency, transfer students, international students, returning students, exchange students, students in foreign programs, etc. In addition, students who have failed design courses, or students who would be out of sequence because of other
failures or circumstances – would be part of this constituency. In each and all cases procedures exist for objective evaluation, fair decision and a sustainable return to equity and well-being in the program.

The Department is now experiencing as, perhaps other Departments of Architecture, a new set of problems pertaining to equity issues.

The Department has a very good record of receiving and dealing with appeals for the change of grades. The success is due, in no small measure, to the studio and classroom culture which exists. Here students know that appeal for a change of grade is made directly to the faculty involved. Students also know that majority of appeals or concerns are, in fact, settled at this very local level. Where and when the faculty member adopted an inflexible stance, irrespective of circumstances or evidences; and where and when “word” gets around, students have exercised the right to register in alternative sections – thus making the faculty in question, useless to the program. This has happened. This was a very rare episode. The Department’s good record begins at the very local level. There is a very transparent culture for the operation of due processes where and when issues of appeals, complaints have to be settled by the academic administration or beyond.

SOCIAL EQUITY AND REPRESENTATION

The most important and effective manifestation of social equity and the sense of security and well-being in the program is representation. The Department took immediate steps in Spring 2004 to rehabilitate and sustain a working shared governing infrastructure to guarantee effective participation of faculty and students in all matters pertaining to the program, changes, policy, social equity issues, complaints, proposals, etc.

The steps which the Department took in this initiative are outlined as follows:

a. It rehabilitated the Faculty Council Meetings as an accountable body within the governance structures of the Department, the School and the College. This was sustained by establishing Wednesday 12:15 pm – 2:00 pm as the fixed day and time for the fortnightly meetings of the Faculty Council.

b. The Department reactivated 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 Council.

c. It is designed and put into operation, as an enabling part of the general infrastructure for representation, a schedule of course and studio times which would ensure that there would be no time conflicts with class or studio meetings.

d. The Department made transparent all the expectations and deliberations of its meetings to all interested through its agenda, minutes and the surrogatory interests and efforts of student representatives and other attending students.

The Department and the School make use of the general forum or assembly to announce and discuss topics issues, etc. which are of interest to all, faculty, students and administration. On these occasions there are ample opportunities for anyone to participate, give opinion, advice or make proposals. Several of these forum meetings have been called to solicit explanations from administration on very serious concerns of the students. Some meetings have been called by the administration to answer letter complaints from the president or secretary of the respective student organization/s.
Students and their organizations have demonstrated responsibility and sophistication by seeking explanations or information from faculty members, the chairman and the administration in many areas of concerns about well-being, equity, disruptions, the physical conditions, etc. Some of these issues have found their way into the campus students' newspaper, “The Hilltop”. Some of these issues have been taken, directly to the offices of the Provost and the President.

**THE CRITERIA AND PROCEDURES USED TO ACHIEVE EQUITY AND DIVERSITY IN FACULTY APPOINTMENTS, RE-APPOINTMENTS, COMPENSATIONS, AND PROMOTIONS**

The Department functions within the School of Architecture and Design and is one of the Departments of CEACS. Criteria and procedures used to achieve equity and diversity have to be in compliance with the 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 five Departments in CEACS, 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, in general, initiated from a list of individuals who demonstrate interests in joining the faculty. In the academic year of 2004-2005 six appointments, with a symmetrical composition of gender and race, were made. They were recommended for appointment after review of resumes, interviews and agreements on due compensation. The Department’s Appointments, Promotions and Tenure Committee met, reviewed the recommendations and supporting documents and approved the recommendations of appointments and ranks. The six appointments represent a diversity of interests, experiences, expertise and backgrounds.

Recommendations for re-appointments, tenure and promotions are made against clear criteria and procedures outlined 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.

**THE CRITERIA USED TO ACHIEVE EQUITY AND DIVERSITY IN STUDENT ADMISSION, RETENTION, AND GRADUATION**

The criteria and procedures used for admission to the Department’s program are administered by the university. Specific academic standards exist for admission, academic scholarships, financial aid, etc. The criteria, procedure and standards are made transparent to everyone. 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 at the points of application for admission to orientation exercises.
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.

Advancement and retention are the responsibility of the Department. The criteria and procedures have been set by the Faculty Council and are monitored by the Department and School of Architecture and Design. The criteria and procedure for graduation are set and monitored by the Department, academic advisors and CEACS. Each Student, irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, has access to a good, productive relationship with his or her academic advisor. The advisor has a functional responsibility to help the student prepare a manageable time-plan for graduation.

The general functions of academic advisors, the impartial assignment to advisors and the encouragement of students to develop self-management skills within the general system of academic advising are fully explained to incoming students at orientation sessions and other occasions. Each has access to a team of students who serve as “ambassadors” at these sessions and occasions. Each student has access to a number of various organizations servicing diverse constituencies. Students have access to governance organizations and the elected and nominated representatives. Students have access to Faculty Council Meetings, forum assemblies, etc., etc.

### 3.5 Studio Culture

The School is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement and innovation between and among the members of its faculty, student body, administration and staff. The School should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The Architecture Program Report must demonstrate that the School has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students. The document on studio culture should be incorporated in the APR as Section 4.2

The discussion of “studio culture” is a long standing undertaking in the Program. An excerpt from a 14 October, 1993 meeting of the faculty reads thus:

> “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.”

1 - Discussion from 14 November, 1993 faculty meeting.
Harry G. Robinson III, Dean

The studio culture of the professional degree architecture program at Howard University is driven 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 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.

At the forefront of this studio culture is the process of teaching design including the guiding and critiquing of design solutions.

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.

Strategic actions to advance the student’s collective interest in advancing the quality of the studio experience as follows: Define relationship of student to student/studio as “home”, relationship of the studio to life as student at Howard University, and write broad, general statements as a minimum condition.

The keystone to the sense of security and well-being in the Department is TOLERANCE AND PERSUASION. Each productive unit – Chairman, Faculty, Student, Staff, Guest Visitor, etc. is expected to find his or her own fit in an arch of expectations, which must sustain its integrity, rectitude and character in the midst of diverse values, demands, actions, impulses, changes, etc.

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. It confers approval or disapproval. It renders action to be sacred or profane. Etc, etc. In the vast majority of instances these renderings are done through unwritten rules of an appropriately ambient environment. It is in this kind of environment that each participating actor finds his or her place as a new, secured embodiment of self, well being and action. The objective function of studio culture is to transform the powers of talent, intellect, will etc. in objects of cultural authority.

“The fundamental values of optimism, respect, sharing, engagement and innovations...staff” are understood as shifting, tilting, popping priorities, in everyday life-world. This is so, until any of these conditions becomes problematic. When this occurs the value, in question, becomes an issue calling for leadership or early action. How the Department – meaning administration, academic chair, faculty, student, staff acts reveals, and simultaneously determines, the effectiveness of culture in any of the Department. The institutional framework for dealing with problematic situations of this kind is very different from culture-bound frameworks which tent to be supportive of the instruments of persuasion for the encouragement of fundamental values.

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. Since culture as a general paradigm insists upon consensus for its value to society, the mechanisms for circumscribing actions for cultural meaning also determines the instrumental merit of time management; as against the methods of assessing end values arising out of the everyday pragmatism and copings of 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.

ISSUES OF TIME MANAGEMENT
In the real world of Studio Culture the issues of time management relate to the unique events, planned, ad hoc or unplanned, where or when key faculty or student/s, etc. come together at the right time with the right information, ideas or solution/s to discuss, assess or take action on an issue, problem, etc. The successful use of time management in strategic planning in cultural organization depends upon making use of issues as events or episodes in time and thinking junctorially.

The actual workings of the everyday pragmatic orientation/s in a studio culture share, it would seem, the same construct of time as strategic planning. Both see time as junctures – key player/s, right time and the right information. In the studio culture the ability to think junctorially produces the actions on issues which consolidate psychic bonding and authority within the social-cultural environment. In strategic planning the conjunction of key player/s with the right skill/s or information at the right time, is instrumental to the formulation of planned actions on issues across different levels and functions of and within the studio culture.

The issues of time management in the context of culture as a paradigm call for a different construct of time. Here, the temporal span of time mandated by a paradigmatic orientation of culture has to be measured by major dimensions of change, itself.

ACTIONS
The Department’s Assessment Plan, May 22, 2003, prepared by the Department Assessment Committee, has developed the framework for time management across all the measurable activities of the Department. The same structure can be applied through the use of appropriate models for studio culture. The Department has made effective use, from Fall 2003 to Fall 2005, of time management strategies for taking restorative, reformatory and conservatory actions on studio culture. The physical alterations of the physical environment of the design studio are a MAJOR CAPITAL INVESTMENT. The alterations are intended to provide the kind of spaces where junctural thinking will happen naturally. Each design floor is designed to accommodate four junctured of time and space.
3.6 Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must assure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

The Architecture Program Report must include these major elements:

- Description of the students' educational backgrounds and the degree program's selectivity, retention, and time-to-graduation rates since the last accreditation sequence
- Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content
- Faculty-student teacher ratios for studios for all design levels
- For each administrative position, a description of the distribution of effort between administration and other responsibilities for each position
- For each staff position, a description of the distribution of effort between administration and other responsibilities
- Identification of any significant problem, with recommendations for improvement

Description of the students' educational backgrounds and the degree program’s selectivity, retention, and time-to-graduation rates since the last accreditation sequence

Admission based on previous School records, test scores, and recommendations, was offered to 93 students and accepted by 39 students. The entering class of Fall 2004 consisted of 25 new freshmen (64%), 8 transfers (20%) and 6 former students returning (15%). The larger population of the students came from Maryland, New York, and the District of Columbia. Most of the international students came from Jamaica, Trinidad and Tobago. The total SAT scores for incoming freshman students entering Fall 2004 averaged 1140 (610 math and 530 verbal).

