December 7, 2012

Gregory K. Hunt, FAIA
Founding Dean School of Architecture
Marywood University
2300 Adams Avenue
Scranton, PA 18509-1598

NAAB

Dear Greg,

Enclosed is a draft of the 2012 Marywood University Visiting Team Report for your review.

If it is found to contain *errors of fact*, please indicate possible corrections and forward them to the NAAB office no later than **January 2, 2013**. If no response is received, the NAAB will assume you find no errors of fact in the draft report and will continue to prepare the report for presentation at the NAAB Board of Directors meeting in March 2013 for review.

For an explanation of the NAAB process and policy regarding the revision of the Visiting Team Report, please refer to the *2012 Procedures* for Accreditation [Section 3, Page 21]. The preliminary copy of the NAAB Visiting Team Report must remain confidential until formal action has been taken by the Board.

The visiting team wishes to extend its thanks for your gracious hospitality during the visit. We look forward to your comments. If you have any questions, please contact me at the NAAB office.

Sincerely,

Cassandra R. Pair
Manager, Accreditation

Enc. Visiting Team Report

Marywood University
School of Architecture

Initial Candidacy Visiting Team Report

B. Arch. (165 credits)

The National Architectural Accrediting Board
10 October 2012

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I.   **Summary of Team Findings**

1.   **Team Comments & Visit Summary**

The visiting team thanks the program for the gracious hospitality during the site visit.

Team room was well set up with a clear organizational schema and sufficient materials to understand the current state of affairs within the School of Architecture.

Marywood University is grounded in a strong tradition of public service and education to cultivate responsible citizens in an interdependent world. The historical and ongoing connection to the development of the creative arts makes the university an enriching setting for this new School of Architecture. As the only architecture program in the region, this unique institution is dedicated to developing human potential as well as cultivating citizens of service and stewards of the environment.

The following are significant aspects of the program:

- The program is situated in a wonderful newly renovated pool building that earned a LEED Gold certification. Openly configured to promote active involvement, the interior is a "learning laboratory" for faculty, students of the school along with other disciplines, professionals, and the public.

- Other notable features of the building include incorporating an existing pedestrian campus axis through the modified building to include a display gallery that enhances public interaction, a "living roof," rainwater harvesting systems, geothermal/passive cooling system, recycling program, building details that serve as examples, and other sustainable design strategies employed throughout the school.

- The university president, executive vice president, and the university's board of directors who support a grand vision of the architecture program and its future positive impact on the region.

- A knowledgeable, visionary founding program dean providing excellent leadership who is very accessible to the students, parents, faculty, and staff.

- Talented, dedicated, and collegial full-time faculty who are willing to devote long hours to supporting the program students, while still carrying on scholarship.

- Committed part-time faculty who has had a significant voice in helping to shape the program.

- Program staff that excel at multiple tasks while maintaining a pleasant demeanor that enriches the school's mission.

- Active, supportive local practitioners committed to the school and program's success.

- A lecture series has been developed that appeals to local practitioners.

- First-year curriculum providing a strong visual communication design thinking foundation for students.

- Consistent evaluation rubrics used throughout all required courses that provide clear approaches to evaluate student work and enhance the learning environment.

- The mature, committed students who bring a great enthusiasm to the program. The current fourth-year students relish the opportunity to be the first matriculating class.

- The students of the School of Architecture have clearly formed a cohesive community; of particular note is the fourth-year class, which has developed into a group of vocal and dedicated advocates for the advancement of the program as the pioneering class.

- The exceptional quality of the student work throughout the program, with remarkably strong first and second year work that is important in establishing foundational skill sets for student efforts in later years.

- At this point in time the curriculum represents a collaborative spirited approach to developing a new architecture education program.

2. **Conditions Not Yet Met**

I.1.2 Learning Culture and Social Equity
No Studio Culture Policy is in place.

I.1.4 Long-Range Planning
Only the university has developed a strategic plan; the School of Architecture has not developed a corresponding plan.

I.1.5 Self-Assessment Procedures
There are no Self-Assessment Procedures either independently or part of the strategic plan.

