



**University of Maryland
School of Architecture, Planning & Preservation**

2017 Visiting Team Report

Master of Architecture

Track I (preprofessional degree + 60 graduate credit hours)

Track II (degree + 105 graduate credit hours)

The National Architectural Accrediting Board
April 12, 2017

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The 2017 NAAB visiting team extends its appreciation to the University of Maryland (UMD) School of Architecture, Planning & Preservation for the well-planned preparation and management of this visit. The team gratefully acknowledges the hard work of the architecture program director, faculty, students, staff, and alumni (with the support of the former dean and the current dean of the school) toward making the visit as timely and productive as possible. In summary, the team observed the following:

1. The digital means of identifying and evaluating course documentation was well organized and easily navigated. The team saved a substantial amount of time in its review of the documentation and its writing of the Visiting Team Report (VTR) through the use of this methodology.
2. The team acknowledges the vision of the former dean and the current dean of the school with regard to strengthening the digital capabilities of the architecture program and nurturing its connections with other university-wide programs as being a positive element for potential growth.
3. The team recognizes the current dean's vision for engagement with the alumni, additional support for study abroad opportunities, increased faculty mentoring, and potential fundraising success leading up to and during the school's 50th anniversary in 2018.
4. It was apparent to the team that the provost is very supportive of the program and considers its faculty and students to be collaborators within the overall university community.
5. Clearly defined faculty responses articulating the alignment of coursework with the Student Performance Criteria assisted the team in its evaluation of the course documentation.
6. The program's commitment to compete for a fourth time in the U.S. Department of Energy's Solar Decathlon competition is commendable. The team was impressed with the support of the university with regard to funding the program's entry and with the dedicated efforts of the students and faculty in planning and executing the entry.
7. In advance of the team's visit, the program developed and implemented new curricula to replace the previous courses of study. The team saw clear evidence of a smooth transition to the new courses and revisions to the current required lectures and studios.
8. The team acknowledges the program's agility in offering dual-degree graduate programs and increasing options for minors for undergraduate students.
9. The team commends the architecture program's involvement in the Partnership for Action Learning in Sustainability (PALS) program administered by the National Center for Smart Growth Research and Education (NCSG) as a unique avenue for students and faculty to promote sustainability while offering assistance to the needs of the community.
10. The team found that the student services and career services directors are

accessible for the ongoing counseling and career development of students.

11. Access to the Architecture Branch Library on a 24-hour basis, with the support of a full-time architecture research librarian who is also a licensed architect, is unique and is an asset for the students, faculty, and staff.
12. The team was impressed with the students, whose passion for architecture and loyalty to the University of Maryland and the program were witnessed in their enthusiastic interaction and communication with the team members.

b. Conditions Not Achieved

B.9 Building Service Systems

II. Progress Since the Previous Site Visit

2009 Criterion 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.*

Previous Team Report (2011): This criterion has not been met. The team found a lack of evidence of student ability meeting the outline specification writing portion of this criterion. Evidence meeting the remainder of this performance criterion was found in Tracks I and II in the required courses ARCH 600 Comprehensive Design Studio, ARCH 601 Topical Studio, and Arch 611 Advanced Architectural Technology Seminar.

2017 Team Assessment: This criterion has been **Met**. In ARCH 600 Integrated Design Studio, the team found evidence of student ability to meet the outline specification portion of this criterion and the ability to make technically clear drawings and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

III. Compliance with the 2014 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 shape the program's pedagogy and development.

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

2017 Analysis/Review: The APR describes the history and mission of UMD and how the larger institution shapes or influences the architecture program. UMD is a public research university (Carnegie Classification: R1: Doctoral Universities – Highest research activity) located in College Park, Maryland. The mission of the present-day UMD is to provide excellent teaching, research, and service. In 2013, the university president launched the Academy for Innovation and Entrepreneurship, which has directly engaged students and faculty members in the architecture program. The president has overseen the redesign of the General Education Program at the undergraduate level and the reorganization of the Graduate School into a more efficient, academically responsive, and user-friendly component of university life. In 2015, the president signed a partnership agreement with the Phillips Collection in Washington, DC, which has led to the creation of the University of Maryland Center for Art and Knowledge at the Phillips Collection.