A broad range of retention programs are coordinated by a central office, Office of Student Services for the College to help retain students. The system includes many components designed to respond to the various needs a student may have while enrolled or awaiting readmission. These programs include tracking the academic performance of freshmen before and after mid-semester examinations. This early warning system includes mandatory meetings with faculty when a student has been identified as being deficient in a course by the professors. Most importantly, two senior faculty members serve as faculty advisor for all freshmen and transfer students with staff support and assistance of the Department of Architecture administrative secretary.

The graduating class between year 2003-2005 consisted of 26 students, 47% of the students completed the program in five years; 26% completed in six years, 11% in seven years and 16% graduated in seven or more years.
**Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content**

**Faculty Workload**

**Full-Time Faculty**

In the Department of Architecture 9 credit hours is considered a full-time teaching workload. Of the 9 hours, six credit hours are assigned to teaching a design studio course. Three credit hours are assigned to teaching a lecture/seminar course.

The remaining three credit hours are assigned to student advising, committee assignments, and general administrative work associated with one's teaching responsibilities.

Each faculty member is expected to be engaged in research/practice for the equivalent of one full day a week.

**Part-Time Faculty**

Teaching workload for part-time faculty ranges between three credit hours to nine credit hours.

**Faculty-Student Teaching Ratio**

For the Design Studios the ratio ranges from one faculty for 10 students to one faculty to a maximum 12 students.

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.

---

**For each administrative position, a description of the distribution of effort between administration and other responsibilities for each position**

**Administration**

Currently, the Department of Architecture is the only Department in the School of Architecture and Design which is one of two Schools in the College of Engineering, Architecture and Computer Sciences. The other is the School of Engineering and Computer Science.

Within this structure, the Department of Architecture operates as an autonomous academic unit that is presided over by the Chairman.

For accredited programs in the School of Architecture and Design, the Director of the School shall have access to the Provost of the University to ensure sufficient autonomy in matters relative to accreditation, which include budget, appointments, promotion, tenure and curriculum.

**College of Engineering, Architecture & Computer Sciences**

Victor C.W. Dzidziienyo
3.7 Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

The APR must include the following major points:

- The School’s policy regarding human resource development opportunities
- 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
- 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
- A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities
- 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 preprofessional meetings
- Evidence of how faculty members remain current in their knowledge of the changing demands of practice and licensure.
The School’s policy regarding human resource development opportunities

Taken as a whole, the program’s policy on human resource development is 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 has a “Fund for Academic Excellence” program proposed in the Strategic Framework for Action by President H. Patrick Swygert. The primary goal of this fund is to promote and foster continued excellence in the University’s varied academic programs and activities.

Proposals submitted for consideration must have the ultimate objective of improving teaching and learning at Howard University. This objective can be accomplished through projects and activities, designed by full-time faculty, to strengthen and enhance instruction, curricula, scholarly expertise, performance, creative expression and academic management. All applications must include an evaluation plan that provides an indication of the measurable impact of the proposed initiative or activity on instruction, assessment of teaching, advisement of students, student performance, faculty or academic staff development, or academic management. The financial resources dedicated to this program are intended to supplement, rather than supplant, current Department/School/College funds for travel and special initiatives.

The Mackey Lecture

- James E. Silcott, RA, (HU ’57) Board of Trustees/Howard University, February 2003
- Suman Sorg, FAIA, Principal, (HU ’70) Sorg and Associates, Washington, DC, February 2004
- Roberta Washington, AIA, NOMA, (HU ’70) Principal, Roberta Washington Architects, New York, NY, February 9, 2005

Leadership Institute Lecture & Luncheon

J. Max Bond, Jr. FAIA, Partner, Davis, Brody, Bond and Associates, New York, NY, October 22, 2004

School/Department Lecture Series

- Kathryn Prigmore, FAIA, HDR Architecture, Alexandria, VA, September 29, 2004
- Ed Feiner, FAIA, Office of the Chief Architect - GSA, Washington, DC, November 1, 2004
- Steven Lewis, AIA, Office of the Chief Architect - GSA, Washington, DC, January 31, 2005
- Brian Thornton, AIA, IIDA, Principal, Brian G. Thornton Designs, LLC, Silver Spring, MD, March 28, 2004
- Peter Cook, AIA, Principal, KGP Design Studio, Washington, DC, April 11, 2005
- Robin Arrington, AIA (HU ’83), The Seiger Suarez Architectural Partnership, Miami, FL, November 8, 2004
• Kevin P. Madison, AIA (HU ’84), Principal, Robert P. Madison International, Inc., Cleveland, OH, Spring 2005
• Bill Chalef, Northeast Regional Manager, Movita, Inc., Sickleville, NJ, Spring 2005
• T. Prescott Reavis (HU ’94), Anshen & Allen, San Francisco, CA, Fall 2004

Faculty Lectures

• Professor Asghar T. Minai - Introduction to scientific worldviews and their impact on arts, humanities & architecture, followed by discussion and a video presentation titled: “mind walk”, February 18, 2004
• Professor William W. Taylor, AIA - “Jazzspace”
  o Looking at the ritualized production of existential (collective) place identity in jazz clubs & street space.
  o Looking at the informal production of existential (collective) place identity in the patterns of body posturing occurring in public ways, February 20, 2004

• Professor Asghar T. Minai – Intuition and Creativity, The Basis for Aesthetics and Mystic Experience: A Presentation of the Recently Released Book, “Mysticism, Aesthetics and Cosmic Consciousness, March 3, 2004
• Professors Barbara G. Laurie, AIA and William W. Taylor, AIA - The graduate architect and the intern development program (IDP): From IDP and practice to licensure “Voices of practice”: A film featuring the oral histories of the working and private lives of practitioners, March 5, 2004
• Professor Angel F. Clarens, AIA, Demonstration: Application of theory to practice case studies of professional design projects, March 31, 2004
• Professor Harry G. Robinson, III, FAIA, Urban Markets of East Asia, Fall 2004

Classroom/Guest Lectures

• Principles of Historic Preservation: Rolando Revas-Campos, FAIA, GSA Historic Preservation, Spring 2005
• Harry Debes and Bill Gueren, GSA – National Capitol Region, Spring 2005
• Gary Porter, GSA – National Capitol Regions, Spring 2005
• Sally Berk, Architectural Historian, Washington, DC, Spring 2005
• Steven Lewis, AIA, Office of the Chief Architect – GSA, Washington, DC, Spring 2005
• John Burns, Director, HABS-HAER, National Park Service, Washington, DC, Spring 2005
• Mitchell Schefeck, President and CEO, OPTIRA, Omaha, Nebraska, Spring 2005
• Strategies of Community Development and Practice - Michael P. Kelly, Executive Director, DC Housing Authority, Spring 2005
• Michael Wieneck and Katie Gron, Weincek and Associates Architects and Senior Development Manager for Community Preservation and Development Corporation
• Sustainability of Urban Markets - Heather Arnold, President, Retail Compass, Spring 2005
• Principles of Urban Design - David Hamilton (HU ’72), National Capital Planning Commission, Fall 2004
• Judy Scott-Feldman, Executive Director, Save the National Mall, Fall 2004
• Mary Johnson, Adjunct Professor/PhD Candidate, Catholic University, Spring 2003 - Design III
• Leopold Clark, AIA, (HU ’73) DC Department of Housing and Community Development, Spring 2005 - Design VII

• Arthur Jackson, Deputy Director, Office of Planning, Spring 2004 – Design Communication II

Other Lecture/Workshops/Presentations

• AIAS Forum Presentation and Reception, February 5, 2003
• CEACS Alumni Meeting and Lecture, February 11, 2003
• ADSA Student Showcase, October 7, 2004
• Alumni Workshop, Spring 2005
• NOMAS Presentation and Reception, Marshall E. Purnell, FAIA, Fall 2004
• Araya Asgedom, Assistant Professor/Sculptor, Hampton University, Spring 2003

Public/Gallery Exhibitions

• J. Max Bond, Jr., FAIA, Current Works, Fall 2004
• Robert Washington, AIA, NOMA, Current Works, Spring 2005
• Peter Cook, AIA, Current Works, Spring 2005
• Senior Thesis Projects 2003, 2004, 2005
• Washington Area Architectural Foundation (WAAF) – Architecture In Schools Presentation and Reception, Spring 2005
• Dedication of the School of Architecture & Design Gallery & Silcott Endowed Chair and Reception, February 21, 2003

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

The Mentoring & Corporate Team Adoption Program

This program is one of the new student support service initiatives for our students. Once the entering class has been established, based upon the recruitment model, students are placed in teams of 20 students each based upon a distribution of high School competence, i.e., leadership, communication, mathematics, etc. The teams serve a two-fold purpose: (1) freshman classes require students to work in groups, and (2) the team adoption program requires students to work in groups.

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 process used to accomplish the Team Adoption Program is two-fold: College Intervention and Corporate/Industry Intervention.

**College Intervention** – From the fall new entrant population, teams are established, approximately 20 students per team. An upperclassman is assigned as the mentor/team leader. Students participate in early registration and are placed in pre-selected classes to allow time for bi-weekly team meetings. Collaborative efforts between faculty and industry partners focus the design project on a product or service of interest to industry or corporate partner. Students participate in conflict resolution, team-building skills, time management and study skills workshops. Mentors and mentees are required to attend bi-weekly team meetings and monthly meetings with the assigned faculty advisor.

