# NAAB

**Kean University
Michael Graves College
School of Public Architecture**

## Initial Candidacy Visiting Team Report

### Master of Architecture [preprofessional + 55 graduate credits]



The National Architectural Accrediting Board
November 12-15, 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.

# Contents

**I.    Summary of Visit**

   a.   Acknowledgments and Observations

The mission of the program as set out by Michael Graves and embraced by the school ambitiously is to change the face of architecture, leveling the field for women and minorities and focus on humanitarian architecture and design in the public realm. Part of its uniqueness is to stress the importance of hand drawing in design. The program aims to be a place where art, design, and architecture come together, distinguishing it from other programs. The college promotes a culture of inclusivity among students through interaction between the architecture program and the college's other design programs' activities.

University administrators, including President Farahi and Provost Toney, are committed to the mission, goals, and success of the program. They see architecture as an important addition to the university's overall mission and are committed to the success of the program as are the faculty and staff.

The college is prominently located in a new university gateway building that has adequate space for the preprofessional program. The university is committed to provide additional space in the building for the new cohorts that will enter into the M Arch program over time. While the university has provided many resources that are essential for design education, many students and faculty have expressed a need for easy access to 3-D printers and laser cutters and training in the use of shop equipment, as well as concern about the significant distance from the main building to the shop.

Faculty support of and cohesiveness with each other was exceptional. The full-time and part-time faculty are excited about the future of the program and its mission. They felt included in the curriculum planning and interaction with college administration.

The students seem to be a collaborative and respectful group. The small size of the student body enables them to be a collegial community described as a family, being very supportive of each other and supported by the faculty providing close relationships and mentoring. It a goal of the school to provide opportunities to ethnic minorities which has manifested into a diverse student body in keeping with the program's mission. However, students expressed concerns over lack of support in digital technologies and expressed a need for technology and program workshops. They also noted that printing and plotting access could be improved.

The team noted that 139-141 credits seemed excessive for a bachelor's degree. A consultant's report encouraged the school to consider reducing the number of credits to 120-124.

The accreditation team wishes to thank Kean University and the Michael Graves College, School of Public Architecture, administration, faculty, staff and students for their hospitality and assistance during our visit. In particular, we want to recognize Dean David Mohney, Craig Konyk and Rose Gonnella for being helpful in organizing the team visit and APR-IC. We appreciate the School of Public Architecture's courtesy, candor and organization of the team room.

   b.   Conditions Not Achieved

| Not Met | Not Yet Met | In Progress | Not Applicable |
|---|---|---|---|
| A.7 History and Culture | All except A.7 and A.8 | ll.3 Evaluation of Preparatory | ll.4.3; ll.4.5; ll.4.6; lll.1; lll.2 |

| A.8 Cultural Diversity and Social Equity | | Education and 1.2.2 Physical Resources | |
|---|---|---|---|
| | | | |

## II.    Progress on the Plan for Achieving Initial Accreditation

The program is following the timetable as identified in the APR-IC. Students have matriculated into the first three years of the undergraduate program, and the college plans to admit the first M Arch students in 2019. The first M Arch students will graduate in 2021. This is in accordance with their plan for initial accreditation.

The school indicates that the SPC will be met in a combination of undergraduate and graduate courses. Most of those courses have not yet been developed and taught. However, the faculty are well aware of their obligations in NAAB-related courses, and the team has confidence that the SPC will be addressed. The program is integrating elements of the design process in the preprofessional program to create a holistic educational model. While elements of some of the realms are evident in the preprofessional program, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the future M Arch course work.

## III.    Progress Since the Previous Site Visit

This category is not applicable.

**IV.    Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation**

**PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

**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:*

Kean University was founded in 1855 as Newark Normal Teacher's School. In the 1980s the university added master's programs in education, the sciences, and selected professional fields. The faculty requested establishment of a professional program in architecture in 2013.

The Michael Graves College comprises two schools. The Robert Busch School of Design offers four bachelor's programs with over 300 students in total (graphic design, interactive/advertising design, interior design, and industrial design).  The School of Public Architecture was approved by the Kean Board of Trustees in 2014, and the two schools were joined to create the Michael Graves College in 2015. A four-year Bachelor of Arts in Architectural Studies was approved by both the Board of Trustees and the NJ President's Council (NJPC) in 2015, and the first cohort of students–20 in number–was enrolled in September 2015.