I.2.1 Human Resources & Human Resource Development
There is an immediate need for additional permanent faculty; advising loads need to be decreased; and permanent faculty diversity needs to be increased.

The School of Architecture offers a highly beneficial study abroad opportunity to students through the Florence Program; however, the school needs to address the financial burden of the program on students so that it may be an open opportunity to all enrolled in the professional degree.

I.2.2 Governance
Students need a formalized structure for providing input to the program.

I.2.5 Information Resources
An acquisition plan needs to be developed to alleviate current shortfalls in the collection.

I.3.1 Statistical Reports
Only one chart was provided that covered minimal information, and additional data is needed.

II.4.1 Statement on NAAB-Accredited Degrees
Required NAAB candidacy status statements were not current per 2009 Conditions of Accreditation approved July 10, 2009, appendix 5: Required Text for Catalogs and Promotional Material,s pages 38 to 40.

EDUCATIONAL OUTCOMES AND CURRICULUM:
A.4   Technical Documentation
A.5   Investigative Skills
A. 7   Use of Precedents

B. 2	Accessibility
B.3	Sustainability
B. 5	Life Safety
B. 7	Financial Considerations
B. 8	Environmental Systems
B. 10	Building Envelope Systems
B. 11	Building Service Systems Integration
B. 12	Building Materials and Assemblies Integration
C. 2	Human Behavior
C.4	Project Management
C.5	Practice Management
C.7	Legal Responsibilities
C.8	Ethics and Professional Judgment

3.   **Causes of Concern**

Support Resources
- Network server needs to be established for hosting and sharing digital files by both students and faculty.

- Loss of lecture space in adjacent building (current library building where large lecture space exists is scheduled for demolition).

I.2.5 Information Resources
- There is currently no long-range acquisition plan; books are added via one-off requests.

- There are no "at-hand" reference books available to the students in the center for architecture studies.

- Transitional type texts (i.e., e-books, scanned out-of-print books) are not available.

- There is no strategic plan pertaining to curriculum interaction of information resources and course syllabi

Long-Range Planning (I.1.4) and Self-Assessment (I.1.5)
- The university has clearly outlined how the program fits into the vision of the university for this new professional program and the importance of providing new environmental stewardship for the campus and the local community; however, there is no long-range plan for the program itself.

- The program needs to develop a long-range plan and self-assessment mechanism to evaluate the success and accomplishments for the next steps in the program's development.

Learning Environment Policy/Studio Culture Policies
- The team found no documentation of the efforts to establish and maintain a mutually accountable learning community among students, faculty, and administration, i.e., Studio Culture Policy.

Financial
- Communication of budget limitations

Human Resources & Human Resource Development
- More permanent faculty and an increase in diversity (such as more women and ethnic minorities).

B. 2	Accessibility
B.3	Sustainability
B. 5	Life Safety
B. 7	Financial Considerations
B. 8	Environmental Systems
B. 10	Building Envelope Systems
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Financial
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Human Resources & Human Resource Development
-   More permanent faculty and an increase in diversity (such as more women and ethnic minorities).

- Timely hiring of faculty who will provide the needed expertise + LEED certification in the integration of building systems in design projects for the growing 4th year and upcoming 5th year of the program.

- Students need access to more professional electives and faculty to teach electives.

- Sharing of General Education and Professional Course requirements would allow students to take more discipline-related electives.

- Hiring of graduate teaching assistants to support the faculty in large lectures and required technical courses.

- Permanent faculty advising loads are too high (45 students in some cases).

- Retention and promotion guidelines need to include more scholarship requirements related to the discipline to coincide with the evolution of the program.

- Establishing a system that allows for all staff to partake in professional development opportunities to keep them engaged with the evolution of the program's mission.

Communication
- Strong evidence of student writing in the first year of the program in 110/120: Foundation Design 1 & 2 courses, but limited evidence of writing in the upper-division courses.

4.   Progress Since the Previous Site Visit

This category is not applicable yet for the B. Arch. program.

