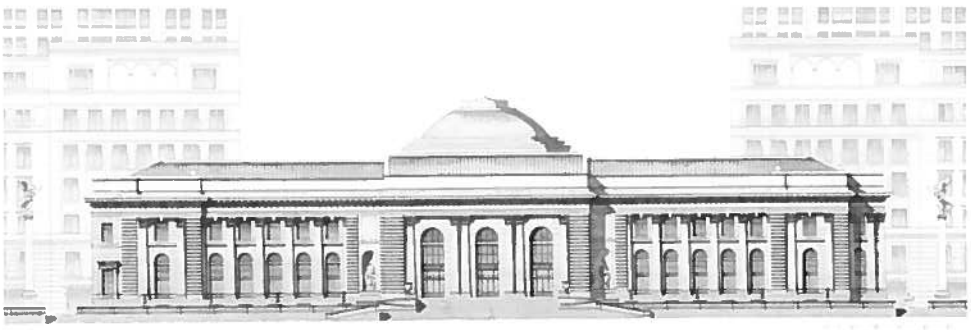
ARCHITECTURE PROGRAM REPORT

UNIVERSITY OF NOTRE DAME SCHOOL OF ARCHITECTURE



FALL 2009

NATIONAL ARCHITECTURAL ACCREDITATION BOARD

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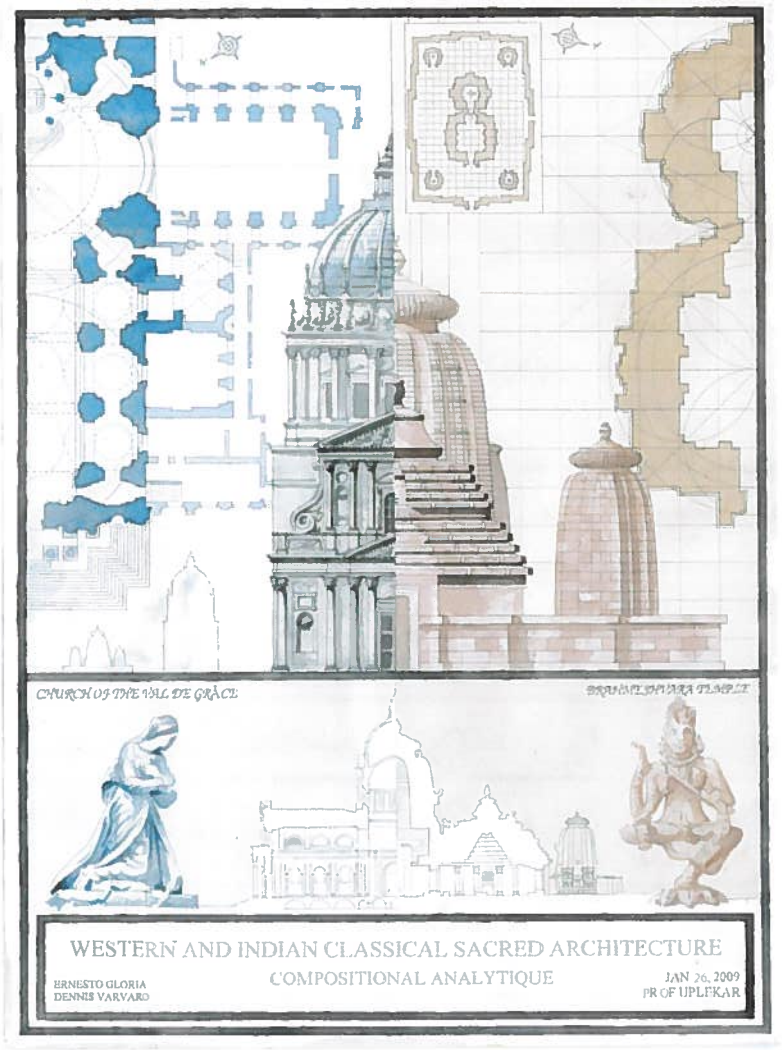