Kean has presence in both Union, New Jersey, and at Wenzhou-Kean University in China. In 2013, the Middle States Commission on Higher Education affirmed Kean University in the People's Republic of China as an additional instructional location of Kean University.

**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:*

The program's architecture students have been asked to participate in the creation of Studio Culture Guidelines, and it is planned that these guidelines will be in place during the 2017-18 academic year. With the significant emphasis on the design studio as the centerpiece of the academic program, currently the students have informally adopted methods of engaging with each other in a supportive learning culture. Their goal is to formalize these elements into a written guidelines document.

The university promotes a culture of inclusivity among students through access to new facilities dedicated exclusively to student life and study, outreach activities, organizations and interaction between the architecture program and the college's four design programs activities.

Students and faculty are encouraged to learn both inside and outside the classroom through exposing architecture students to important buildings and places through weekly field trips that encompass documentation, representation, analysis, and public opinion. These excursions also include visits to offices of leading professionals across the region.

**I.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:*

Kean University's architecture program is one of the most ethnically diverse in the country. The university has committed to a national recruiting effort for the Michael Graves College based in large part on the success of its diversity efforts. Outreach and open houses targeting regional high school students are important recruiting tools, according to the university. All administrators, from the president to the provost to the staff in admissions, are committed to the goal of enhancing diversity. The first classes of students are diverse and include significant numbers of African-American and Hispanic students. The APR includes Kean University's strategic plan, which focuses on creating a culturally diverse and global educational experience for students and faculty.

**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.

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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:*

A. **Collaboration and Leadership.** Studio projects at Michael Graves College are engaged in real-world design issues. By actively engaging with the public, the college hopes to raise expectations for better design in the built environment. Collaboration fosters a sense of leadership about the values of design to a wider audience.

B. **Design.** The program describes its approach as a holistic enterprise and centers an approach that reinforces the cultural meaning of design as central to the education. This pedagogical approach is more in line with an "atelier" than the typical curricular model of most professional programs. The goal of the program is to understand public expectations about design and to raise them, providing a leadership role in the education of the public. The college-wide outreach through K-LABS and Design Studio, which carry out real-world projects for external constituents, both engages students as team members, and brings back the dynamics of these projects for student learning. Currently, as there is no professional program cohort, the above is only evident in the preprofessional program.

C. **Professional Opportunity.** The program objectives illustrate a goal of educating students on the breadth of opportunities for architects in many ways. In addition to regular student visits to offices of leading architects in the region, organized workshops with professionals across the region affords both students and practitioners access to each other and illustrates a wide range of professional opportunities and career paths for architects. The close ties to the Wenzhou Kean University in China facilitates a wider understanding of professional opportunities globally. The K-LABS, a project-based initiative with the other design programs in the college, integrates professional activities and reinforces professional culture and opportunity as well.

D. **Stewardship of the Environment.** Resource management is addressed by the atelier method of studio instruction. Expectations about energy utilization and sustainability are included throughout the studio sequence, along with investigation of these issues at different scales. Courses led by a knowledgeable faculty in the subject area bring a real-world understanding of the subject to the students. Currently, as there is no professional program cohort, the above is only evident in the preprofessional program.

E. **Community and Social Responsibility.** The undergraduate and professional programs engage with local communities in a responsible manner. This engagement helps provide leadership in raising the public discourse about good design. Kean specifically has a goal of providing quality higher education to minority groups. The architecture program, in turn, provides access to design education to those who typically are underserved by design professionals.

**I.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 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:*

A comprehensive plan for the creation of the new professional program, both on the Kean campus and at the Wenzhou Kean instructional location, was developed in 2015 by then-Acting Dean David Mohney and adopted by the Kean Board of Trustees. The strategic plan for 2013-2020 set out the goal of implementation of new professional programs in architecture as a means of promoting new areas of academic excellence among Kean's various programs. The professional program in architecture aligns with a significant number of the goals set forth in the Kean University 2013-2020 strategic plan and addresses many elements including growing the potential for regional, national, and global distinction.