**Corporate/Industry Intervention** – Corporate/Industry partners are invited to adopt a team. Corporate/Industrial partners sponsor tours of work sites. Workshops on resume writing, interviewing skills, marketing strategies and team building are sponsored by corporate partners. Students are also mentored by the corporate partners. Scholarship/internship opportunities are provided to at least one member of each team.

Teams are established in the Fall of the freshman year. Each team continues to work together with the corporate partner until graduation (approximately five years).

Benefits of the Team Adoption Program are:

- Team building and leadership skills
- Familiarity with industry expectations
- Companies make a financial investment in their education
- Students gain exposure to new technology

**Student Leadership Institute**

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. The last two speakers at the institution have been architects, J. Max Bond 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. In this regard, workshops are viewed as building blocks setting the foundation for each session. Viewed in this way, student participants are able to understand that leadership is a responsible action of those who accept leadership roles in society – not simply a positional roles.

The students are encouraged to implement their new skills immediately and to lead others by example. Upon graduating form Howard University, whether the students find themselves in the private or public sector, – the experiences gained from participation in the institute will help the students to develop the capacity to guide themselves through obstacles that challenge them intellectually, mentally and socially.

The goals of the Institute are to:
1. Strengthen human relation skills in preparation for the challenges of a more diverse workforce.
2. Provide students with the necessary resources to assume leadership roles beyond campus life.
3. Develop emerging leaders to contribute to the global community.
4. 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. Among the sponsors of career day programs are:

- The Hillier Group, Princeton, New Jersey
- Upward Bound/Howard University
- Gonzaga High School, Washington, DC
- Oxon Hill High School, Maryland

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.

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

**Professional Involvement**

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, School of Architecture and Design Student Assembly.

**Student Organizations**

The major organizing elements for student participation in activities within the School are the Architecture and Design Student Assembly (ADSA) and the American Institute of Architecture Students (AIAS). The ADSA also represents the interest of the architecture students in CEACS Student Assembly Council and with representation. The six 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 fora for intellectual, professional, and social development, fostering networking opportunities and camaraderie among the students and their peers. In addition to sponsoring activities, social and cultural events, participation in various architectural fora, 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 Room G-16. With the exception of the Student Assembly, all other organizing bodies have a faculty advisor(s).

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, and Architecture Week in the Spring. 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 career Fair allows industry representatives to review portfolios and discuss internship and employment opportunities. Students interact with employers to discuss various career paths and industry experiences.

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 Thanksgiving break, AIAS students from throughout the country and to meet at FORUM to exchange ideas and to elect national officers. these officers 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). 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 the first week in October, where students have the opportunity to meet students and professionals from throughout the country. A major component of the event is a student design competition in which students submit design studio projects for review by professionals. The faculty advisor is Assistant 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 takes place in November. The Faculty Advisor is Professor Victor Dzidzienyo.
A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities

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.

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 population provides an adequately proportioned student to faculty class ratio. For the past five academic years the average ratio has been 11:1 for studio courses and 23:1 for lecture courses. The ratios provide an atmosphere in which students receive more individualized attention, greater in-class participation, and in a less rigid forum for intellectual exchange. Students also benefit from the more personal spirit of a group serving as a source of motivation. Our goal however, is to reach a ratio of 8:1 for studio courses and 20:1 for lecture courses.

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. The ability to increase the number of part-time contact hours is limited at Howard because of the amount of responsibility part-time faculty have to devote to their professional practices.

The faculty load is divided into three categories - Teaching, Research, and Service. Full-time faculty devote the equivalent of three hours per semester to both Service Activities and to Advising/Administrative responsibilities. Nine hours are dedicated to Teaching/Research activities. Part-time faculty are compensated according to their teaching load.

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 preprofessional meetings

Full-Time Faculty
There is a core of full-time faculty primarily based in the Department. Under the Leadership of a Chairman, with the faculty they provide the basic academic leadership in the review and development of the degree programs and instruction within the
Department. The voting faculty are composed of its full-time faculty. The Director is the academic leader of the School.

Full-time faculty engage in a variety of other activities. The internal service activities include participation and/or assignment in advising, orientation programs, recruitment, committee assignments, lectures, field trips, and internship programs. As part of faculty development, they serve on professional boards. Faculty also participate in youth enrichment programs, practice, and consult with various public and private organizations as public service activities.

Adjunct Part-Time Faculty
The Department has a group of adjunct part-time faculty who are dedicated to the mission of the School as are the full-time faculty. They contribute to the academic and intellectual life of the Department. Their presence allows the School to maximize the diversity of philosophies of architecture discourse within the Department. Most of the part-time faculty teach Design Studio courses at various levels within the curriculum. The role of the part-time faculty is critical to the School as adjustments to program needs and budget needs occur from year to year.

In addition to their educational contribution to the School, they serve as a link with the profession and assist in developing internship experiences for students. The criteria and procedures for part-time faculty appointment and promotion are governed by University policy and the School and Department’s criteria developed by the faculty and approved by the Board of Trustees.

Visiting Design Studio Critics and Jurors

In addition to their educational contribution to the School, the visiting studio critics, jurors, and special consultants, serve as a link to the architecture profession as well as assist in developing internship opportunities for our students. The individuals are accomplished professionals in their disciplines who bring special insight, knowledge, experience and varied perspectives to reinforce instruction and contribute to architectural discourse at the School.

Student interaction with visiting critics and jurors ensures exposure to a wide range of intellectual and pragmatic discussions and debate. This activity is important at a time when students are seeking to define their world view of the profession and their individual commitment to leadership and moral responsibility to community/public within the framework of the “activist” practitioner concept.

**Evidence of how faculty members remain current in their knowledge of the changing demands of practice and licensure.**

Faculty members remain current in their knowledge of the changing demands of practice and licensure by participating and attending lectures, workshops, seminars, conferences. They serve as members of professional organizations/boards/institutes/societies. They conduct research, some serve as consultants to public/private organizations and practice locally, nationally and internationally. Those who are members of the AIA and/or who hold licenses are required to complete CEU/LIU qualifications.
3.8 Physical Resources

The accredited degree program must provide physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student enrolled in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

The Architecture Program Report must include the following information:

- A general description, together with labeled 8-1/2 x 11 plans of the physical plant indicating accessibility, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas, with accessibility clearly indicated.
- 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 to students and faculty
- Identification of any significant problem that impacts the operation or services, with a recommendation for improvements.

EXISTING FACILITIES

The School occupies the former School of Law building that has been modified to accommodate large studio spaces for design education.

A dedicated studio work space is provided for each enrolled student. The 200 seat auditorium is located in close proximity to the senior studios, some faculty offices, general purpose classrooms, exhibit & jury spaces, and assembly spaces. The auditorium and classrooms are controlled and scheduled by the University. The following summary statements describe other areas and the most recent modifications to the building.

The areas include the redesign of design studio spaces. Adjacent to the studio spaces are multi-purpose review/lounge areas which serve as informal social/community space or general purpose office and/or special 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.

ADMINISTRATIVE OFFICES

Administrative offices consist of the Office of the Dean of the College, Director/Associate Dean, and the Office of the Chairman, Department of Architecture. The Department of Architecture faculty and staff have access to support facilities in the Office of the Dean.

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, the current resolution to create a comfortable working environment is to have each faculty equipped with a portable 1220H – 12,000 BTU Air Condition/Heater w/remote control by the next visit.

EXHIBIT AND JURY/PROJECT REVIEW SPACES

The Gallery provides adequate space for the exhibition of student work and special exhibits. 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.
With the redesign of the studio areas, which serve as informal review/special space as part of the inventory of project reviews associated with each studio level, additional exhibitions/pin-up space is available.

**ASSEMBLY SPACES**
A variety of assembly spaces range from the 200 seat auditorium to the eight seat seminar room. The new informal multi-use space adjacent to each design studio level can accommodate 10 to 12 students. These areas provide maximum flexibility for the programs within the Department/School. The main lobby is often used as the setting for ceremonies and receptions.

In addition, the former faculty lounge has been replaced by a smart room, equipped with multimedia presentation technology, and it accommodates the functions of other seminars, presentations and workshops for about 30-50 people.

**CLASSROOMS**
Four general purpose classroom spaces within the building used by faculty for the teaching of architecture lecture and seminar courses is a result of the relocation of the two computer labs from the School’s second floor to the basement level in the Fall Semester 2005. In addition to the auditorium, these rooms are shared with other units on campus.

**DESIGN STUDIOS**
Faculty members for the Design Studios have assigned teaching spaces. Each student is provided with a dedicated studio work station. In addition to classrooms, conference rooms and assembly spaces can be reserved/scheduled for both large and small group discussions and presentations. Current renovations to the general studio areas have new review spaces for special discussions and form an integral part of each design studio year level at both the upper and lower mezzanine levels.

The funding for the redesign/renovation of the studio spaces was made possible by a gift from an Alumnus.

**MODEL SHOP**
A centralized computer lab is now located in the former model shop space. This move creates two additional classrooms for instructional use.

With the creation of a new central computer lab in the space of the old model shop program activities associated with design and fabrication will be accommodated in the following spaces:

Individual studios will have access at each design studio level to a work station designated for the small to medium scale study and final project model building.

Large scale/major construction of project models will take place in a shared facility for design and fabrication activities in the Division of Fine Arts. The facility will be managed by an Associate Professor who is the Design Fabrication and Sculpture Program Coordinator with two building fabrication technicians as teaching assistants.