PART 1: INTRODUCTION TO THE PROGRAM

The School of Architecture at the University of Notre Dame strives to educate leaders in the field of traditional and classical architecture and urbanism who will build a future at once more functional, beautiful, and humane. Architecture gives us more than the structures where we live and work; it gives structure to our lives. In the design of our cities and towns, our neighborhoods, our homes and offices, and our parks and places of worship, architecture should reflect our highest aspirations. Using that as our blueprint, the School of Architecture emphasizes traditional and classical design, the timeless principles that transcend trends and fads. We are part of a continuum from the past to the future, honoring a grand legacy and carrying it forward with cutting-edge ideas and technology that preserve both the built and the natural environments. These principles apply from the smallest to the largest buildings and the smallest towns to the largest cities, establishing civic identity and facilitating an efficient and satisfying way of life, built to a human scale. Great architecture is at once local in scale, global in scope, and sustainable in aspiration – not a fashionable footprint that tramples the past and threatens the future.

Undergraduate and graduate students alike immerse themselves in the principles of traditional and classical architecture and its application in the modern world. That means they learn not only the basics of design and construction, but they develop an understanding of society itself and how the buildings where people live, work, and worship facilitate community. To that end, Notre Dame's undergraduate and graduate programs prepare her students to become licensed architects and engaged citizens committed to the greater good of the built and natural environment.

The School of Architecture occupies a unique place in American architectural education today, offering a distinct alternative to the method of teaching architecture that has been prevalent since the 1950s. The School has re-established a paradigmatic approach to learning that is intended to be more than a mere foundation of study. Rather, the program is seen as an initiation into traditional and classical architecture as a way of addressing practical design problems throughout the architect's professional life.

Thanks to strong and patient University administrative support over the past twenty years, the programs in the School of Architecture have flourished. This support has resulted in the addition of new faculty positions, the change from a Department in the College of Engineering to an autonomous School, and a change in the School's leadership from a chairman to a Dean. With direct links to the Office of the Provost, the School is in a strong position of self-determination while still being guided by and benefiting from larger University directives. The School's Dean is a member of the Provost's Advisory Committee (PAC) and performs administrative functions along with the Deans of the other colleges and schools within the University. The School's close ties to the University's Development Office is also reflected in the dramatic growth of the endowment for the graduate program, in the development of the rare book collections in the Architecture Library, and improvements in the facilities in Rome.

Another essential component of growth in Notre Dame's School of Architecture has been the enthusiasm and support of its undergraduate and graduate students. Exclusively at the graduate level, and increasingly at the undergraduate level, students are drawn to Notre Dame because of its unique program of study. Now, more and more freshmen applicants are applying to Notre Dame specifically because they desire its unique offerings. Graduate students come from the corners of the earth, as do national and international undergraduate students. The School of Architecture appreciates that the 1998-99 and the 2004-05 NAAB reviews recognized that the

School provides a varied and alternative point of view that also satisfies the NAAB criteria. We believe that the School has made great strides since 2004-05, yet we recognize our need to improve the School and refine its curriculum if we are to continue having an effect on architectural education at large. In identifying the School's strengths and weaknesses, we clarify our own future.

Enrollment in the Graduate Program has grown from four in 1990 to 16 in 2004 to 45 in 2008-09. (See below for an account of changes in the graduate program since the 2004 NAAB visit.) Graduate students have ameliorated teaching loads at the first-year and second-year levels through their significant contributions as TAs. On the other hand, the School of Architecture needs to develop more teaching positions to help satisfy graduate needs, and it is necessary to find additional studio space both on the home campus and in the Rome Studies Program.

Education is the process of acquiring experiences and knowledge so that one can make sense of the world and be able to act justly and effectively within it. One encounters concurrent and contradictory messages during the course of a lifetime, all of which adds to one's knowledge. But knowledge alone is not enough to create an understanding of the world. Knowledge reveals the basic facts of the world, but we still need reason to prioritize and assemble this knowledge in a useful manner, and we need virtue to direct our knowledge towards just ends. The resolution of problems and conflicting forces requires faith that resolution is possible and that the result of the resolution will make a better place for all of us to live.