The APR also describes the School of Architecture, Planning & Preservation's active role in and relationship with its academic context and the university community. The architecture program's mission is to "instigate change through teaching, experience and scholarly activity, which prepares the next generation of broadly educated, highly-skilled architects and designers to be problem seekers/solvers in collaborative learning and professional environments." Faculty members engage the university in shaping both the culture and curriculum of the program. Increasingly, they are joining colleagues in the Arts and Humanities, Engineering, and the Sciences to work on projects that require trans-disciplinary collaboration. The Academy for Innovation and Entrepreneurship has been a vehicle for engaging faculty members, making connections across disciplines, and providing students with opportunities to learn and lead alongside their faculty mentors.

Since the previous accreditation visit, the former dean of the school led efforts to refine the school's Strategic Plan, implemented governance policies and procedures that are compliant with the university's standards, and created a transparent and effective internal budgeting process. He improved relations between the school, its programs, its students, and its faculty members, and the broader UMD community. He also initiated several long-overdue renovations to the Architecture Building, including upgrading the school's digital resources. This involved expanding the digital fabrication and server capacity, refreshing the workstations, and invigorating the Technology Solutions Center (TSC), which is a service-oriented management team for the digital resources.

The current dean joined the university in October 2016. She has indicated her commitment to continuing the positive trajectory of the school with new faculty appointments, increased resources (where possible), and support for research, creative scholarship, and practice.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning

environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: This condition has been well demonstrated and is **Met with Distinction**. The Academic/Studio Culture Policy is used frequently and is highly effective. The program has cultivated a culture that allows for positive and respectful engagement between students, faculty, staff, and the administration. The APR describes the teaching-learning culture as being "highly collegial," and, throughout the visit, the team observed that this culture went well beyond the intent of this condition.

The Academic/Studio Culture Policy has been in place since 2007 and was originally developed by a committee composed of students and faculty members. The policy document is a component of the *Student Handbook*, is found on the program website, and is found in the *Faculty Handbook*, which is distributed to faculty each semester. The policy outlines the individual development and responsibilities of the students, faculty, and administration, and their relationships. The Academic/Studio Culture Policy emphasizes the importance of balance, respect, intellectual diversity, and multiple perspectives. The document contains the requirements for the annual review by the Architecture Program Curriculum Committee and student representatives. It also contains a description of the Policy Arbitration Process, which provides a mechanism for the timely resolution of a situation where any party feels that another party is not acting in the spirit of the Academic/Studio Culture Policy. This process is used frequently as a tool for communication between students and the faculty and administration.

The APR describes student-organized extracurricular programs, which include lunchtime workshops, a Skype lecture series, professional engagement, social and cultural events, and volunteer opportunities. Students are involved in the American Institute of Architecture Students (AIAS), the American Institute of Architects (AIA) Potomac Valley Chapter, Alpha Rho Chi, the National Organization of Minority Architecture Students (NOMAS), Architecture in the Schools, and various academic committees. Faculty are encouraged to participate in professional organizations and take advantage of the development resources within the region. The *Faculty Handbook* encourages field trips to enrich classroom learning. The *Student Handbook* and the *Faculty Handbook* affirm the program's commitment to supporting an inclusive environment for its diverse community.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The APR describes the university's EEO/AA compliance and commitment. It describes the role of the Office of Diversity and Inclusion (ODI), several units that are maintained under the ODI, and the recent initiatives of the president. The school describes and references its internal Diversity and Inclusion Strategic Plan. The assistant dean of the school is the equity administrator for the school. The school is part of a pilot program called ADVANCE, which is intended to support female tenured and tenure-track faculty. The architecture program developed a Diversity Plan in 2008, which resulted in the implementation of a standing Diversity Committee.