The university has a comprehensive and rigorous assessment process, which culminates in annual assessment cycles by "closing the loop," or using data-based evidence to amend and improve programmatic elements. The Office of Accreditation and Assessment (OAA) guides that process, and the provost's office provides regular assessment metrics used to evaluate program goals and outcomes. The M. Arch. program has indicated that it will demonstrate that it regularly assesses its mission and objectives through the annual and multiyear processes outlined by Kean University. The president and provost are both engaged in providing counsel for this plan and its implementation through regular meetings.

**I.1.6 Assessment:**

   A. **Program Self-Assessment Procedure**s**:** 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:*

   A. **Program Self-Assessment Procedure**s**:** Kean University currently has a comprehensive assessment program that measures objectives on an annual basis against defined standards for student learning

objectives. They use data-based evidence to improve their programs in a "closing the loops" process led by the Office of Accreditation and Assessment. The provost also provides assessment metrics that evaluate how well programs meet their goals and outcomes. The M Arch program's plan is to regularly assess, through annual and multiyear processes outlined by the university, the program's strengths and challenges to promote student success and learning.

**B.** **Curricular Assessment and Development:** The university and program have strong and well-developed assessment processes through curricular evaluations and evaluations by students, faculty members, alumni, and local professionals. Kean uses various means to provide student feedback on both courses and faculty. Curriculum committees review all changes and additions to courses and academic programs. The faculty must approve any alterations to existing academic programs. The M Arch program will also be reviewed by the dean of the graduate college.

**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 IDP, 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**

**[ ] Not Demonstrated**

**[ ] In Progress**

**2017 Team Assessment:** Kean uses adjunct instructors in addition to the regular faculty. There will be a rough equivalence between regular full-time faculty and adjunct instructors in architecture.

Currently there are two full-time lecturers, one half-time lecturer, and one full-time tenure-track faculty member on the campus in New Jersey. The team was told that there is also one full-time architecture faculty line on the campus in China.

Tenure-track faculty members have access to research grant funding and additional resource-based educational courses.

Dean David Mohney serves as the Architectural Licensing Advisor.

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

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

**[ ] Demonstrated**

**[ ] Not Demonstrated**

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**[X] In Progress**

**2017 Team Assessment:** The Michael Graves College is located in the Green Lane Academic Building, the Vaughn-Eames Building, the residence of Michael Graves, and his "Warehouse" in Princeton, New Jersey. The team did not visit the residence or warehouse.

The facilities provide more than adequate open spaces for studio, materials workshop, lecture rooms, informal student study areas, seminar spaces used exclusively for student study, auditorium, administrative and faculty offices, and special event spaces. There is dedicated studio space for each architecture student. Up-to-date technology is found in the classrooms.

The Graves Warehouse will be used as a research study center and library. The facility is anticipated to come online in early 2018.

Anticipated growth in enrollment will be addressed through more space in the Green Lane Building. Commitment of the upper administration has been given to provide the needed spaces on schedule.

The shop(s) is in the Vaughn-Eames Building approximately two city blocks from the Green Lane Building. The space is adequate for now; however, the equipment is ageing and the system for access is cumbersome. There is no full-time staff in the shop(s) for instruction or safety. Although the university has provided many resources that are essential for design education, many students and faculty have expressed a need for easy access to 3-D printers and laser cutters and for training in the use of shop equipment they also noted the significant distance from the main building to the shop.

The school's physical resources are described in the APR, page 18. In addition, the team toured all of the spaces and had independent access to all them.

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

**[X] Demonstrated**

**[ ] Not Demonstrated**

**[ ] In Progress**

**2017 Team Assessment:** The architecture program appears to be adequately funded for current needs, with support for student learning and achievement through public and private means. Evidence of this was found in the APR (pages 18 and 19) and through conversations with the school and university administrators.

Architecture has submitted an estimate of all start-up costs associated with the programs. These include new faculty positions, association dues, lecture series, board of advisors' expenses, equipment, student assistantships, etc. To date, all expenses have been funded when requested.

The university offers a variety of merit-based scholarships. The Foundation has supported faculty and student expenses for travel, research, publication, and events. An annual giving campaign is led by key benefactors who are committed to the college's diversity efforts.

**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**

**[ ] Not Demonstrated**

**[ ] In Progress**

**2017 Team Assessment**: Because the university is primarily committed to online access to resources for all students, book acquisition is viewed as a secondary need. However, the university has made an exception for the architecture Program and is providing funding to develop a book collection over time.