II.   Compliance with the Conditions for Accreditation

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

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

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

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

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

2012 Team Assessment: Marywood University is grounded in a strong tradition of public service and education to cultivate responsible citizens in an interdependent world. The founding order of the university also has historical and ongoing connections to the development of the creative arts, making the university an enriching setting for this new School of Architecture. As the only program in the region, the School of Architecture is a unique institution dedicated to the university's missions of developing potential as well as cultivating citizens of service and stewards of the environment.

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

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

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

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

[X] The program has not demonstrated that it provides a positive and respectful learning environment.

[X] The program has not demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2012 Team Assessment: The School of Architecture has a highly supportive and dedicated faculty coupled with an administration who has energetically cultivated a rich curriculum while serving as mentors to the students in this nascent program. Their policies regarding academic integrity are clearly and consistently visible in the course syllabi. Nonetheless, the team found no documentation of efforts to establish and maintain a mutually accountable learning community. The completion, implementation, and continued revision of a Studio Culture Policy that is accessible to all members of the School of Architecture is needed. The team was also unable to find evidence of a plan to increase the diversity of the School of Architecture, particularly the faculty.

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

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

[X] **The program is responsive to this perspective.**

2012 Team Assessment: Teaching remains a highly important factor in matters of rank and tenure at the university, and student course evaluations at the end of each semester are of great importance in evaluating teaching effectiveness. Faculty maintains a balance of teaching, scholarship, and service while finding creative ways for students to be involved in unique opportunities of community engagement.

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

[X] **The program is responsive to this perspective.**

2012 Team Assessment: The students of the School of Architecture have clearly formed a cohesive community; of particular note is the fourth year class, which has developed into a group of vocal and dedicated advocates for the advancement of the program as the pioneering class. As evidenced by the high participation in the student meeting as well as ongoing student-led initiatives in the school, the students are developing a greater awareness of their potential to affect change in their university and the future of the profession.

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

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

[X] The program is responsive to this perspective.

2012 Team Assessment: A faculty member has recently been appointed as the new IDP coordinator for the program to assist students with understanding the transition from school to internship and licensure. Informal lectures and workshops have already started with the current 4th-year students regarding the requirements of licensure and enrollment procedures in IDP. These efforts should be expanded to other cohorts in the program.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: A lecture series has been developed that appeals to local practitioners. This was a previously lacking resource for practitioners in the region. In addition, local practitioners now have the opportunity to participate in various forms of interaction with the students, including critiques. The existence of part-time employment opportunities that enhance the students' academic experiences as well as the ability for practitioners to teach the future generation of architects enriches the interaction of the academy and profession at the school.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: The variety of service projects and community-based design-build initiatives, such as the site plans for Marley's Mission and a "healing park" at St. Joseph's Center, demonstrate the active engagement of the students in the local area. Other initiatives with Habitat for Humanity and the Lackawanna Heritage Society reinforce the School of Architecture's dedication to addressing the needs of underserved populations in the area. The plans for using LEED accreditation as a conduit for positive environmental stewardship have yet to be developed.

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

[X] The program's processes do not meet the standards as set by the NAAB.

2012 Team Assessment: As the only stand-alone professional school on campus, a long-range plan needs to be developed to provide the strategic next steps for the program as it relates to the five perspectives.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*
The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes do not meet the standards as set by the NAAB.

2012 Team Assessment: Need to develop self-assessment procedures as a part of long-range planning document.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

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

2012 Team Assessment: As stands the faculty advisors overloads and student to full-time faculty ratios are higher than the university.The university's information web page (accessed 9 October 2012) indicates a ratio of 13 to 1 and the architecture program is currently approximately 32.5 to 1 in the 2011–2012 academic year with the new freshman class the ratio is 35 to 1 in the 2012–2013 academic year.

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

2012 Team Assessment: The opportunities for educational cross-pollination are strong within the university as evidenced by relationships with other departments, such as art and social sciences. The School of Architecture offers a highly beneficial study abroad opportunity to students through the Florence Program; however, the school needs to address the financial burden of the program on students so that it may be an open opportunity to all enrolled in the professional degree. The Florence Program needs to be expanded to accommodate more students. The admissions policies and procedures for transfer students have not yet been tested with a large number of students. Considering the new stature of the program, additional informational documents for transfer students need to be developed.