The Diversity Committee focuses on recruiting and hiring women and individuals from underrepresented groups to diversify the non-tenure track faculty. Since 2011, 40% of the endowed Kea Distinguished Professor appointments have been women or individuals from these groups. Additionally, the program offers a diverse range of lectures and exhibitions, including the annual John Wiebenson Memorial Lecture in support of social justice. The Wiebenson endowment has also supported a successful symposium on "Women Leading Architecture." The team noted, based on student anecdotes, that the architecture program and the program leadership are responsive to supporting a culture of diversity and inclusion.

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

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2017 Analysis/Review:

Collaboration and Leadership. The program references its 2015 Strategic Plan as a vehicle for encouraging leadership and collaboration. Examples of this include participation in the Solar Decathlon competition; participation in the PALS program, where students from four courses work with the community to assist in problem-solving concerning issues such as urban design and master planning; working in the integrated design studio and engaging in the cross-disciplinary integration of design

principles; the use of the thesis process as a platform to gain experience in advocacy; and the use of seminars for graduate students in Professional Practice courses and for undergraduate students in the Careers in Architecture course to emphasize leadership, personal branding, and self-awareness.

Design. The APR describes the program's response to this perspective. One of the core values of the architecture program's 2015 Strategic Plan is: "Design excellence and inquiry that embraces the craft of building and urban design at all scales." The Strategic Plan describes goals and strategies to advocate for a culture of design. The program introduces design thinking and iterative study in the foundational design studios (ARCH 400-403 and ARCH 404-407), and they are built upon throughout the curriculum. Manual drawing/diagramming, physical modeling, and digital media are all employed as tools in the design process, and, in ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar, students work with a variety of consultants from diverse disciplinary backgrounds. Methods of inquiry are refined in the three-course thesis sequence: ARCH 797 Thesis Proseminar, ARCH 798 Thesis in Architecture, and ARCH 799 Master's Thesis Research. Student work in the program has been recognized internationally in competitions, and students have been given awards for design.

Professional Opportunity. The program describes its approach to educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities. In 2015, the school enhanced its support for career services by establishing a career services director. Students indicated that they receive strong support from the newly appointed career services director regarding professional outreach. Support from firms has resulted in the establishment of a number of scholarships that directly support the students. The Kea Distinguished Professor position is a practitioner-in-residence and brings notable practitioners into the studio and classroom to enrich the teaching-learning environment. The program has sought to broaden undergraduate opportunities in the fields of environmental design and real estate development and to build dual-degree opportunities. Annual AXP/IDP information sessions are held, and the attendance of all students is required.

Stewardship of the Environment. The APR describes its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment. The program's involvement in the Solar Decathlon competition is one of the ways in which it has established a commitment to environmental issues. The APR mentions the recent addition of a new required course, ARCH 463 Sustainable Systems. Issues regarding sustainability are also addressed in other required courses, including the History of World Architecture sequence and ARCH 460 Site Analysis and Design. The APR describes an undergraduate Minor in Sustainability and the university's development of a new certificate program in Sustainability at the graduate level.

Community and Social Responsibility. The view in the APR is that the success of the school's participation in the Solar Decathlon competition supports this perspective by promoting the school's visibility and resulting in new conversations about opportunities for working with communities. In association with the Academy for Innovation and Entrepreneurship, the program offers ARCH 270 Design in Practice, a general elective that opens the discourse on architecture and design to the university's overall student population. It is one of the most successful I-Series courses offered at the university. Various design studios use community stakeholders as clients in class projects. The APR references the PALS program, which enables cross-/multi-disciplinary student engagement with community problems through an experiential/service learning response. In relation to engaging the culture of others, the APR references international opportunities, including the Restoring Ancient Stabiae Foundation through which students may participate in an archaeological excavation in Italy; a special studio that was conducted in conjunction with students in two Iraqi architecture schools in 2016; and an experience with Gensler, an architectural firm, in Bangkok to design affordable housing in 2012.

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

how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: The APR describes both the university's Strategic Plan and the school's Strategic Plan as jointly coordinated with input from the architecture program. The APR provides a link to the school's latest Strategic Plan, in 2015, which includes the program's vision, mission, and clearly defined goals that build upon short- and long-term multi-year objectives designed to foster a "community of scholars and professionals." The school's Strategic Plan involves periodic data collection and review in conjunction with the university's Strategic Plan, as endorsed by the University Senate and approved by the president on April 20, 2016. The APR identifies the 2-year process from the initiation of the school's plan to its acceptance, including annual day-long retreats and ongoing monthly meetings to discuss and resolve issues relative to the plan.