Two dozen boxes of books from Michael Graves's Princeton residence have been relocated to Kean University for use by architecture and design students. They will be housed with recent gifts of architectural periodicals in the Green Lane Academic Building. An additional 3,000 books will remain in the Graves residence.

There are 1,200 volumes with the NA Library of Congress classification in the university library. Discussions are underway about transferring these volumes to the collection in the Green Lane Academic Building, to provide better access to students.

There are, at present, no dedicated librarians for architecture.

### 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] Demonstrated**

**[ ] Not Demonstrated**

**[ ] In Progress**

**2017 Team Assessment:** The college's organizational chart (on page 20 of the APR) shows the program's administrative structure and governance and identifies the key personnel within the program, college, and institution. "The dean serves as director for the program in architecture, and the associate dean serves as director of the four design programs. The dean reports to the provost/vice president for academic affairs and is a full member of the Kean University Deans Council (convened by the provost), with the deans of six other colleges."

**CONDITIONS FOR ACCREDITATION**

**PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.

## 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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** While some evidence of an understanding of this criterion was found in current undergraduate course work, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for two M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5110: Studio 10: Wenzhou Travel Studio and ARCH 6112 Studio 12: Thesis.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** While some evidence of meeting this criterion was found in current undergraduate course work, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for three courses M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5109:

Studio 9: Complex Program II; ARCH 6111: Studio 11: Comprehensive Design; and ARCH 6112: Studio 12: Thesis.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** While some evidence was found through current undergraduate course work that showed an understanding of this criterion, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for two M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5109: Studio 9: Complex Program II and ARCH 5110: Studio 10: Wenzhou Travel 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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** While some evidence was found through current undergraduate course work that showed an understanding of this criterion, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for two M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5110: Studio 10: Wenzhou Travel Studio and ARCH 6111: Studio 11: Comprehensive Design.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** While some evidence was found through current undergraduate course work that showed an understanding of this criterion, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for two M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5109: Studio 9: Complex Program II and ARCH 6111: Studio 11: Comprehensive 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.

**[ ] Met**

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**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** While some evidence was found through current undergraduate course work that showed an understanding of this criterion, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for three M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5109: Studio 9: Complex Program II; ARCH 5110: Studio 10: Wenzhou Travel Studio; and ARCH 5209: History 9: Seminar.

**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.

**[ ] Met**

**[X] Not Met**

**[ ] Not Yet Met**

**2017 Team Assessment:** The matrix indicates that this SPC will be met in six undergraduate courses and three graduate courses. The team reviewed work in five of the six undergraduate courses and did not find evidence of an understanding of indigenous, vernacular, and local architectural history. Two courses not yet taught are a Rome travel course and a Wenzhou travel studio. The team is not confident that these courses will sufficiently cover indigenous, vernacular, and local architectural history to the prescribed level based on the course descriptions.

**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.

**[ ] Met**

**[X] Not Met**

**[ ] Not Yet Met**

**2017 Team Assessment:** The matrix indicates that this SPC will be met in six undergraduate courses and three graduate courses. The team reviewed work in the five undergraduate courses that have been taught to date and did not find evidence of an understanding of the different norms and social patterns of non-Western cultures.

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**Realm A. General Team Commentary:** The team found that SPC A.1 through A.6 in this realm are Not Yet Met and A7 and A8 are Not Met. The program has not yet delivered the M. Arch. course(s) in which SPC are expected to be met. The first cohort of students is expected in 2019. While the vision for the program is that each student performance criterion is taught in a comprehensive way starting in the preprofessional program across a broad spectrum of course work, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the M. Arch. courses. The courses have not yet been taught. In criterion A.7 and A.8 a substantial amount of the program has been taught without evidence of an understanding of non-Western cultural norms. The team is not confident that the remaining courses will sufficiently cover this material to the prescribed level based on their course descriptions.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** The primary source of evidence of accomplishment at the prescribed level is expected to be found in student work for two M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5109: Studio 9: Complex Program II and ARCH 6111: Studio 11: Comprehensive Design.