Plans and construction documents for a prototype unit for the workstation has been completed. The fabrication of the unit will form a part of the design build special construction document course in the Fall of 2005.

**BUILDING MATERIALS AND SYSTEMS RESOURCE CENTER**
The on-going renovation, when completed, will house a library with data resource system to facilitate the exploration and study of building materials and systems 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 provide the ability for 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. Design for HVAC systems will begin in Winter 2005 as part of Central HVAC System for the Mackey Building. The installation of the system is scheduled for Summer/Fall 2006.

RESEARCH SPACE
A faculty office is available for use by visiting faculty, and for specials research projects.

ARCHIVE AND STORAGE FACILITIES
Facilities are available in the Moorland Spingarn section of the Main Library where storage space is provided for the Archive of African American Architects.

FACILITIES
The University’s Division of Physical Facilities Management has the responsibility for on-going landscaping, upgrading and maintenance of the campus.

OTHER FACILITIES
The Mackey building, the 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 School. Among these on the Basement level is a Lounge area for the Housekeeping staff, offices for the University’s elevator maintenance contractor. In Fall 2004 the following spaces were provided for the Department of Systems and Computer sciences: five faculty offices and research labs. In Fall 2005 the Department of Interior Design, College of Fine arts were provided with the following spaces: One studio space, two new shared classrooms, and a shared space for Building Materials and Systems Resource Center.

COMPUTER LABORATORIES

Infrastructure
The buildings IT infrastructure defines the quality and speed of service the School of Architecture and Design provides to its students and 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, each is protected by an UPS (uninterrupted power supply). Following are the most important infrastructure general improvements already completed:
Wireless Access
Since 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 First floor 2nd floors (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.

Newer and Faster Wireless Network
A new and faster wireless network based on 802.11 g technology is planned to be installed in the Mackey Building. 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.

Two new access points are planned to be installed in the basement to provide adequate internet/intranet access to students using the computer lab. This new wireless system will add flexibility in connecting to the Internet and intranet for research, e-mail check, and Internet browsing.

Renovations for a new computer Lab is currently underway for a new centralized computer laboratory located in the basement of the Mackey Building.

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 FOR STUDENT SUPPORT

Hardware
Monitors
The computer lab have 9 (nine) 21- inches CRT monitors and 6 (six) 19-inches CRT monitors available. In January 2004, 2 (two) 18-inches flat panel monitors have replaced 2 of the older technology monitors.

Printers and Plotters:
The two (2) black-and-white 500 sheet LaserJet HP printers (since Fall 2002) are capable of printing up to 11”X17” large drawings. One (1) large format CAD (since Spring 2004) color printer was added in the Computer Lab, and allows student to print drawings up to 24 inches wide by any length. All these printers are available over the network through wire-line or wireless networks.

The Department acquired a newer color plotter in Spring 2005 which prints drawings up to 32 inches wide by any length. The latter is under the management of the student government and is located in the basement space contiguous to the design studios. This plotter is connected to a dedicated computer.

Scanners
As of Spring 2004, the existing scanner in the lab was replaced with a new USB large format (11”X17”) flat bed one. This scanner is connected to a dedicated computer.
Other resources/services available to students, faculty & staff
The computer lab offers CD writing capabilities. In Fall of 2003, a new DVD-R drive has been added to the existing CD-ROM writing capabilities. Students can now have their work saved to a CD-R and RW or a DVD-R and RW.

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, Internet browsing and e-mail checking is provided in the centralized lab.

Software
New CADD software packages have been acquired and existing ones have been upgraded to the latest version on the market. Some of the new features available in the most recent versions of some of the CADD software is the built in capability to connect to the vendor website through the Internet. This feature enables students to visit the vendor site while working on a project without the need to open a new window for Internet access.

Upgrades:
Introduced and is installed on 10 systems include:
• Archicad - runs in the server has been upgraded to the latest VArchiCAD 9.
• AutoCADD - has been upgraded to the latest AutoCAD 2005
• 3D Studio Max - has been upgraded to 3D studio Max Release 5.

Needed upgrades for computers in the centralized lab:
• Photoshop
• Illustrator
• Macromedia Flash
• Sketchup

Microstation – Starting in Fall Semester 2005 the lab will take advantage of a recent special one year free upgrade offered by the manufacturer – I Bentley Educational Systems.

Hardware/software upgrade for Faculty support
Since February 2002, the School has provided computers, laptops and other display devices, to support the faculty instructional needs.

The University’s FacNet program for faculty is one of the goals of the SFA (Strategic Framework for Action) I & II. 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 Network Engineer/Administrator. One part-time student provides assistance to students who use the computer lab. The full time recent graduate assists the Systems Engineer 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 plugging/unplugging systems to the network.
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.

  *This activity will be completed during Fall Semester 2005*

- At least, the 2 classrooms (studio spaces) should be equipped with a permanent LCD projector and a projection screen so that classes and seminars can be held in such a space.

  *The response to this recommendation is the creation of a new class/seminar room. The room is adjacent to the new centralized computer lab in the basement. The space will have appropriate equipment to support instructional needs of program."

HVAC SYSTEMS

The building’s mechanical systems are scheduled for upgrading. These areas include, the Mezzanine, Ground Floor Studio systems, faculty offices, the new computer lab, the new multi-purpose room and the Building Materials and System Resource Center in the basement of the Mackey Building. The design phase of the upgrade is anticipated during Winter 2005 with construction in the beginning of Summer/Fall 2006. Funding for the project is currently available in the University’s Capital total budget.

ELECTRICAL SYSTEMS

A dedicated electrical system for computer systems in the CADD laboratory, the School’s Administration Offices, faculty offices, classrooms, studios, and the Library continue to be upgraded.

Management Concept

1. A staff member under the direction of the Dean continues to be responsible for coordinating facilities management functions and services for the School’s facilities.

2. The facilities manager performs daily on-site inspections and keeps an inspection log. The inspections uncover, environmental, safety and/or security issues or problems which may require maintenance services. Inclusive data on the various categories are lighting, HVAC, elevators, classrooms, laboratories, toilets, building entrances, administrative and faculty offices. Deficiencies are recorded and corrective actions are initiated using the University’s Physical Facilities Management (PFM) new work request on-line system.

3. The Facility Management benchmarks are the following: health, safety, environment and security.

SAFETY

Safety issues in the Department/School’s facility are given a high priority. In concert with the Physical Facilities Management (PFM) Safety Officer, a major safety inspection/ review of the Mackey building continues to be performed on a regular basis. A disposal of Legacy Hazardous Materials for the Mackey Building has been completed as of Spring semester 2005.

ENVIRONMENT

The Facility Manager performs on-site inspections of the facility on a daily basis. The Facility Manager has developed a Facility’s inspection log which is used to identify
potential environmental problems which may require maintenance services. Inclusive data on the various categories are: lighting, elevators, HVAC, classrooms, laboratories, toilets, building entrances, administrative and faculty offices are inspected. Deficiencies in any of these categories are recorded and corrective action is initiated utilizing the PFM new on-line work request system. Emergencies are given immediate priority and corrective action by PFM is expected within 24 hours of a report.

SECURITY
Access to the School’s facilities (Mackey Building) through the use of the Howard University Capstone Card, 24/7 continues to be monitored for improvement. The installation of security cameras at strategic locations in and outside of the building is in place. Technical problems which are experienced with the use of the Capstone Card continues to be a major challenge and request for corrective action solutions are underway to resolve the problem.

AREA CALCULATION
The square footages of each activity area are indicated below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basement (70 X 44) + (34 X 35)</td>
<td>4,270 sq. ft.</td>
</tr>
<tr>
<td>Ground Floor 112 X 54</td>
<td>6,048 sq. ft.</td>
</tr>
<tr>
<td>Mezzanine 106 X 50</td>
<td>5,300 sq. ft.</td>
</tr>
<tr>
<td>First Floor n/a</td>
<td></td>
</tr>
<tr>
<td>Second Floor (112 X 30) + (12 X 16)</td>
<td>3,552 sq. ft.</td>
</tr>
<tr>
<td>Total Area:</td>
<td>19,170 sq. ft.</td>
</tr>
<tr>
<td>Basement 136 X 111</td>
<td>15,096 sq. ft.</td>
</tr>
<tr>
<td>Ground Floor 136 X 111</td>
<td>15,096 sq. ft.</td>
</tr>
<tr>
<td>First Floor 136 X 111</td>
<td>15,096 sq. ft.</td>
</tr>
<tr>
<td>Mezzanine 136 X 56</td>
<td>7,616 sq. ft.</td>
</tr>
<tr>
<td>Second Floor 136 X 111</td>
<td>15,096 sq. ft.</td>
</tr>
<tr>
<td>Total</td>
<td>68,000 sq. ft.</td>
</tr>
</tbody>
</table>

The following pages are the floor plans for the School of Architecture and Design.

3.9 Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720-729, and other related call numbers, to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home Institution. In addition to developing and managing collections, architecture librarians and visual resource professionals should provide information services which promote the research skills and critical thinking necessary for professional practice and lifelong learning.

The architecture librarian and, if appropriate, the professional in charge of visual resource collections, must include in the APR the following:

- 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:
  a) Evaluates the degree to which information resources support the program’s mission, planning, curriculum, and research specialties.
b) **Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional and electronic).**

c) **Demonstrates sufficient funding to enable continuous collection growth.**

d) **Identifies any significant problem that affects the operation or services, and recommends improvement.**

- An assessment of the budget and administration of the library and visual resource operations (see Appendix B)

- A statistics report (see Appendix C)

---

**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 this 7,000-volume collection, together with non-print items in this library, cognate monographs and serials in the main library, videotapes in the Media Center the Undergraduate Library, and links to a vast array of pertinent electronic resources. A library-wide customer satisfaction survey conducted in April 2005 substantiates this assessment inasmuch as 15 of the 22 respondents ranked overall services and resources in the Architecture Library as above average to excellent. This small sample provides a helpful barometer of the library’s contribution to the educational objectives of the School.