I.1.6 Assessment:

- A. **Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:
- How well the program is progressing toward its mission and stated objectives.
 - Progress against its defined multi-year objectives.
 - Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
 - Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2017 Analysis/Review: The APR describes assessment procedures that the program is actively engaged in, and these activities were confirmed during the visit. The program regularly engages in the following assessment activities:

- Strategic planning
- Curricular assessment
- Staff, faculty, and administrative assessments
- Assessment of the university's work environment and attitudes

The school's Strategic Plan is assessed annually during the architecture program retreats and in end-of-semester "student-faculty retrospectives," where the objectives and outcomes of coursework are reviewed with the intent to improve the curriculum. During the visit, the team noted that the end-of-semester retrospectives were highly valued by the students as a way to provide feedback to the faculty. All architecture program meetings begin with a review of the plan's goals.

The Architecture Program Curriculum Committee (APCC) is tasked with overseeing curricular assessment and development. The APCC is governed by the Policies and Procedures document, which outlines the duties, responsibilities, policies, and procedures involved in this process. The APR describes the process for approving and amending the curriculum. The program also participates in the Provost's Commission on Learning Outcomes Assessment, which requires annual (undergraduate) and biannual (graduate) reports prepared by the architecture program director. The team noted that, during the visit,

the dean and the provost acknowledged that the architecture program director provides leadership in the campus-wide Learning Outcomes Assessment process.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: The program demonstrated that it has appropriate human resources to facilitate student learning and achievement. It offers and supports many opportunities for faculty to pursue professional development. While junior faculty on the tenure track receive the highest level of support, the program also supports faculty at the associate level who want to pursue professional development opportunities. The team was made aware of the school's intent to increase the number of adjunct and new senior faculty, including minority hires, under the recently implemented university-wide "Target Opportunity Hires."

The program also offers support services to students in the program. A former dean has served as the Architect Licensing Advisor since 2011. The architecture program director will take over this responsibility in fall 2017. The program maintains communication with students regarding issues related to the Architectural Experience Program (AXP/IDP) and holds a Career Fair for students to meet representatives of firms. The school holds mandatory advising sessions with students on topics related to coursework, career guidance, and internships. Several faculty members cited large classes that presented challenges in terms of room location and being able to address the range of student levels.

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

[X] Described

2017 Team Assessment: The APR illustrates the function and spatial organization of the Architecture Building, including the ancillary classrooms, digital media labs, model-making facilities, and Architecture Branch Library. The Architecture Building is composed of two wings. The larger wing contains the studio space, and the smaller wing houses an auditorium, gallery, and administrative and faculty offices. Color-coded floor plans are included in the APR. They define the location and juxtaposition of all of the functional areas within the building. The open-plan studios surrounding a large space facilitate a creative atmosphere for practical learning and interaction. The APR describes this "one-stop" venue that encourages studio-based learning, with the added support of the Technical Solutions Center and the

Fabrication Lab. These facilities were also included in the team's tour of the site. Despite lingering building services issues, several funded projects have been implemented since 2011 to improve the teaching-learning environment in the school.

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

[X] Demonstrated

2017 Team Assessment: Appropriate financial resources are indicated through a reference to the University of Maryland 2015 Budget, which totals over \$1.8 billion.

- Of note is additional funding since the last NAAB visit via new initiatives that expanded existing funds through added funds from the dean. These additional funds have contributed to leadership and collaboration initiatives, facility renovations, new digital technologies, and contributions to start-up funds for new tenure-track faculty.
- The funding process incorporates state funds and other university support. Unallocated funds go into an account that can be accessed during the year to address financial priorities through a collaborative process.

Funds controlled by the architecture program are currently at or above the 5-year average. They are above this average with respect to funding for graduate assistants and non-tenure-track faculty, as well as endowed funds. Operating funds fall within the 5-year average. Endowed scholarships for FY16 are slightly below the average, and private-donor scholarships are slightly above the average.