The Notre Dame School of Architecture offers three first professional degree programs: a five-year Bachelor of Architecture degree, a two-year Master of Architecture degree, and a three-year Master of Architecture degree. The School is unique in the United States in that its theoretical emphasis is based on the principles of the traditional city and its architecture as a way of understanding the problems of contemporary practice in architecture. The traditional city is a place where the productive powers of knowledge, reason, virtue and faith propel the creative process by the interaction of standards of excellence provided by the past with the never-ending demands of the present and future. From the tensions between the private and public realms of the city, and between the dynamic reality of the city as a place of both memory and hope, we observe the emergence of truly meaningful formal creativity. We ground our students in a sure knowledge of the past, and use the past as a way of informing the future.

The architecture curriculum in all our degree programs is structured so that each year builds on the foundation of the one before. This pedagogy relates the teaching of one area or discipline to another and in this manner each course reinforces the knowledge found in at least one other course. In the undergraduate B.Arch curriculum, the first year features the liberal arts program common to all Notre Dame students, as well as introductory courses in architectural drawing and theory. Second year courses in design, technology and history become the basis by which the principles of construction and their relationship to architectural form are examined. The third year, which takes place in Rome, explores traditional urbanism and how traditional architecture facilitates a humane way of life. By the fourth year, issues of regionalism and cross-cultural values are explored through the typological understanding of the city and its architecture developed during the previous three years. By the fifth year, the students have forged individual viewpoints about architecture and engage a diversity of issues that culminate in their spring comprehensive design thesis studio.

In addition to the programs of the normal academic years, the School of Architecture has also had a series of overseas summer school studios. Sites that have hosted summer studios include Nauplion, Greece, London and Bath England, Viseu Portugal, Oslo Norway, and Havana Cuba. An ongoing summer program is held in conjunction with Nanjing PRC in China, and graduate urban design students do an annual American Urbanism summer field trip upon their return from Rome. Through their architectural travels in the U.S., Europe, China and elsewhere, in addition to their required readings, students observe how traditional towns and villages can be in harmony with their natural surroundings. This harmony they see first simply as beauty; but further study reveals how the scale and proximity and organization of formal elements have also resolved issues of economic viability, social richness and environmental sustainability; and these resolutions become models to be emulated and advanced in their own subsequent life's work.

In AY 2004-2005, the School of Architecture initiated significant changes in the graduate architecture curriculum in an effort to make graduate education in classical and traditional architecture and urbanism more widely available, increase both the size and the profile of the graduate program in architecture, and expand the financial resources of the School of Architecture. Prior to AY 2005-2006, the School of Architecture offered a 2-year course of graduate study leading to the Master of Architecture professional degree. To this existing graduate program, beginning in the fall of 2005, the School of Architecture has added a 3-year Master of Architecture degree program.

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a 4-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon both classical architecture and traditional urbanism, with a concentration in one or the other. Studio course work includes a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the N.A.A.B.'s substantive curricular requirements for accredited professional architecture degree programs, which vary from student to student depending upon their undergraduate architectural education.

The 3-year Master of Architecture professional degree is intended for students with a four-year undergraduate degree in a field other than architecture. An intensive three semester sequence of studio, history, theory and technology courses prepare students for the final three semester concentration/terminal design project and public defense sequence mentioned above and described below.

In addition to the new 3-year M.Arch course of study, the new graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a two-semester-concentration + terminal-design-project-based advanced curriculum.

We hope and intend that all our graduates will enter the profession understanding themselves not only as contributors to the built world but also as citizens and public servants. Architecture provides, or should provide, the physical settings that facilitate people living together justly. We hope we are helping future architects to find the faith to act with knowledge, reason, good will and virtue.