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

[X] Administrative Structure is adequate for the program

2012 Team Assessment: Administrative structure is well suited for the current operations of the School of Architecture.

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

[X] Governance opportunities are inadequate for the program

2012 Team Assessment: Currently students lack a formal mechanism to be involved in program governance

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

[X] Physical Resources are adequate for the program

2012 Team Assessment: Other notable features of the building include incorporating an existing pedestrian campus axis through the modified building to include a display gallery that enhances public interaction, a "living roof," rainwater harvesting systems, geothermal/passive cooling system, recycling program, building details that serve as examples, and other sustainable design strategies employed throughout the school.

Conversion of the racquetball courts into a lecture facility for the School and the greater campus is needed to replace current lecture space in the library that is being torn down.

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

[X] Financial Resources are adequate for the program

2012 Team Assessment: What the administration knows regarding budget should be conveyed to the faculty.

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

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

[X] Information Resources are inadequate for the program

2012 Team Assessment: The library currently has 858 books in the stacks, 57 reference books, 70 VHS tapes, 22 DVDs, access to 100 online journals (Architecture, Arts, Applied Arts titles) and a JSTOR III level subscription as of 10 October 2012. While the collection is sufficient to support basic instruction, there is concern over several aspects of it:

• There is currently no long-range acquisition plan; books are added via one-off requests.
• There are no "at-hand" reference books available to the students in the center for architecture studies.
• Transitional type texts (i.e., e-books, scanned out-of-print books) are not available.
• No strategic plan pertaining to curriculum interaction of information resources and course syllabi.

PART I: SECTION 3—REPORTS
I.3.1 Statistical Reports[2]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*

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

- *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
- *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

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

[X] Statistical reports do not provide the appropriate information

2012 Team Assessment: Only one chart was provided that covered minimal information.

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

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

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

[ ] Annual Reports and NAAB Responses were provided and provide the appropriate information
[ ] Annual Reports and NAAB Responses do not provide the appropriate information
[ ] Annual Reports and NAAB Responses were not provided

2012 Team Assessment: N/A

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

In addition, the program must provide evidence through a faculty exhibit[3] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

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

2012 Team Assessment: Documentation of the faculty credentials for current operations is sufficient.

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

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

2012 Team Assessment: The policies presented in the team room are a good start for a program in initial candidacy. Policy development should evolve as the program develops.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based
on research and analysis of multiple theoretical, social, political, economic, cultural and environmental
contexts. This ability includes facility with the wider range of media used to think about architecture
including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations
include:

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

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

[X] Met

2012 Team Assessment: ARCH 122: Design Thinking provides the evidence that meets this
criterion. Through the application of analysis and writing about architectural precedents, students
develop strong foundational communication skills for later design studio projects. Papers are well
researched, documented, and written. A well-developed evaluation rubric for papers provides students
with a clear assessment for understanding how they can improve their research writing.

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

[X] Met

2012 Team Assessment: ARCH 210: Design Studio III provides the evidence that meets this criterion
well. This course is a continuation of the strong foundation skills taught in the first year design that
focus on the organization and composition of form and space. ARCH 210 provides students with an
important understanding of the role of place as an important interconnection of object to a larger
context.

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

[X] Met

2012 Team Assessment: This criterion is well met. ARCH 212 and 222: Digital Media I and II
provide the evidence that meet this criterion well. Students are provided with a solid foundation for

using media effectively in the design process. Courses provide an appropriate context for understanding how to best navigate and integrate a range of media in the design process, going beyond the ubiquitous nature for training students in using digital media.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 420: Design Studio VIII (Comprehensive) and ARCH 422: Building Assemblies have not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. Course catalogue descriptions/syllabi have been development and are in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 310: Design Studio V provides limited documentation of the ability for students to gather, assess, record, and apply relevant research in this course.