**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in M. Arch. courses that have not yet been taught (see the SPC Matrix): ARCH 5109: Studio 9: Complex Program II, ARCH 6111, and Studio 11: Comprehensive 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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6111: Studio 11: Comprehensive Design and Professional Practice 1, ARCH 6501. The courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6111: Studio 11: Comprehensive Design. This course has not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 5209: History 9, Seminar. This course has not yet been taught**.**

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 5209: History 9: Seminar and ARCH 6111: Studio 11: Comprehensive Design.  The courses have not yet been taught**.**

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 5209: History 9: Seminar and ARCH 6111: Studio 11: Comprehensive Design. The courses have not ye**t** been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 5405: Building Systems Integrationand ARCH 6111: Studio 11: Comprehensive Design. The courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 5405: Building Systems Integration and ARCH 6111: Studio 11: Comprehensive Design. The courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in Professional Practice 1, ARCH 6501. The course has not yet been taught.

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**Realm B. General Team Commentary:** The team found that all criteria in this realm are Not Yet Met.

The program has not yet delivered the M. Arch. course(s) in which SPC are expected to be met. The first cohort of students is expected in 2019.  While the vision for the program is that each SPC is taught in a comprehensive way starting in the preprofessional program across a broad spectrum of course work, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the M. Arch. courses. These courses have not yet been taught.

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**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.

**[ ] Met**

**[ ] Not Met**

**[X ] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6111: Studio 11: Comprehensive Design and ARCH 6112: Studio 12: Thesis. These courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6111: Studio 11: Comprehensive Design and ARCH 6112: Studio 12: Thesis. These courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6111: Studio 11: Comprehensive Design. This course has not yet been taught.

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**Realm C. General Team Commentary:**
The team found that all criteria in this realm are Not Yet Met.

While elements of Realm C are evident in preprofessional program, the curricular intent and plan is for primary evidence for Realm C to be found in the two concluding graduate studio courses, ARCH 6111: Comprehensive

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Design, in the first semester of the sixth year, and ARCH 6405: Thesis, in the concluding semester. These courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 5109: Studio 9: Complex Program II and ARCH 6502: Professional Practice 2. These courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6501: Professional Practice 1 and ARCH: 6502: Professional Practice 2. These courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6501: Professional Practice 1. This course has not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6501: Professional Practice 1 and ARCH 6502: Professional Practice 2. These courses have not yet been taught.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**2017 Team Assessment:** Student achievement at the prescribed level was outlined in the SPC Matrix to be taught in ARCH 6501: Professional Practice 1 and ARCH 6502: Professional Practice 2. These courses have not yet been taught.

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**Realm D. General Team Commentary:** The team found that all criteria in this realm are Not Yet Met. While elements of Realm D are evident in preprofessional program, the curricular intent and plan is for primary evidence for Realm D to be found in ARCH 5109: Studio 9: Complex Program II, Professional Practice 1, and ARCH 6502: Professional Practice 2. These courses have not yet been taught.

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**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 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).

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**

**[ ] Not Met**

**2017 Team Assessment:** Kean University is accredited by Middle States Commission on Higher Education; a copy was included in the APR.

**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 nonaccredited 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**

**[ ] Not Met**

**2017 Team Assessment:** The program follows the 4+2 model for a professional degree in architecture: a 4-year Bachelor of Arts degree in Architectural Studies followed by a 2-year professional Master of Architecture degree. It consists of 196 total credit hours, of which 139-141 credit hours are elements of the professional curriculum. It allows 18 credit hours for minors or concentrations within the discipline. Fifty-five credit hours are at the graduate level. Kean requires 35 credit hours of general studies as a component of undergraduate programs. The team was concerned that 139-141 credits is excessive for a bachelor's degree. A consultant's report encouraged the school to consider reducing the number of credits to 120+/-.

**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.

**[ ] Met**

**[ ] Not Met**

**[X] In Progress**

**2017 Team Assessment:** The program outlined its process of evaluating preparatory education to their 4-year preprofessional program on page 31 of their APR. Their process requires an in-person interview with the dean and a portfolio review. However, the standards for evaluating individuals to be admitted to their M. Arch. degree program from universities other than Kean has not yet been created. The program still must demonstrate that it has established standards for ensuring SPC are met and for determining whether any gaps exist in previous course work.