The manager of the Architecture Library has been proactive in helping students navigate the physical and virtual resources in architecture. During the last academic session, she held 91 individual consultations, conducted seven library tours and introduced information literacy concepts (i.e., search protocols, web site evaluation, and other library research tips) for one class of 31 students. The library class sessions, in tandem with print and electronic instructional aids, inform users about available resources and appropriate methodologies. 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 forms on the library web site, or by telephone. The Architecture Curator 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 the Architecture Library’s Auxiliary collection, 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 African American architects.

The Architecture Curator reports to the Director of the University Library through the Head of Multimedia Services (located in the Undergraduate Library), and the Associate Director for Information, Research and Resource Services.

**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 more than 6,000 volumes 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. The Architecture Library’s specialized reference tools are updated annually or as publisher released. Formats include architectural dictionaries and directories, regulatory handbooks and material codebooks, catalogs, 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.

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 Sterling, the library’s catalog. Remote access to the online readings 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’s budget could not absorb a subscription to the Avery Index; however, when we examined resources available through subscribed and free databases, we concluded that existing resources were sufficient for undergraduate assignments at this time. Ninety five percent of the serials are bound in complete sets. The Library currently subscribes to Urban Land Development Case Studies database that students access via password only. It allows access to five-simultaneous users. The library system provides access to other databases including Academic Search Premier, Applied Science and Technology Abstracts, JSTOR, Lexis-Nexis Academic Universe, and ScienceDirect. We currently receive 37 electronic journals through databases such as EBSCOhost, ScienceDirect, ACM and ASCE. 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 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 Mendelssohn 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 will 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 curator, to install and test a campus image database and retrieval system during the 2005/6 academic year.

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 students through the Founders Library’s Interlibrary Loan Department.

The library staff consists of a curator, two library technicians, and student assistants. The curator’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 technicians have developed extensive experiences in maintaining the collections and assisting the library’s primary clientele. The curator and library technicians are 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 prepared 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 annually 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 were completed last year. The pleasant environment is conducive to studying and the helpful staff make 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. Two printers were recently installed and a photocopier with scanner will soon be available for library patrons.
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 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 comparable position in the university. Under the university performance evaluation system, employees are rewarded for excellence in work, up to 4% of the base salary.

Appendix B: Facility/Resource Data
Departmental Library LCNA Collection: 5,386
Total Architecture Collection in Departmental Library: 6,666
Total Architecture Collection in University Library: 9,000 (est.)
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: 2 (public)
Amount Spent on Information Technology: *
Annual Budget for Library Resources: $14,275
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 2003 Year before Last</th>
<th>(FTE’s) AY 2004 Last year</th>
<th>(FTE’s) AY 2005 This Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians / VR Professionals (Degreed)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clerks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistants</td>
<td>1.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Appendix C. Statistics Report

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th>Number of Volumes or Linear Feet</th>
<th>Budget Year Before Last 2003</th>
<th>Budget Last Year 2004</th>
<th>Budget This Year 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books classed in</td>
<td>5386 vol.</td>
<td>$12,000</td>
<td>$7,441.</td>
<td>$5280.</td>
</tr>
<tr>
<td>category</td>
<td>quantity</td>
<td>cost 1</td>
<td>cost 2</td>
<td>cost 3</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>LC-NA or Dewey 720’s</td>
<td>1280 vol.</td>
<td>$8,477</td>
<td>$8,477</td>
<td>$8995</td>
</tr>
<tr>
<td>Periodical Subscriptions</td>
<td>56</td>
<td>$8,477</td>
<td>$8,477</td>
<td>$8995</td>
</tr>
<tr>
<td>Other Serial Subscriptions</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>1839</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfiche</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td>35,000 approx.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photo-CDs</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Image Files</td>
<td>936</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Electronic Publications</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawings</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (database)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (electronic reserves: PDF, HTML, PP)</td>
<td>457</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45,079</td>
<td>$20,477</td>
<td>$15,918</td>
<td>$14,275</td>
</tr>
</tbody>
</table>
3.10 Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the Institution.

The Architecture Program Report must:

- comparative annual budgets 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 correlated to the expenditures and investments by other professional programs in the institution.

Comparative annual budgets and expenditures for each year since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.

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 the institution.

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.

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
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) or 26 (ACT) score to the upper end of attaining a 1500 (SAT) 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.

2003-2004
During the 2003-2004 academic year the School of Architecture and Design enrolled 124 students. Out of 124 students enrolled in the School of Architecture and Design, 15 students received the University Scholarship (12%). Consequently the University provided $174,607 of scholarship support to the School of Architecture and Design for 2003-2004 academic year.

2004-2005
During the 2004-2005 academic year the School of Architecture and Design enrolled 132 students. Out of 132 students enrolled in the School of Architecture and Design, 10 students received the University Scholarship. Consequently, the University provided $245,692 in scholarship support to the School of Architecture and Design for 2004-2005 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.

2003-2004
Out of the 22 architectural students who applied for the University Trustee Scholarship, 10 students (45%) met the eligibility requirements. The University Trustee Scholarship provided $52,528 in tuition assistance support to the student in the School of Architecture and Design during the 2003-2004 academic year.

2004-2005
Out of the 20 architectural students who applied for University Trustee Scholarship, 10 students (50%) met the eligibility requirements. The University Trustee Scholarship provided approximately $60,000 in tuition assistance support to the students in the School of Architecture and Design during the 2004-2005 academic year.
College Scholarships

2003-2004
The College of Engineering, Architecture and Computer Sciences provided 4 full-tuition scholarships to students in the School of Architecture and Design which amounted to $40,520, as well as afforded $19,200 of additional College support which covered emergent needs of students, i.e. housing, textbooks, and miscellaneous supplies totaling $59,720 during the 2003-2004 academic year.

2004-2005
The College of Engineering, Architecture and Computer Sciences provided 4 full-tuition scholarships to students in the School of Architecture and Design which amounted to $43,360 as well as $10,549 of additional funding support totaling $53,360. during the 2004-2005 academic year.

Emergency Loan Fund

2003-2004
The Emergency Loan fund assisted approximately 15 students (12%) out of 124 in the Department of Architecture which equated to approximately $45,000.

2004-2005
The Emergency Loan fund assisted approximately 13 students (10%) out of 132 students in the Department of Architecture which equated to ~ $30,000.

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
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 2003-04 Students in the undergraduate programs in the College of Arts and Sciences pay a tuition fee of $5,065 per semester for a total of 15 credit hours of course work, however students in the Department of Architecture in the School of Architecture and Design pay the same amount ($5,065) for 18 credit hours of course work.

Respectively, during 2004-05 students in the undergraduate programs in the College of Arts and Sciences pay a tuition fee of $5,420 per semester for a total of 15 credit hours of course work, however students in the Department of Architecture in the School of Architecture and Design pay the same amount ($5,420) for 18 credit hours of course work. The above tuition fees exclude fees for housing and miscellaneous as follows:
<table>
<thead>
<tr>
<th>Item</th>
<th>2003-04</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$5,065</td>
<td>$5,420</td>
</tr>
<tr>
<td>Self Help Fee</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Endowment Fee</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>125.00</td>
<td>125.00</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>257.50</td>
<td>257.50</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$5,467.50</strong></td>
<td><strong>$5,822.50</strong></td>
</tr>
</tbody>
</table>

+Housing & meals, if applicable

On-campus housing plans range from $1400 to $2900 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 $500 to $1225 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.

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.

The Department/School shares the services of the Director of Development for the college. The Director has the responsibility to assist units in the College with planning of fundraising and development activities.

**Data on annual expenditures and total capital investment per student, both undergraduate and correlated to the expenditures and investments by other professional programs in the institution (2003, 2004, 2005).**

**SEE APPENDIX – SECTION A-1**
3.11 Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: Southern Association of Colleges and Schools (SACS); Middle States Association of Colleges and Schools (MSACS); New England Association of Schools and Colleges (NEASC); North Central Association of Colleges and Schools (NCACS); Northwest Commission on Colleges and Universities (NWCCU); and Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

The Architecture Program Report must include the following:

A statement verifying the institution’s accreditation from the regional institutional accrediting agency for higher education.

A description of the School’s administrative structure, and a comparison of this structure with those of the other professional programs in the Institution.

A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

A statement verifying the institution’s accreditation from the regional institutional accrediting agency for higher education.

SEE APPENDIX – SECTION A-2

A description of the School’s administrative structure, and a comparison of this structure with those of the other professional programs in the Institution.

Administration
Currently, the Department of Architecture is in the School of Architecture and Design which is one of two Schools in the College of Engineering, Architecture and Computer Sciences. The other is in 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.

Within this structure, the Department of Architecture operates as an autonomous academic unit that is presided over by the chairman. The central Office of Student Services for the College, established in August 1996, supports the needs of the Department/School. An Assistant Dean, supported by full-time staff coordinators, directs the activities of the office.