ARCH 420: Design Studio VIII (Comprehensive) has been identified as the second course to meet this criterion, but the course has not been taught yet (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed and syllabus development is in progress.

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

[X] Met

2012 Team Assessment: This criterion is well met. ARCH 110: Foundation Design I & ARCH 120: Foundation Design II provides strong evidence through the student work that this criterion is well met. These two courses provide a strong foundation in the development of the tectonics of space and form (ARCH 110) and how these become connected to the environment (ARCH 120). The fundamental design skills taught are strong such as section cut analysis projects.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 450: Design Studio IX (A) has not been offered yet in the curriculum (will be taught for the first time fall semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

The team notes the strength in the way students are exposed to the research and writing about precedents in the first year course of ARCH 110 Foundation Design I & ARCH 120 Foundation Design II. This course seems like it will provide a good opportunity for students to apply precedent knowledge to design studio projects.

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

[X] Met

2012 Team Assessment: ARCH 111: Introduction to the Design Environment provides the evidence to meet this criterion.

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

[X] Met

2012 Team Assessment: ARCH 213: History of Architecture I & ARCH 223: History of Architecture II meet this criterion.

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

[X] Met

2012 Team Assessment: ARCH 213: History of Architecture I meets this criterion.

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

[X] Met

2012 Team Assessment: ARCH 210: Design Studio IV, ARCH 310 Design Studio V, & ARCH 320 Design Studio VI focus on the effect of structural systems on form and environmental factors.

Realm A. General Team Commentary: A strong foundational first two years of the program.

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

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

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

[X] Met

2012 Team Assessment: ARCH 310: Design Studio V & ARCH 320: Design Studio VI show evidence that the criterion is met.

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

[X] Not Yet Met

2012 Team Assessment: In ARCH 310 Design Studio V & ARCH 320 Design Studio VI the team found evidence of the ability to design spaces sensitive to those with different sensory capabilities but the team did not find evidence of the ability to design sites, facilities, or systems in relation to physical disabilities.

ARCH 460: Design Studio X (A) Course has not been offered yet in the curriculum (will be taught for the first time spring semester 2014). A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 310 Design Studio V shows evidence of sustainable research material; however, there was no evidence of the ability to fully implement the design of sustainable systems or environments in a project. The course where these skills might be demonstrated, ARCH 411 Environmental Systems, is currently in progress.

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

[X] Met

2012 Team Assessment: ARCH 220 Design Studio IV and ARCH 310 Design Studio V provide evidence of the ability to successfully execute site design, especially mitigating variable topographies.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 420: Design Studio VIII (Comprehensive) has not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.7. Environmental Systems

B.9.Structural Systems

[X] Not Yet Met

2012 Team Assessment: ARCH 420: Design Studio VIII (Comprehensive) has not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 451: Art & Craft of Building has not yet been taught (will be taught for the first time fall semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 410 Design Studio VII and ARCH 411 Environmental Systems are currently being taught this fall semester; ARCH 420 Design Studio VIII and ARCH 421 Environmental

Systems II have not been taught yet (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. Course catalogue descriptions have been developed, and syllabi development is in progress.

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

[X] Met

2012 Team Assessment: ARCH 322: Structural II course provides the evidence for meeting this criterion.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 410: Design Studio VII is currently in progress, so no student work is available to meet this criterion.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 421: Environmental Systems II has not been taught yet (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 410: Design Studio VII is being taught this fall 2012 semester. The course syllabus meets the requirements of this criterion, but student work outcomes will not be available until the end of the semester. ARCH 422: Building Assemblies has not been taught yet (will be taught for the first time spring 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

Realm B. General Team: Many of these building systems courses have not been taught yet, so at this point cannot evaluate them.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:
- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

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

[X] Met

2012 Team Assessment: ARCH 310: Design Studio V's collaborative design-build projects and the ARCH 110: Foundation Design I grid projects provide the evidence for meeting this criterion.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 421: Environmental Systems I has not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Met

2012 Team Assessment: ARCH 310: Design Studio V satisfies this criterion through a range of community design-build projects developed by students for the First Friday community event. These projects provide an innovative way for students to understand the necessary leadership techniques and skills to work collaboratively in the design and construction processes.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Met