In 2011, the program hired a new director of development, a new outreach plan was launched, and fundraising increased from a 3-year average of \$323,688 to \$529,235 for the year. The new fundraising pipeline that was subsequently developed resulted in donations of over \$2.4 million in FY16, with a new 3-year average of \$2,386,759. Several actions contributed to the achievement of new fundraising goals, including establishing new endowments, securing an anonymous \$1 million bequest, revitalizing the Dean's Circle and Alumni Chapter, adding a full-time coordinator to assist the director of development, and establishing in-kind software donations and matching/endowed scholarships.

The capital fundraising campaign is scheduled to run from 2014 to 2022, and raised 45% of its \$14 million goal in the first 2 years. The APR identifies pending changes that could impact financial resources, including increased undergraduate enrollment, the upcoming capital campaign to expand the school's endowment, and increased reliance on entrepreneurial models for studio funding.

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

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

[X] Demonstrated

2017 Team Assessment: The Architecture Branch Library is part of UMD's eight-library system and is located within the School of Architecture, Planning & Preservation. It provides 24/7 access to students, faculty, and staff. The team noted that the shift to 24/7 access was a creative response to budget constraints and is valued by students, faculty, and staff. The APR states that the Architecture Branch Library has a circulating architecture collection of 31,272 items, 753 electronic titles on architecture subjects, a non-circulating collection of 8,732 bound periodicals and 75 current periodicals, 2,093 rare books in special collections, a permanent reference collection of 650 books, and 77 architecture-specific

electronic databases.

There is one full-time architecture research librarian, who is also a licensed architect. She is assisted by student employees, the number of which fluctuates per semester. The librarian teaches information literacy skills and assists the thesis process with research skills, citation management, and visual literacy instruction.

I.2.5 Administrative Structure and Governance:

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

[X] Described

2017 Team Assessment: The APR describes the administrative structure of the university and provides an organizational chart showing the lines of reporting. The University of Maryland system is a state-wide system, which is overseen by a chancellor and a board of regents. The senior vice president and provost is the head of academic affairs at the university. The senior vice president and provost reports to the president of the University of Maryland as a member of the cabinet. The dean of the School of Architecture, Planning & Preservation reports to the senior vice president and provost. The architecture program director reports to the dean. The school is not departmentalized, and the dean controls the budget and governance in collaboration with the program directors.

The APR also describes the governance of the university. This includes reference to the Policies of the University Systems of the University of Maryland. The APR refers to the roles of the faculty, staff, students, and administration at all levels, as well as the role of the University Senate in a shared governance model. The APR description further defines the reporting and governance process at both the school and program levels. The school has five directors, who report to the dean. Tenure, promotion, and appointments are handled at the school level.

With regard to governance at the architecture program level, the Architecture Program Plan of Organization lays out the duties of the program director and assistant directors, and establishes committees for various procedures, several of which have student representation. The role of the Architecture Program Curriculum Committee is outlined. In addition, the *Faculty Handbook* and the *Student Handbook* are referenced for further information on administrative and governance processes within the program.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 226/426 History of World Architecture II, ARCH 227 History of World Architecture III, ARCH 403/407 Architectural Design Studio IV/Graduate Architectural Design Studio IV, and ARCH 427 Theories of Architecture, and through direct engagement with students via individual discussion and group interaction. Student ability to speak extemporaneously in a compelling and organized fashion was consistent and impressive.