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 requires approval of the Board of Trustees are recommended through the Director to the Dean 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

Victor C.W. Dzidzienyo, Associate Professor (T)
Director, School of Architecture and Design
Associate Dean, CEACS

Victor C.W. Dzidzienyo, Associate Professor (T) and Interim Chairman
Department of Architecture

COMPARISON OF ADMINISTRATIVE STRUCTURE WITH OTHER PROFESSIONAL PROGRAMS AT THE INSTITUTION

<table>
<thead>
<tr>
<th>Position</th>
<th>School of Architecture and Design</th>
<th>School of Social Work</th>
<th>School of Pharmacy</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEAN</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>ASSOC. DEAN</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>DIRECTOR</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPT. CHAIR(S)</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>ASSIST. DEAN</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Staff

The administrative support staff for the Office of the Associate Dean/Director, School of Architecture and Design consists of the two administrative assistants and a network engineer. The Chairman of Department is assisted by one administrative secretary and one student office assistant. In the School of Architecture and Design/Department of Architecture the library staff is under the direct supervision of the Director of the Central Library System.

Staff, School of Architecture and Design
Ester Lopes, Network Engineer
LaKia M. Samuel, Special Assistant to the Director

Staff, Department of Architecture
Renee A. Ford, Administrative Secretary
Student Office Assistant (clerical) – 20 hours (part-time)

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 took courses at the Leadership Academy.

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.
3.12 Professional Degrees and Curriculum

The NAAB only accredits the following professional degree programs: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B.Arch., M. Arch., and/or D.Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

The number of credit hours for each degree is specified in the following paragraphs:

**Doctor of Architecture** - Accredited degree programs awarding a Doctor of Architecture must require either an undergraduate baccalaureate degree or a minimum of 120 undergraduate semester hours, or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter hour equivalent, in academic coursework in professional studies or electives.

**Master of Architecture** - Accredited degree programs awarding the Master of Architecture degree must require a minimum of 168 semester credit hours or the quarter hour equivalent, of which 30 semester credit hours or the quarter hour equivalent must be at the graduate level, in academic coursework in professional studies and electives.

**Bachelor of Architecture** - Accredited degree programs awarding the Bachelor of Architecture degree must require a minimum of 150 semester credit hours or the quarter hour equivalent, in academic coursework in professional studies and electives.

Every existing accredited program must conform to the above minimum credit hour requirements by 1 January 2015.

Curricular requirements are defined as follows:

**General Studies:** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, that must be outside architectural studies either as general studies or as electives with other than architectural content. For the M.Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

**Professional Studies:** The core of a professional degree consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the liberty to require additional courses including electives to address its mission or institutional context.

**Electives:** A professional degree must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

Table 3-1, Minimum Credit Distribution, presents a summary of the preceding three paragraphs.
Table 3-1
Minimum Credit Distribution

<table>
<thead>
<tr>
<th>General (nonarchitecture) Studies 45 Semester-Credit-Hour Minimum</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses with other than architectural content</td>
<td>Courses with architectural content required of all students</td>
</tr>
<tr>
<td>Elective courses with other than architectural content</td>
<td>Elective courses with architectural content</td>
</tr>
</tbody>
</table>

*Or the quarter-hour equivalent

The Architecture Program Report must include the following:

**Title(s) of the degree(s) offered**

An outline, for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses (including prerequisite), required courses, professional electives and other electives

Examples, for each accredited degree offered, 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.

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

**Title(s) of the degree(s) offered**

Bachelor of Architecture

**An outline, for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses (including prerequisite), required courses, professional electives and other electives**

**PROGRAM Core Curriculum**

<table>
<thead>
<tr>
<th>Fall Semester (1st Year)</th>
<th>FRESHMAN</th>
<th>Spring Semester (1st Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-006 College Algebra I</td>
<td>3</td>
<td>Math-007 Pre-Calculus</td>
</tr>
<tr>
<td>Engl-002 English I</td>
<td>3</td>
<td>Engl-003 English II</td>
</tr>
<tr>
<td>Arch-003 Environment/Arch</td>
<td>3</td>
<td>Arch-011 Elements of Arch</td>
</tr>
<tr>
<td>Arch-150 Design Communications I</td>
<td>3</td>
<td>Arch-151 Des Communications II</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>PHED Health &amp; Physical Education</td>
<td>1</td>
<td>PHED Health &amp; Physical Education</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>Total</td>
</tr>
</tbody>
</table>

**SOPHOMORE**
<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (2nd Year)</td>
<td>Arch-199 Design I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Phy-008 Physics for Architects</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Arch-301 Arch. History Surv. I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-401 Materials &amp; Methods I</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Spring (2nd Year)</td>
<td>Arch-200 Design II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch-302 Architectural History II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-402 Materials &amp; Methods II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-511 Computer Appli. in Arch</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**LOWER JUNIOR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (3rd Year)</td>
<td>Arch-201 Design III</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch-521 Environmental Systems I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-501 Structures I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-901 Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch - Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Spring (3rd Year)</td>
<td>Arch-202 Design IV</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch-651 Princ of Urban Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-522 Environ Systems II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch-502 Structures II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**UPPER JUNIOR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (4th Year)</td>
<td>Arch-203 Design V</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch951 Construction Documents</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch - Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch - Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Spring (4th Year)</td>
<td>Arch-204 Design VI</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch-701 Public Issues &amp; Arch</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch - Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch - Professional Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**SENIOR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (5th Year)</td>
<td>Arch-205 Design VII</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch891 Thesis Prep</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Spring (5th Year)</td>
<td>Arch-206 Design VIII (Thesis)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Arch - Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arch 751 Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS** 171

Examples, for each accredited degree offered, of the minors or concentrations students may elect to pursue.

There are additional professional elections 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. The university stipulates that 15 credit hours be allocated in an area of specialty to qualify as a minor. Minors and concentrations are encouraged in the areas of:
• Construction Management
• Historic Preservation
• Urban Design
• Sustainability

Other minors/concentrations offered external to the program are:

• **Political Science**: A minor that consists of 15 credit hours, which must include POLS 001. The remaining 12 credit hours should be selected in consultation with the student’s major field advisor.

• **Psychology**: The minor requirement for psychology majors may be satisfied by completion of five courses in any single undergraduate Department of the university.

• **Sociology**: A minor in sociology must include SOCI 001 and at least 12 additional hours in sociology.

• **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.

---

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.

**REQUIRED MINIMUM NUMBER OF CREDIT HOURS PER SEMESTER**
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.

<table>
<thead>
<tr>
<th>General (non-architecture) Studies 45 Semester-Credit-Hour Minimum</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses with other than architectural content:</td>
<td>Courses with architectural content required of all students:</td>
</tr>
<tr>
<td>College Algebra - 3</td>
<td>Environment and Architecture - 3</td>
</tr>
<tr>
<td>English I &amp; II - 6</td>
<td>Elements of Architecture - 3</td>
</tr>
<tr>
<td>Pre-Calculus - 4</td>
<td>Programming - 3</td>
</tr>
<tr>
<td>Health and Physical Education I &amp; II - 2</td>
<td>Design Communication I, II - 6</td>
</tr>
<tr>
<td>Physics for Architects - 5</td>
<td>Computer Applications in Architecture - 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General (non-architecture) Studies 45 Semester-Credit-Hour Minimum</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Junior 17</td>
<td>Architectural History Survey I &amp; II - 6</td>
</tr>
<tr>
<td>Senior 18</td>
<td>Materials and Methods I, II - 6</td>
</tr>
<tr>
<td></td>
<td>Environmental Systems I, II - 6</td>
</tr>
<tr>
<td></td>
<td>Structures I, II - 6</td>
</tr>
<tr>
<td></td>
<td>Construction Documents - 3</td>
</tr>
<tr>
<td></td>
<td>Public Issue and Architecture - 3</td>
</tr>
<tr>
<td></td>
<td>Professional Practice - 3</td>
</tr>
<tr>
<td></td>
<td>Thesis Preparation - 3</td>
</tr>
<tr>
<td></td>
<td>Principles of Urban Design - 3</td>
</tr>
</tbody>
</table>
### Elective courses with other than architectural content

General Electives (8 courses @ 3 hours and 1 course @ 1 hour; Afro American Studies, Humanities, Social Services, Natural Sciences) - 25

### Elective courses with architectural content

#### History
- 9/11: Terror, Security and ARCH - 3
- Arch. in a Changing World Islam - 3

#### Design
- Principles of Site Design - 2
- Explorations of Architecture - 2
- Interstitial Architecture

#### Theory
- Contemporary Issues in Architecture - 3
- Language of Criticism of Art and Architecture - 3
- Evolution of Western Emb. Experience - 3
- Meaning & Symbolism in Architecture - 3

#### Technology (Tech)
- Tropical ARCH - 3
- Structural Innovations Seminar - 2

#### Communications (Comm)
- Graphic Presentation - 3
- Computer Application in ARCH - 3
- Advanced Comp. Appl. LEC/LAB - 3
- Reporting Architecture - 3
- Advanced Delineation/Animation - 3
- Writing in Architecture

#### Practice (Prac)
- Economic Analysis - 3
- Strategies of Community Development/and Practice - 3
- Construction Management - 3

#### Miscellaneous (Misc)
- Independent Study - 3
- Directed Studies - 3

#### Historic Preservation
- Historic Preservation: Documentation - 3
- Principles of Historic Preservation - 3
- New Architecture in Historic Districts - 3

#### Sustainability
- Waterfronts: Design/Sustainability - 3
- Sustainability of Urban Markets - 3
- Construction Management - 3
- Tropical Architecture & Urbanism - 3

---

A list of off-campus programs, description of facilities and resources, course requirements, and length of stay:
N/A
3.13 Student Performance Criteria

1. Speaking and Writing Skills

   * Ability to read, write, listen and speak effectively

   **PRIMARY COURSE WITH EVIDENCE: THESIS PREPARATION**

   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.