1.1 History and Description of the Institution

In 1842, the Reverend Edward Sorin founded the University of Notre Dame. By the end of the Civil War he had augmented the University's classical curriculum of humanities, poetry, rhetoric, and philosophy with a college of science. Sorin's death in 1893 brought the founding era to an end and Father John A. Zahm, C.S.C. continued Sorin's leadership by promoting growth in science and research. Father James A. Burns, C.S.C. furthered this tradition of visionary leadership in the 1920's by upgrading the Law School and establishing the University's first endowment.

Father John J. Cavanaugh, C.S.C., tightened entrance requirements and increased faculty hiring in the 1940's. This was enhanced by dramatic growth at Notre Dame after World War II. Father Theodore M. Hesburgh, C.S.C., began a 35-year tenure as president in 1952. Notre Dame gained national prominence under his leadership, and internally the library grew dramatically. Then expansion of physical facilities was particularly evident, growing from 48 buildings to 88. Perhaps Hesburgh's principal accomplishment was the admission of women as undergraduates in 1972.

From 1987 to 2004, the University of Notre Dame continued to grow in stature under the leadership of Father Edward A. Malloy, C.S.C. Chaired faculty positions currently number 249. As of Fall 2008, and the undergraduate student body enrollment of 8,363 and the graduate student enrollment of 3,368, which includes first Professional enrollment (Law and Masters of Divinity), has become one of the twenty most highly selective in the United States. Notre Dame's $1.7 billion, plus its endowment, ranks in the top 20 in American higher education. The University has a 21%% undergraduate minority student population, with 18% of all student minorities, and has expanded the presence of women at all levels. Father Malloy also undertook a major effort in international outreach, with 59.5% percent of Notre Dame's undergraduate students participating in foreign studies programs.

Notre Dame is much more than its statistics. Historically, it has grown from the vision of its founder, Father Edward Sorin, who sought to establish a great Catholic university in America. The University Sorin founded has been faithful to both its religious and intellectual traditions. Over the years, Notre Dame has been a place where the Catholic Church could do its thinking. The first national study of Catholic elementary and secondary education was done at Notre Dame in addition to the most extensive study of Catholic parish life and a landmark historical study of the Hispanic Catholic community in the United States.

The aerodynamics of glider flight and the transmission of wireless messages were pioneered at the University in the past, and today researchers are achieving breakthroughs in laser and nanotechnology. The formulae for synthetic rubber were discovered at Notre Dame, and today the University is a world leader in radiation chemistry. The combination of ground-breaking research and a long tradition of excellence in undergraduate and graduate education have attracted world-class teachers and scholars in theology, philosophy, accountancy, nuclear physics, Latin American studies, medieval studies and other disciplines. The University's most recent commitment to teaching is the Kaneb Center for Teaching and Learning based in DeBartolo Hall, an 84-classroom complex with state-of-the-art computer and audio-visual equipment that makes it among the most technologically advanced teaching facilities in higher education.

Notre Dame always has been heavily residential, with more than four in five undergraduates living on campus. Students come to Notre Dame to learn not only how to think but also how to live, and often the experiences alumni carry from residence hall communities at Notre Dame remain vivid over a lifetime. The University always has attracted scholars who are interested in teaching and scholarship, men and women who know that a Notre Dame education is more than what is taught in classrooms and laboratories.

Notre Dame has a unique spirit. It is traditional, yet open to change. It is dedicated to religious belief no less than scientific knowledge. It has always stood for values in a world of fact. It has kept faith with Father Sorin's vision.

1.2 Institutional Mission

[From the University of Notre Dame *Faculty Handbook*, pps. 1-2, 2007-2008]

The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where, through free inquiry and open discussion, the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.

The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students. The Catholic identity of the University depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals. This ideal has been consistently maintained by the University leadership throughout its history. What the University asks of all its scholars and students, however, is not a particular creedal affiliation, but a respect for the objectives of Notre Dame and a willingness to enter into the conversation that gives it life and character. Therefore, the University insists upon academic freedom that makes open discussion and inquiry possible.