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

[X] Met

2017 Team Assessment: This SPC is Met with Distinction. Evidence of student achievement exceeding the prescribed level was found in ARCH 402 (Track I) Architectural Design Studio III and ARCH 406 (Track II) Graduate Architectural Design Studio III. Foundations in design thinking are developed throughout the curriculum culminating in the thesis. The thesis course sequence requires students to refine their design thinking skills to a level that is rare among design programs.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 227 History of World Architecture III (Track I, old curriculum), ARCH 427 Theories of Architecture (Track II, old curriculum), and ARCH 226 (Track I)/ARCH 426 (Track II) History of World Architecture II in the form of assignments, and for ARCH 654 Urban Development and Design Theory and ARCH 797 Thesis Proseminar in the form of projects. Additional evidence of comparative evaluation of information and performance was found in ARCH 600 Integrated Design Studio.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the range of studio projects presented for the following courses in Track I: ARCH 402 Architectural Design Studio III and ARCH 403 Architectural Design Studio IV. Further evidence was found in the range of studio projects presented for the following courses in Track II: ARCH 406 Graduate Architectural Design Studio III and ARCH 407 Graduate Architectural Design Studio IV.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the following courses in Track I: ARCH 403 Architectural Design Studio IV and ARCH 402 Architectural Design Studio III. Evidence was also found in student work prepared for the following courses in Track II: ARCH 407 Graduate Architectural Design Studio IV and ARCH 460 Site Analysis and Design.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the final document assignments of ARCH 797 Thesis Proseminar, and in ARCH 406 Graduate Architectural Design Studio III and ARCH 403 Architectural Design Studio IV.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 225 (Track I)/ARCH 425 (Track II) History of World Architecture I, ARCH 226(Track I)/ARCH 426 (Track II) History of World Architecture II, and ARCH 654 Urban Development and Design Theory.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and

individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 225 (Track I)/ARCH 425 (Track II) History of World Architecture I, ARCH 226 (Track I)/ARCH 426 (Track II) History of World Architecture II, and ARCH 654 Urban Development and Design Theory.

Realm A. General Team Commentary: The program demonstrates clear strength in this realm. Key examples of this strength that were noted by the team include: (1) In ARCH 797 Thesis Proseminar, students engaged in investigative methodologies as a means of enhancing creative thinking.(2) Across the design studios, students utilized a range of model-making techniques as a definitive tool to convey design concepts. (3) From the early foundational courses through the advanced thesis work, students are taught to think critically and iteratively. (4) Students were highly competent in their ability to articulate ideas, explain concepts, and speak with passion and enthusiasm.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 797 Thesis Proseminar, ARCH 403 Architectural Design Studio IV, ARCH 406 Graduate Architectural Design Studio III, ARCH 600 Integrated Design Studio, and ARCH 611 Advanced Architectural Technology Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student ability to respond to urban context and developmental patterning, and historical fabric was found in ARCH 403/407 Architectural Design Studio IV/Graduate

Architectural Design Studio IV and ARCH 460 Site Analysis and Design. Evidence of student ability to respond to soil was found in ARCH 460 Site Analysis and Design. Evidence of student achievement in topography, ecology, climate, and building orientation was found in ARCH 403 Architectural Design Studio IV, ARCH 406 Graduate Architectural Design Studio III, and ARCH 460 Site Analysis and Design.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 462 Methods and Materials, ARCH 600 Integrated Design Studio, and ARCH 611 Advanced Architectural Technology Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student homework, exams, and projects prepared for ARCH 411 Building Technologies II (old curriculum) and ARCH 412 Building Technologies III (old curriculum). Additional evidence of ability was found in the form of structural organization diagrams, systems selection materials, and building framing plans in ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the quizzes and exams in ARCH 413 Environmental Systems (old curriculum). The syllabus for ARCH 466 Environmental Systems (new curriculum) notes student learning outcomes that match this SPC. Further evidence was found in studio work in ARCH 611 Advanced Architectural Technology Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar. Additional evidence was found in ARCH 411 Technology II (old curriculum) and ARCH 462 Methods and Materials (new curriculum).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the quizzes and exams in ARCH 410 Technology I (old curriculum) and in ARCH 462 Methods and Materials (new curriculum). Further evidence was found in studio work in ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar.

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

[X] Not Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was not found for an understanding of security systems in ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the final exam in ARCH 770 Professional Practice. The team noted that this topic was also covered in several lectures in the class.