   **Be able to communicate architectural ideas in written and oral form.** Students are expected to exhibit the following capacities:

   - First, students must at a minimum, have basic proficiencies in the reading, writing, and speaking skills of the type that are normally expected of high School graduates.

   - Second, students are expected to acquire an “architectural vocabulary” and the ability to think in architectural conceptual and technical terms. This capacity is acquired primarily in Environmental Architecture, Elements of Architecture and in studio discourse, architectural history and theory courses.

   - Third, the display of competencies and confidences in informal and formal presentations.

   - Fourth, students must exhibit an extemporaneous capacity to articulate coherent argumentation.

   - Fifth, students are expected to be able to write interpretive transformations of critical texts.

   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, History and Theory, Public Issues and Architecture, and Thesis Preparation.

2. Critical 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 them against relevant criteria and standards

   **PRIMARY COURSE WITH EVIDENCE: THESIS PREPARATION**

   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.

   Through School-wide lectures, seminars, discussions, reading assignments, studio criticism and faculty and professional mentoring, students are encouraged to view architectural production as a cultural phenomenon that transcends pragmatic issues.

3. Graphics Skills
   Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

   **PRIMARY COURSE WITH EVIDENCE: DESIGN VIII**

   The Department has introduced additional courses that emphasize graphic skills through the increased use of computer technology.

   In the first year two required courses are offered in Design Communications sequence. Students are introduced 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.

   Faculty are allowed to determine which applications best meet their needs and the needs of their students. The School’s computer lab maintains numerous CADD licenses, licenses for various desktop publishing applications, animation software, P2P software and presentations applications.
The following software is available for student use to convey essential formal elements at each stage of the programming and design process:

- Microstation
- Archicad - geared more to architects drafting needs.
- Photoshop
- PowerPoint XP
- AutoCADD
- 3D Studio Max

4. Research Skills

*Ability to gather, assess, record, and apply relevant information in architectural coursework.*

**PRIMARY COURSE WITH EVIDENCE: THESIS PREPARATION**

This ability involves being able to gather and analyze information about human needs, behavior, and aspirations to inform the design process.

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.

5. Formal Ordering Systems

*Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.*
**PRIMARY COURSE WITH EVIDENCE: DESIGN IV**

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.

### 6. Fundamental Design Skills

*Ability to use basic architectural principles in the design of buildings, interior spaces and sites*

**PRIMARY COURSE WITH EVIDENCE: DESIGN IV**

The teaching of design skills emphasizes principles and practices of formal composition. The studio design instructional emphasis builds upon the completion of elaborated design presentations and the study of principle design elements to an emphasis on design process that are grounded in coherent intellectual 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. Student efforts are supported 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.

### 7. Collaborative Skills

*Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

**PRIMARY COURSE WITH EVIDENCE: DESIGN VI**

Student’s ability to work collaboratively is developed primarily through the execution of team projects in the first year course, Environment and Architecture; the third year course, Principles of Urban Design; and the fourth year course, Public Issues and
Architecture. These experiences are supplemented by frequent team project assignments in the sequence of design studios.

8. Western Traditions
Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

**PRIMARY COURSE WITH EVIDENCE: HISTORY & THEORY II**

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. Emphasis is on the comparative method of historical inquiry. The comparative method assist the student in establishing a broad coherent understanding of the evolutions in architectural theories and concepts; materials and methods of construction/assembly, responses to climatic conditions, etc. 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.

9. Non-Western Traditions
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

**PRIMARY COURSE WITH EVIDENCE: HISTORY & THEORY II**

Courses in the history and theory sequence expose the student to the diverse non-Western intellectual and formal architectural traditions. Emphasis is placed on the examination of non-Western indigenous architectural traditions in select studio design projects. Students in their terminal/thesis design studio are encouraged to explore their diverse nationalistic architectural traditions through the selection of design projects that reflect their respective national origin as site for design investigations. The School’s lecture series and other seminars do support this understanding.

10. National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape and urban design, including the vernacular traditions.

**PRIMARY COURSE WITH EVIDENCE: HISTORY & THEORY II**

These understandings are acquired primarily in History Survey/Theory courses.

11. Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design

**PRIMARY COURSE WITH EVIDENCE: DESIGN IV**
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. The use of precedents also applies to the conceptualization of building systems and urban integration strategies.

12. Human Behavior

*Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.*

**PRIMARY COURSE WITH EVIDENCE: PROGRAMMING**

The Environment and Architecture Course establishes the foundation of principles and understandings in this area. Thereafter, all courses involve, in varying degrees, the investigation of the relationship between human behavior and the environment. In particular, the exercises in the Design studio courses and in Urban Design are based on the inquiry into these relationships. The Programming and Thesis Preparation courses provide additional 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 is the first attempt to provide the students with an opportunity to bring their individual experiences to bear on exploring the response of varying groups to their respective physical context.

The History and Theory courses look at the question of architecture within the shifting contexts of human behavior. This remains one of enormous promise with respect to providing illuminating perspectives on the question of architectural form, place identification, and power, and its relationship to race, culture, and social activity.

The study of human behavior in the broad sense, is an integral part of the studies in History, Urban Design, Environment & Architecture, Public Issues and Architecture, Programming, Language of Criticism, Site Design, Elements of Architecture, the Design Studios and electives in liberal studies courses. The study of individuals and groups, and their responses to the environment, buildings, spaces and urban places begins early in the students’ tenure and is progressively developed throughout the program. In the liberal studies, biological and social sciences, knowledge of individual and group human behavior are increasing rapidly and continually. Students are encouraged to take advantage of opportunities to study these evolving discourses. Students are encouraged to see the incorporation of lessons from liberal studies into their processes of design conceptualization as a way to an architecture of ethical, and civic implications.

The analysis of user needs in the broadest meaning of the term is a central issue in History Survey and Theory, Public Issues, Professional Practice, Programming, Urban Design, Design and the design-related courses. 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. This includes courses in History, Philosophy, Psychology, Anthropology and electives from the African American studies program.
13. Human Diversity
Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

**PRIMARY COURSE WITH EVIDENCE: PROGRAMMING**

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).

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.

14. Accessibility
*Ability to design both site and building to accommodate individuals with varying physical abilities.*

**PRIMARY COURSE WITH EVIDENCE: DESIGN III**

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.

15. Sustainable Design
Understanding of the basic principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

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

Environment and Architecture course establishes 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. Through lectures, site visits, design studio projects, etc., the consideration of environmental contexts sustainability advanced as a crucial consideration in shaping of humanistic approaches to architecture, design, and planning.
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. Fundamental principles of natural law are introduced in Physics for Architects, a liberal studies course that has been modified to meet the specific needs of the architecture curriculum. Environmental Systems I and II build on and reinforce these principles and cover areas related to thermodynamics and heat transfer, chemistry, geology, and the earth sciences.

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.

Instruction in areas of site design, design programming, building and urban design look at questions regarding satisfying of private intentions and the adherence to public expectations and concerns regarding effects on the physical environment. Emphasis is placed on: Awareness of how complex, interactive physical, ecological, and social environments influence and are influenced by architectural interventions, participation in and analysis of local urban design/development processes and observing the resolution of public and private intentions particularly as regards issues of preservation, and knowledge of current principles, practices, and theories concerning sustainable design, preservation, adaptive reuse, and urban design.

Urban Design courses, as well as the fourth year design studio course. The Urban Design course, Theories and Principles of Urban Design, is structured to introduce the student to the history, theory, techniques and practices of urban design. The course reviews major historical trends in comprehensive planning and design. Students study how specific design parameters are extracted from environmental policies, historical precedents, natural site settings, socio-cultural influences, and economic determinants.

16. 
**Program Preparation**

*Ability to prepare a comprehensive program for an architecture project, including assessment of client and user needs, a critical review of appropriate precedents, and inventory of space and equipment requirements, an analysis of site conditions, 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.*

**PRIMARY COURSE WITH EVIDENCE: PROGRAMMING**

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. In all instances, the enumeration and explanation of program intent framed by the historical precedents and
theoretical ideas are available to the student at his or her level of development. The faculty and, where appropriate, the surrogate client provides the ongoing critical commentary that expands, deepens, and refines programmatic constraints.

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.

Throughout the design sequence, the students are required to analyze issues and problems by means of bubble diagrams, site sections, site models, photographs of existing conditions, environmental graphic analysis, spatial diagrams, traffic analysis; etc. The Urban Design courses further the understanding of context and direct the student's attention to the content, character, and meanings that associate with the private, semi-public, and public spaces created by urban formal development.

17. Site Conditions
*Ability to respond to natural and built site characteristics in the development of a program and design of a project.*

**PRIMARY COURSE WITH EVIDENCE: DESIGN VIII**

Elements of Architecture further explored in History and Theory, Programming, Materials and Methods, Structures, Thesis Preparation and in the Design sequence, the student is made aware of the need to integrate site constraints in the design process. Increasing emphasis is being placed on assisting students in applying appropriate theoretical and historical frameworks in the interpretation and integration of site conditions as part of the architectural concept.

Throughout the program, various courses, including Urban Design, History Survey and Theory, Principles, Site Design, and Environmental Systems reveal how architects, planners and other design professionals utilized their knowledge of the environment to produce successful design solutions. 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 capacity and identifying the significant problems and opportunities associated with topographical configurations, site isolation, soil properties, prevailing winds, temperature and precipitation patterns, topological histories, and existing formal/spatial patterns. 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.