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**

**[ ] Not Met**

**[ ] Not Yet Met**

**[ ] Not Applicable**

**2017 Team Assessment:**  This condition has been met; see the university website www.architecture.kean.edu/naab-statement/.

It should be noted that the website states: "Accreditation Visit: 2019." The date should be 2021.

**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**

**[ ] Not Met**

**[ ] Not Yet Met**

**[ ] Not Applicable**

**2017 Team Assessment:** The latest editions of the NAAB Conditions and Procedures are accessible to all students, faculty, and the public through the Michael Graves College website: http://architecture.kean.edu/.

**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.

**[ ] Met**

**[ ] Not Met**

**[ ] Not Yet Met**

**[X] Not Applicable**

**2017 Team Assessment:** Not applicable at this time.

**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.

**[ ] Met**

**[ ] Not Met**

**[ ] Not Yet Met**

**[X] Not Applicable**

**2017 Team Assessment:** Not applicable at this time.


**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.

**[ ] Met**

**[ ] Not Met**

**[ ] Not Yet Met**

**[X] Not Applicable**

**2017 Team Assessment:** Not applicable at this time.


**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.

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.

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

- Forms and process for the evaluation of pre-professional degree content.

- Requirements and forms for applying for financial aid and scholarships.

- Student diversity initiatives.

**[ ] Met**

**[ ] Not Met**

**[X] Not Yet Met**

**[ ] Not Applicable**

**2017 Team Assessment:** The program publicly documents policies and procedures that govern how applicants to the program are evaluated for admission in the Kean University catalog and website. See http://www.kean.edu/michael-graves-College or http://architecture.kean.edu. However, the required forms and initiatives are not yet covered.

**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**

**[ ] Not Met**

**[ ] Not Yet Met**

**[ ] Not Applicable**

**2017 Team Assessment:** The program has demonstrated that students have information and advice regarding financial aid. Generally, students get funding through federal grants, state grants, and the teaching assistant program.
The program has also demonstrated that students have online access to the cost of university tuition, fees, and room and board. The online cost information includes a net price calculator.

**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.

**[ ] Met**

**[X] Not Met**

**2017 Team Assessment:** Not applicable at this time.


**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 edition, amended)*.*

**[ ] Met**

**[X] Not Met**

**2017 Team Assessment:** Not applicable at this time.

**V.    Appendices:**

**Appendix 1. Conditions Met with Distinction**

(list number and title; include comments that describe the basis for the team's assessment)

**2017 Team Assessment:** Since no M. Arch. course work has been taught at this time, the team did not find any Conditions Met with Distinction.

**Appendix 2. Team SPC Matrix**

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

**2017 Team Assessment:** Since no M. Arch. course work has been taught at this time, the team did not find any changes in the program's proposed matrix. The team also did not find any of the SPC met by the preprofessional course work completed to date. The chart is shown on the next page of this report.

MICHAEL GRAVES COLLEGE - SCHOOL OF PUBLIC ARCHITECTURE

NAAB STUDENT PERFORMANCE CRITERIA MATRIX 2014 CONDITIONS

| SPC | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | B.1 | B.2 | B.3 | B.4 | B.5 | B.6 | B.7 | B.8 | B.9 | B.10 | C.1 | C.2 | C.3 | D.1 | D.2 | D.3 | D.4 | D.5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**B. A. CURRICULUM**

YEAR 1 — SEMESTER 1 — ARCH 1101: STUDIO 1: URBANISM AND ARCH; ARCH 1000: INTRO TO ARCHITECTURE; ARCH 1301: REPRESENTATION 1; ARCH 1601: ELEMENTS AND PRINCIPLES 1 — A1, A2, A6, A7

YEAR 1 — SEMESTER 2 — ARCH 1102: STUDIO 2 CONSTRUCTION & ARCH; ARCH 1201: ARCHITECTURAL HISTORY 1; ARCH 1302: REPRESENTATION 2; ARCH 1602: ELEMENTS AND PRINCIPLES 2 — A1, A4, A5, A7

YEAR 2 — SEMESTER 1 — ARCH 2103: STUDIO 3: LANDSCAPE; ARCH 2203: HISTORY 3; ARCH 2303: REPRESENTATION 3; ARCH 2603: ELEMENTS AND PRINCIPLES 3 — A3, A4, A7, A8, D1, D5