2012 Team Assessment: ARCH 310: Design Studio V satisfies this criterion through a range of community design-build projects developed by students for the First Friday community event. These projects provide an innovative way for students to understand the necessary leadership techniques and skills to work collaboratively in the design and construction processes.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Not Yet Met

2012 Team Assessment: ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

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

[X] Met

2012 Team Assessment: ARCH 310: Design Studio V meets this criterion.

Realm C. General Team Commentary: ARCH 462: Professional Practice has not yet been taught, but is projected to meet the majority of the criterion in this section.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2012 Team Assessment: This is documented in Middle States Commission on Higher Education letter to Marywood University dated June 23, 2006.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2012 Team Assessment: The team found evidence of a program that has an adequate balance between professional studies, general studies, and electives; however, increasing the number of electives that students have access to as the program develops will provide students with more options for learning.

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

[X] Met

2012 Team Assessment: There seems to be a strong curriculum review and development strategy for the program in these early stages through collegial faculty relationships, consistent rubric evaluations, and coordination efforts (including the part-time faculty).

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

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

[X] Met

2012 Team Assessment: This criterion is met.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

[X] Not Yet Met

2012 Team Assessment: The web site and all printed materials should include the statement on *NAAB-Accredited Degrees and Candidacy Programs.* Required NAAB candidacy status statements were not current per 2009 Conditions of Accreditation approved July 10, 2009, appendix 5: Required Text for Catalogs and Promotional Materials (pages 38–40).

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2012 Team Assessment: This criterion Is Met.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

[X] Met

2012 Team Assessment: The recently appointed faculty member to become the new IDP coordinator for the program will assist students with understanding the transition from school to internship and licensure. Informal lectures and workshops have already started with the current 4th-year students regarding the requirements of licensure and IDP enrollment procedures. These efforts should be expanded to other cohorts in the program.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

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

[X] Met

2012 Team Assessment: This criterion is met.

II.4.5 ARE Pass Rates

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

[ ] Met
[ ] Not Yet Met

2012 Team Assessment: N/A

III.   **Appendices:**

1.   **Program Information**

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

    A.   **History and Mission of the Institution (I.1.1)**

              Reference Marywood University, *APR,* pp 1-9.

    B.   **History and Mission of the Program (I.1.1)**

              Reference Marywood University, APR, pp. 10-11.

    C.   **Long-Range Planning (I.1.4)**

              Reference Marywood University, APR, pp. 22-23.

    D.   **Self-Assessment (I.1.5)**

              Reference Marywood University, APR, pp. 23-25.

2.   **Conditions Met with Distinction**

INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT:

I.2.3 Physical Resources

II.2.3 Curriculum Review and Development

EDUCATIONAL OUTCOMES AND CURRICULUM:

A.1.   Communication Skills

A.2.   Design Thinking Skills

A.3.   Visual Communication Skills

A.6.   Fundamental Design Skills

B.9.   Structural Systems

C.3.   Client Role in Architecture

C.6.   Leadership

3.   The Visiting Team
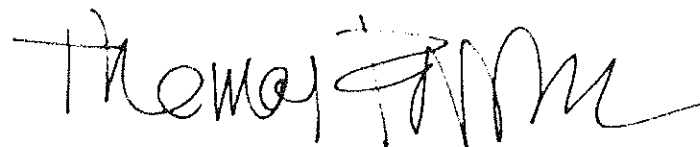
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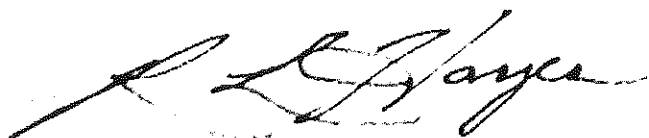+44 7429 287725 (mobile) [UK]
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IV.   Report Signatures
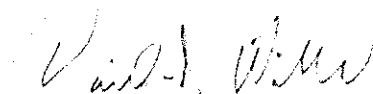
Respectfully Submitted,

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Representing the NAAB