18. Structural Systems
*Understanding of principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems.*

**PRIMARY COURSE WITH EVIDENCE: STRUCTURES II**

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. Students are taught how to trace gravity and lateral load paths in building structures. 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. Through these courses students learn to examine how buildings practices conform to natural laws. These courses reveal the relevance of Physics and the natural sciences to the performance of building materials, structural and mechanical systems, etc. 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.

Students perform structural analysis and design for wood, steel and concrete systems. Professional elective courses are under development in advanced structural systems is now offered in the program. The course is intended to support the interest of students who intend to specialize in the design of architectural structural systems or who are particularly interested in structural expression in architecture.

The purposes of the structures courses are to first, enable the student to conceptualize the appropriate structural system as an inherent aspect of the design concept; second, to be able to predict the behavior of structural components and systems, using both mathematical calculation and an informed intuition.

19. Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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

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. The courses are taught at the third year level in a lecture and discussion format. Sustainability of energy resources are stressed throughout the curriculum.

Two primary assessment tools are used. First, examinations measure student retention of technical information. Second, a Case Study in which students do preliminary layouts for a building, designed in the previous design studio year, is used to reinforce quantitative energy analysis processes and to gauge student understanding of building systems integration. Students are required to summarize their work in written as well as graphic formats.

In the Environmental Systems and Structures courses, students are introduced to the relevant building codes. Although most discussions relate to BOCA and the local code regulations used in the metropolitan Washington area, general variations of how the issues are handled in other cities and countries are also discussed. The examination of different codes is valuable because it assists the student in understanding the principles related to the design of buildings.
of building codes. This takes into account the multi-national origins of the students and the emerging global nature of professional practice.

Construction industry standards are also introduced in the coursework as well as references to the difference between code enforced standards and product industry standards. This exposure is reinforced in Design and in the Construction Documents/Critical Design Documentation. Concepts related to these topics are examined beginning with the Environmental Systems I & II courses. These courses are specifically designed to address building systems topics in such a way that the students can begin to consider them in their design studio projects (beginning with Design III). The courses deal with heating, ventilating and air conditioning systems; electrical, communication, and lighting systems; acoustics; and; water supply and waste removal Systems. Life safety concepts are presented in lecture format.

Lectures from project representatives enrich and broaden student exposure. Case studies, individually completed by students, help demonstrate the interrelationships between building systems and their impact on architectural design decision making.

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.

20. Life Safety

*Understanding of the basic principles of life-safety systems with an emphasis on egress*

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

Students are expected to be able to apply the principles that underlie the design and selection of life safety systems in the general design of buildings and their subsystems. Fire ratings of materials and assemblies, floors walls and ceilings, fire refuse areas, fire and smoke detection systems, rated, or protected corridors and stairs and their lengths, smoke vents, and extinguishing devices and systems are explored first in Materials and Methods, Environmental Systems and Structures and are appropriately expanded on in the Design Studios, and to a limited degree in Programming and Construction Documents courses.

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 History and Theory, Urban Design. and Programming.
21. Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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

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.

Beginning in the Fall of 2002 the Material and Methods courses was revised to emphasis a focus on the theory, history, and principles of material usage in architecture. Emphasis will be 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. Students use their current studio projects as vehicles for putting principles of material applications into practice.

22. Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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

Environmental Systems and Construction Documents courses are the principle courses that develop understandings of the basic elements, organization, and design of mechanical, electrical, plumbing, communication, security, and vertical transportation systems. Case studies are the primary teaching tools used in both courses to illustrate the benefits of properly designed systems and conversely, to illustrate the complications that result from improper system design.

23. Building Systems Integration

Ability to assess select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

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

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. The student learns to analyze and integrate discrete elements of the design problem including the site, environmental requirements, circulation, codes, and user needs. Later in the design sequence, in Design 5,6, & 7 the student is required continue to integrate structural, HVAC, environmental control systems, natural and artificial lighting; etc. into the conceptualization and development.
of their designs.

Selecting building materials and assemblies to satisfy the requirements of building programs as an integral part of the design is addressed in Programming, Materials and Methods, Structures, Environmental Systems and Construction Documents courses support the activities of the design studio sequence.

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.

24. Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.

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

Students are introduced to the knowledge and understanding of construction materials products in Materials and Methods I and II). The courses are taught in a lecture format supplemented by visits to projects under construction or noteworthy completed projects. Written examinations are given to assess student achievement.

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 used in assemblies with other materials. Courses in Environmental Systems and Structures also expose the students to the behavior of building materials. Beginning in Fall Semester of 2002, the Material and Methods courses was shifted to 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.

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

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

Students are encouraged to be aware of how the contemporary economic environment may be understood as a factor in architectural design and urban development. Courses in Urban Design, Design, History and Theory, Professional Practice, Construction Management, Economic Analysis, Programming, Materials and Methods provides the initial awareness building cost are followed by the Construction Documents course.

The Professional Practice course provides the overview of the development process, including construction financing, investment potential and site acquisition. These
courses are enhanced by the use of case studies and by visiting lecturers. 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.

26. Technical Documentation
*Ability to make technical precise descriptions and write outline specifications for a proposed design*

**PRIMARY COURSE WITH EVIDENCE: CONSTRUCTION DOCUMENTS II**

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 write specifications. Each student is evaluated on the set of design development drawings they are required to produce outline specs for a specific project. Emphasis is placed on code compliance as well as on technical requirements.

27. Client Role in Architecture
*Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user.*

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL PRACTICE**

The courses in Professional Practice, Public Issues in Architecture and Programming exposes students to the client role 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 aids in students’ understanding of the methods of decision making and communication within the practice of architecture. The lectures by professional architects reinforces the student’s understanding of the client role in architecture.

28. Comprehensive Design
*Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.*

**PRIMARY COURSE WITH EVIDENCE: DESIGN VIII**

Building design is the ambient activity in practice and the academy. Design is the component of the curriculum that unifies (both vertically and horizontally) the other discourses of the program.

Design is taught in eight consecutive semesters. It is centered on processes of critical interpretive thinking, concepts, formal composition, and improvisation, which enable students to develop productive questions and convincing formal responses. Early studios are characterized by the execution of several relatively simple exercises. As
students progress through the design sequence the number of design exercises is reduced while the complexity and comprehensiveness of the exercises are increased.

All studios beginning with Design III require the student to execute comprehensive projects as defined by the problem statement to the presentation of the architectural solution.

29. Architect’s Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods and forms of service contracts

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL PRACTICE**

The course in Professional Practice formally addresses these issues. The course is delivered in lecture format supplemented by specialist guest lecturers, and student/faculty discussion that focus on specific organizational and management issues.

The lecture series and the courses in Programming and Professional Practice provide information and discussion of a broad range of approaches to architectural practice. Field trips to architectural offices and construction sites also provide additional introduction to traditional and nontraditional practices and related professions. 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.

Currently, four required courses are offered which emphasize practice and legal issues. The Programming course looks at the process of extracting information for establishing design parameters and at the impact various players have in the development of a project including the influences they have on the client’s and architect’s decision making process. The professional practice course also covers the business related aspects of managing projects from the inception through construction completion. As required by the integrative focus of the program, the other required professional courses each include appropriate discussions of practice issues.

30. Architectural Practice
Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity and others.

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL PRACTICE**

The course in Professional Practice 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.
Lectures, classroom and studio exercises, seminars, field trips, jury presentations and reviews, debates, preparation of reports, case studies on lessons and challenges on globalization, outsourcing, strategies on project delivery form the primary means, in which understanding is transferred to students.

31. **Professional Development**  
*Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers.*

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL PRACTICE**

Professional internships are generally organized through the School of Architecture and Design, The Department of Architecture, Office of Student Services, The College Career Fair.

The program structure for students understanding of the issues important to Licensure, registration and the mutual rights and responsibilities of interns and employers results from a variety of educational and professional exposures in our course offerings.

During the Spring Semester of each year the AIAS chapter at the School organizes IDP Seminars by inviting faculty, IDP officials 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 same faculty advisor represents the Department/School on the national IDP council.

Beginning in the first year with Environment and Architecture, and continuing with the Design Studios, 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 following appropriate internship experiences.

Within the Department’s advising system, students discuss licensure and registration issues and the implications of that process on practice. 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.

32. **Leadership**  
*Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities.*

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL PRACTICE**

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.
33. Legal responsibilities
Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL PRACTICE**

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. Licensing and registration requirements are presented in the initial student orientation sessions. Additional information concerning architectural registration is provided in Public Issues and Architecture, Professional Practice and Intern Development Program (IDP) workshops. Precedents establishing legal cases that affect the practice of architecture are addressed in those courses.

The law is a major focus of the Professional Practice course. 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.

The course in Professional Practice and Construction Management, a professional elective provides exercises in this area. Professional practice and Construction Management exposes students to the legal responsibilities of the architect during the construction phases. The Construction Management course demonstrates approaches to organizing and analyzing the various construction processes and assesses their legal issues and cost implications. The Professional Practice course also introduces the student to legal aspects of the practice of architecture. The legal responsibilities in the provision of complete services as well as for partial services are covered.

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.

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice.

**PRIMARY COURSE WITH EVIDENCE: PROFESSIONAL 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.

Theory, History courses and other courses in Professional Practice, Public Issues in Architecture and Construction Management offer opportunities to explore the question
of the ethics in architecture. These collective discussions significantly enrich architectural 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.

Student awareness of issues important to the practice of architecture results from a variety of educational and professional exposures provided by the academic program. Lectures, classroom and studio exercises, seminars, field trips, jury presentations and reviews, debates, preparation of reports, competitions, etc., are the primary means by which these awareness and understanding is gained.