YEAR 2 — SEMESTER 2 — ARCH 2104: STUDIO 4: URBAN BUILDING; ARCH 2204: HISTORY 4; ARCH 2304: REPRESENTATION 4 — A2, A5

YEAR 3 — SEMESTER 1 — ARCH 3105: STUDIO 5: COMPLEX PROGRAM I; ARCH 3205: HISTORY 5: 18TH AND 19TH C.; ARCH 3401: STRUCTURES 1 — B1, B2, B5

YEAR 3 — SEMESTER 2 — ARCH 3106: STUDIO 6: TRAVEL-ROME; ARCH 3206: HISTORY 6: RENAISSANCE & BAROQUE — A7

YEAR 4 — SEMESTER 1 — ARCH 4107: STUDIO 7: URBAN DESIGN & HOUSING; ARCH 4207: HISTORY 7: URBAN & LANDSCAPE FORMS; ARCH 4402: STRUCTURES 2 — A2, A3, A6, B1, B5, B6, B7

YEAR 4 — SEMESTER 2 — ARCH 4208: OPTIONAL STUDIO; ARCH 4208: HISTORY 8: SEMINAR; ARCH 4403: BUILDING SYSTEMS 1 — A3, A8, B6, B7

**M. ARCH CURRICULUM**

YEAR 5 — SEMESTER 1 — ARCH 5109: STUDIO 9: COMPLEX PROGRAM II; ARCH 5404: BUILDING SYSTEMS 2; ARCH 5209: HISTORY 9: SEMINAR — A2, A3, A5, A6, A7, A8, B1, B2, B5, B6, B7, D1

YEAR 5 — SEMESTER 2 — ARCH 5110: STUDIO 10: WENZHOU/GRAVES STUDIO; ARCH 5405: BUILDING SYSTEMS INTEGRATION; [PROFESSIONAL ELECTIVE]; [PROFESSIONAL ELECTIVE] — A1, A4, A6, A7, A8, B8, B9

YEAR 6 — SEMESTER 1 — ARCH 6111: STUDIO 11: COMPREHENSIVE DESIGN; ARCH 6501: PROFESSIONAL PRACTICE 1; ARCH 5201: THESIS RESEARCH SEMINAR — A2, A3, A4, A5, B1, B2, B3, B4, B6, B7, B8, B9, B10, C1, C2, C3, D2, D3, D4, D5

YEAR 6 — SEMESTER 2 — ARCH 6112: STUDIO 12: THESIS; ARCH 5502: PROFESSIONAL PRACTICE 2; [PROFESSIONAL ELECTIVE] — A1, A2, A3, A8, C1, C2, D1, D2, D4, D5

**Appendix 3. The Visiting Team**

Team Chair, Practitioner
Stephen Parker, FAIA, LEED AP
Chairman Emeritus
Grimm + Parker Architects
Potomac, MD 20854
(240) 603-9014
sparker@gparch.com


Educator
Stephen Schreiber, FAIA
100 High Street
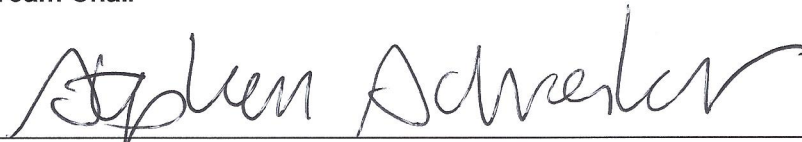Amherst, MA 01002
(413) 577-1575
schreiber@umass.edu


NAAB Representative
Robert A. Boynton, FAIA
Boynton Rothschild Rowland Architects PC
The Ironfronts, Suite 221
1011 East Main Street
Richmond, VA 23219
(804) 643-1977
rboynton@brr-arch.com
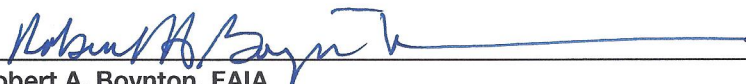
**VI.      Report Signatures**

**Respectfully Submitted,**

_____

Stephen Parker, FAIA
**Team Chair**

_____

Stephen Schreiber, FAIA
**Team Member**

_____

Robert A. Boynton, FAIA
**NAAB Representative**
**Team Member**