Realm B. General Team Commentary: The program demonstrates strength in this realm. Key examples of this strength that were noted by the team include: (1) Evidence of the technical aspects of design, systems, materials, and environmental stewardship was seen in a range of required lecture classes, and in ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar. (2) Evidence was seen in lectures and design studios across a range of coursework that demonstrated technical proficiency, financial understanding, and a practical approach to problem-solving. (3) Technical skills are introduced in various courses and are further reinforced in studios. (4) In ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar, the team saw evidence of building designs with well-integrated systems, which demonstrated that students comprehend constructability and issues of environmental stewardship.

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

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar. An understanding of theoretical and applied research methodologies and practices was found beginning in ARCH 225 (Track I)/ARCH 425 (Track II) History of World Architecture I and ARCH 226 (Track I)/ARCH 426 (Track II) History of World Architecture II, continuing through ARCH 654 Urban Development and Design Theory, and culminating at its highest level in ARCH 797 Thesis Proseminar and ARCH 798 Thesis in Architecture.

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

[X] Met

2017 Team Assessment: This SPC is Met with Distinction. Evidence of student achievement exceeding the prescribed level was found in the range of student projects across the modules prepared for ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar. These modules set in motion a path to decision making in a comprehensive and integrated building design in which sustainable architectural, mechanical, electrical, and structural solutions evolve. For example, the relationships between building skin and structure were explored in one module, and alternative structural materials and organizations were explored in another. These modules led to integrated student projects of moderate programmatic complexity and scale.

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

[X] Met

2017 Team Assessment: This SPC is Met with Distinction. Evidence of student achievement exceeding the prescribed level was found in the range of student projects across the modules and in the final project prepared for ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar. In particular, the team recognized the modules as being mechanisms that set the students up for success resulting in a fully integrated final project.

Realm C. General Team Commentary: The program demonstrates strength in integrated thinking that results in well-conceived integrated design and technical solutions to architectural problems. It further demonstrates that students gain a strong understanding of approaches to design research through experiences that build in complexity throughout the program with the introduction of various methods in appropriate contexts. Additional team observations in Realm C include: (1) Integrated research approaches were also found in ARCH 797 Thesis Proseminar and ARCH 798 Thesis in Architecture. Over the course of Track I and Track II, students develop an arc of research capability that culminates in these two final courses. This trajectory begins in the Design Thinking sequence and is extended in the History of World Architecture sequence. Primary sources, phenomenological study, historical method, design research in the form of case study and precedent study, typology investigation, and traditional forms of site investigation and research by design are evident. These are applied in the context of the thesis. (2) ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar include projects that demonstrate integrative thinking by incorporating building systems, accessibility, life safety, environmental systems, and building envelopes. (3) In ARCH 600 Integrated Design Studio and ARCH 611 Advanced Architectural Technology Seminar, student projects synthesize variables from diverse and complex systems into an integrated architectural solution. (4) Projects included a response to environmental stewardship goals across multiple systems for an integrated solution. (5) Integrated design projects evaluated options and tested the implications of design decisions across systems and scales.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the assignment called "Stakeholders in Architecture" prepared for ARCH 770 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the paper assignment called "Project Management" prepared for ARCH 770 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 770 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in answers to exam questions, role-playing exercises, and papers prepared for ARCH 770 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the "Ethics and Professional Conduct" assignment in ARCH 770 Professional Practice.

Realm D. General Team Commentary: The program demonstrates clear strength in this realm. Key examples of this strength that were noted by the team include: (1) ARCH 770 Professional Practice included projects and exams that demonstrated a student understanding of business principles for the practice of architecture, including those involving management and advocacy. (2) Professional ethics were addressed through a series of case studies that required students to respond to various situations that could arise during practice. (3) Through role-playing, students were able to understand the various stakeholders in a project by assuming the roles of the architect, the client, the neighbor, and the contractor.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: [The APR confirms \(website of the Office of the Senior Vice President and Provost\) that the University of Maryland is accredited by the Middle States Commission on Higher Education \(MSCHE\), under the authority of the U.S. Department of Education, as last confirmed in 2007. Currently, the university is conducting a self-study as part of the requirements for the 10-year accreditation review \(2017\).](#)