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

Notre Dame also has a responsibility to advance knowledge in a search for truth through original inquiry and publication. This responsibility engages the faculty and students in all areas of the University, but particularly in graduate and professional education and research. The University is committed to constructive and critical engagement with the whole of human culture.

The University encourages a way of living consonant with a Christian community and manifest in prayer, liturgy and service. Residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in building a society that is at once more human and more divine.

Notre Dame's character as a Catholic academic community presupposes that no genuine search for the truth in the human or the cosmic order is alien to the life of faith. The University welcomes all areas of scholarly activity as consonant with its mission, subject to appropriate critical refinement. There is, however, a special obligation and opportunity, specifically as a Catholic university, to pursue the religious dimensions of all human learning. Only thus can Catholic intellectual life in all disciplines be animated and fostered and a proper community of scholarly religious discourse be established.

In all dimensions of the University, Notre Dame pursues its objectives through the formation of an authentic human community graced by the Spirit of Christ.

1.3 Program History

The School of Architecture of the University of Notre Dame was the first architecture program in the United States to be founded by a Catholic university. Courses in the subject were offered as early as 1869, with the degree-granting program being formally initiated in 1898. The College of Architecture was established in 1906, offering Bachelor and Master of Science degree programs in Architecture and in Architectural Engineering. Due to a lack of students during World War I, the autonomous college became a department in the College of Engineering. During the 1930s the undergraduate program, like most others in the United States, was expanded to five years. In 1969 the School of Architecture initiated a junior year abroad program in Rome, and it remains the only compulsory year-long program of architectural studies in Italy among American schools of architecture.

The history of how architecture was taught at Notre Dame is closely linked to architectural developments in the United States. This has always been influenced, however, by the unique qualities of the University's administration, faculty and students. As noted in the University of Notre Dame *Mission Statement*, there has been a consistent blend of cultural and ethical values molded by the Catholic foundation of Notre Dame. In addition, there has also been a keen interest in how European traditions affect American culture.

Henry J. Schlacks, a prominent Chicago architect who came to South Bend weekly to supervise the incipient program, taught the first formal courses in Architecture at Notre Dame in the 1890s. Francis Xavier Ackerman, head of the Department of Mechanical Drawing, nurtured the student's work. As the Department of Architecture developed, its quarters were moved to the double-height spaces on the fifth floor of the University's Administration Building.

Early architectural design courses in the Department consisted of rendering the elements of Classical, Renaissance and Gothic architecture in pen and ink and watercolors. Principles of planning and composition, the design of monumental structures and contemporary problems of design were also studied. Construction courses complemented the design studio and study of materials and methods used by all trades extended to the writing of specifications. Graphic methods of determining stresses in beams, girders and trusses were also studied.

Under Francis Kervick's chairmanship during the late 1920's, the Department began to participate in the Beaux-Arts Institute of Design program. Students engaged in national design programs with competitive juries. Such inter-school competition raised the standards of architectural education in the United States and improved the curriculum at Notre Dame. Analytiques issued by the Institute were used in the first and second years in conjunction with sketch problems written by the faculty. In the later years of the 1920's Beaux-Arts Institute

programs continued to be used throughout the curriculum with initial juries done locally and the winners submitted to be judged in New York.

When a new building for the University's Law School was constructed in 1930, the Architecture Department moved into Hoynes Hall. A lecture room and a library containing 1,000 volumes were located on the first floor and studios were housed above. In 1930, Notre Dame Professor William W. Turner published *Fundamentals of Architectural Design*, a commonly used text for a considerable time thereafter.