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

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

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

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

[X] Met

2017 Team Assessment: [The APR describes two tracks to the accredited professional degree, the Master of Architecture. Track I is for students with a preprofessional degree in architecture. Track II is for students holding degrees in other areas of study. These tracks overlap in a majority of the coursework. The University of Maryland does not offer a non-accredited degree that carries the nomenclature reserved for accredited degrees. Each track for the M. Arch conforms to the minimum credit-hour requirements of the *NAAB Conditions for Accreditation* for professional, general, and optional studies.](#)

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

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory

or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The APR describes the process for application and admission, as well as the process for gaining advanced standing. It also provides forms for the program director's review regarding decisions related to incoming students. Links to a description of the program, the criteria for application, and instructions for applying are found on the following website: <https://arch.umd.edu/programs/architecture/academics/architecture-degrees/master-architecture>. The relevant forms were provided to the team via Google Drive, and hard copies of sample evaluations were provided in the team room.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X]Met

2017 Team Assessment: The NAAB statement on accredited degree programs can be found via a link on the following website: <http://arch.umd.edu/arch/naab-accreditation>.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The School of Architecture, Planning & Preservation webpage (<http://arch.umd.edu/arch/naab-accreditation>) includes links to the *2014 NAAB Conditions for Accreditation*, the *NAAB Procedures for Accreditation*, the *2009 NAAB Conditions for Accreditation*, and

[the 2015 NAAB Procedures for Accreditation](#).

II.4.3 Access to Career Development Information:

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

[X] Met

2017 Team Assessment: [The School of Architecture, Planning & Preservation webpage \(http://arch.umd.edu/arch/naab-accreditation\)](http://arch.umd.edu/arch/naab-accreditation) includes links to the required career development information.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: [Public access to the required documents is found on the following link: http://arch.umd.edu/arch/naab-accreditation](http://arch.umd.edu/arch/naab-accreditation)

II.4.5 ARE Pass Rates:

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

[X] Met

2017 Team Assessment: [The ARE Pass Rates are found on the following link: http://arch.umd.edu/arch/naab-accreditation](http://arch.umd.edu/arch/naab-accreditation). It has a link to the NCARB website where the pass rates are posted and a PDF of compiled pass rates for UMD 2011-2015 can be found.

II.4.6 Admissions and Advising:

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

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

This documentation must include the following:

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

[X] Met

2017 Team Assessment: The APR included clear evidence of the process for application to the program, the admissions requirements, and the advising policies and procedures governing the program's evaluation of applicants. Hardcopy and electronically sourced application forms, completed evaluation forms, diversity initiatives, and financial aid and scholarship information were also available for review in the team room.

II.4.7 Student Financial Information:

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

[X] Met

2017 Team Assessment: The student financial information is accessible through the following link: <http://arch.umd.edu/arch/naab-accreditation>

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2017 Team Assessment: Annual Statistical Reports are accessible through the following link: <http://arch.umd.edu/arch/naab-accreditation> (scroll down to download PDFs for each year).

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

[X] Met

2017 Team Assessment: Interim Progress Reports are accessible through the following link: <http://arch.umd.edu/arch/naab-accreditation> PDFs may be downloaded for each year.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture

A.2 Design Thinking Skills

C.2 Evaluation and Decision Making

C.3 Integrative Design

Appendix 3. The Visiting Team

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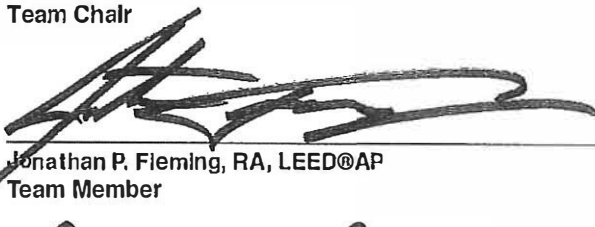
V. Report Signatures

Respectfully Submitted,



Kwendeche, FAIA
Team Chair

Representing the AIA




Jonathan P. Fleming, RA, LEED®AP
Team Member

Representing the ACSA



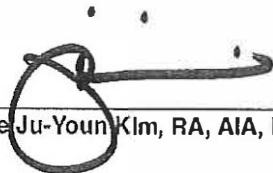
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