In 1939, Francesco (Frank) Montana, FAIA, joined the faculty as an instructor in Architecture. He had won the Paris Prize in 1936 and he received his diploma from the *École des Beaux-Arts* in 1939. He became chairman of the Department at Notre Dame in 1950. His accomplishments included moving the Department of Architecture into the former University Library in 1965. In 1968, he established a graduate program, directed by Professor Patrick Horsbrugh, which led to the degree Master of Environic Design. In 1969, Professor Montana established the Rome Studies Center in its current location on Via Monterone. He stepped down from the chairmanship in 1972, and he then served as Director of the Rome Studies Program until 1986.

Professor Ambrose Richardson, FAIA, was Chair at Notre Dame from 1972 to 1978. He had been a design principal for Skidmore, Owings and Merrill, in Chicago and directed a graduate program in architecture at the University of Illinois, Urbana-Champaign. One of his most noted accomplishments is his design of the Snite Museum of Art. Professor Richardson retired in 1978 from the University of Notre Dame as Chairman of the School.

Professor Robert Amico elevated Architecture from a Department to the status of a School within the College of Engineering in 1983. Professor Amico also instituted curriculum changes, established the School's computer laboratory, and established the School's Council of Advisors. During his tenure in 1985, the University solidified its support for the Rome Studies Program by purchasing the principal floors of two adjacent *palazzi* in the *Centro Storico* of Rome which the School had previously rented. This building provides offices and studio facilities for the Rome Studies Program. Also during Professor Amico's chairmanship, the Masters program leading to the Masters of Environic Design was discontinued and a new graduate program was established in 1984 leading to a Master of Architecture degree.

In 1989, Thomas Gordon Smith because Chair of the School of Architecture. He proposed the goal of instituting a curriculum that would revive the classical method of teaching architecture as the foundation of Notre Dame's program. Several elements to support this agenda were already in place, principally the Rome Program and a strong direction in urban design based on principles already espoused by Colin Rowe and his followers. With administrative support for this new direction, new faculty lines were created, the administration in the Rome Studies Program was revamped, and the Master of Architecture Program was expanded to integrate studies in architecture with urban design. Endowment growth allowed the graduate program to expand from four students to sixteen, and the Library collection was expanded and now has an art and architecture specialist at its head. The School became officially autonomous from the College of Engineering, and the School's building was thoroughly renovated, expanded and rededicated as Bond Hall in March 1997.

In 1998, the School selected as its Chairman, Carroll William Westfall, who received the School's first endowed professorship. Professor Westfall's administration focused on making

significant strides with the interaction and integration of computers in the curriculum, and establishing the South Bend Downtown Design Center. Other enhancements to the program under Bill Westfall were a strengthening of the focus on urbanism and the initiation of a publications program. Relationships with other programs sympathetic to traditional architecture and urbanism were encouraged, and faculty, undergraduate and graduate students have participated in academic programs with the Prince of Wales' Institute, the University of Miami, the University of Maryland, the Academy of St. Petersburg in Russia, and Nanjing PRC.

In 2002, Professor Michael Lykoudis was named the School's Chairman, the first to be selected from within the faculty since the appointment of Frank Montana in 1950. With strong support from the School's Advisory Council, his position was elevated from a Chair to a Dean in 2004. Professor Lykoudis has stated his desire for the School's faculty and students to engage in a broader, more diverse dialogue with professional architects and educators as the School plays an increasingly greater role as a leader in architectural education. Lykoudis expanded the Downtown Urban Design Center, providing an option for fourth and fifth-year students to engage in challenging projects in South Bend and the surrounding community, an agenda since extended under the aegis of the Center for Building Communities established in 2006. The annual Richard H. Driehaus Prize for Classical Architecture was established under Dean Lykoudis' tenure, a sum of $200,000 given to an individual who has made a significant contribution to classical architecture or historic preservation. The award is funded by Richard H. Driehaus, the founder and chairman of Driehaus Capital Management in Chicago. The award program was founded through Notre Dame's School of Architecture because of its reputation as a national leader in incorporating the ideals of traditional and classical architecture into the task of modern urban development. The Prize and the events surrounding the award have helped the School engage other academic and civic institutions that are crucial for the School in its quest to participate fully in the discussions about the built environment and to make a significant contribution to architectural education.

Dean Lykoudis' further goals have been to expand the graduate program, raise the quality of teaching in the areas of building technology, professional practice, and architectural history, and to continue, in general, to raise the School's profile and expand the means necessary to make its mission and its values known to a broader public.

1.4 Program Mission

[Adopted by the faculty, Fall 1998, revised 2003, 2009]

To be the leading school of architecture, in the classical tradition, that trains leaders for the profession and is a center of intellectual engagement in architecture.

The mission of the School of Architecture at the University of Notre Dame is to make available the best possible professional degree training at the undergraduate and graduate levels and post-professional degree studies while contributing to the work of the university of which we are part. We seek to form ourselves, faculty and students alike, into men and women who can bring to the built world effective insights that tap into the deepest meanings and aspirations of that world.

The ability to articulate the rational basis for a building design aligns architecture with all those disciplines that seek truth in nature and human affairs. A rational discourse can connect architecture with other disciplines both in the University and in civil and sacred life; for example,

in justice pursued through civil discourse and law, in the exploration of the natural world through the physical sciences, in the human search for meaning and community through the arts, through letters, and in religion. Reason lifts architecture from the level of a merely personal act to that of a civic, cultural, ethical act and mediates between the legacy of tradition and the promise of innovation.

Memory is embodied in tradition. Tradition brings into play the experience of the past in integrating the three realms constituting architecture, namely, the technical, the formal, and the civil. The traditions of the art of building or of technology inform us about how we might build, what materials we might use, and how we might use these in different circumstances and in different times. Tradition guides the making of buildings and settings toward the establishment and maintenance of a civil life. Tradition brings a legacy of architectural form from which we draw and upon which we build.

Our personal gifts are our individual endowments, cultivated by study, practice, and learned guidance. In that study we not only develop the gifts but we also learn to guide their use by reason and memory and to integrate intellectual prowess with manual skill. We believe that this emphasis on the integration of reason, memory, and the individual's unique gifts and the important role of tradition in guiding the architect sets Notre Dame's program apart from most others. Here, individuals are encouraged to respond to the imperative to embody a civic purpose in their work and to manifest moral responsibility in their conduct.

The principle animating the School's program is the proposition that the faculty have something valuable to teach and that the student is here to learn as he or she grows and eventually assumes equal status with his or her instructors. The faculty teaches what they know but must be able to articulate why and how what they have learned and are now teaching is valuable for the student's intellectual and professional growth. The faculty is unified in their agreement that the past has something important to teach and that there can be no fully informed actions in the present unless informed by excellent work from the past by those who have grappled with similar problems. Nevertheless, what each person makes of the past will be as different as one person is from another. Tradition is a personal possession, but what each person possesses is rooted in the same legacy and the same world.

Thus, the program in architecture at the University of Notre Dame poses three challenges:

1) The student is challenged to draw out the best from the past, from the faculty, from colleagues, and from the other resources of the University in order to make the best possible contributions to architecture and the best possible service to the community and the profession.

2) The faculty and others involved in the School's work are challenged to hone to the sharpest edge possible each student's unique endowment.

3) Finally, everyone involved in this enterprise, whether students, faculty, or staff, is challenged to draw out the best from themselves as they perfect the unique gifts God has given them.

1.5 Program Self-Assessment

The strengths of the School of Architecture are the solid foundation from which to address the challenges before it. These are its structured curriculum, the faculty, the Rome

Program, the various concentrations in Furniture, Preservation, Professional Practice and other service-learning and service-research programs during the academic year and summer international programs.

The program's structured curriculum has given the students an opportunity to build one area of knowledge on top of another. The philosophy that architecture emanates from two form-based areas of knowledge – construction and urbanism – allows the students to place new knowledge acquired into a structure where it is usable and understood within a context. This aids in both the memory of the knowledge and in the students' ability to apply it to the appropriate areas of design and other subjects.

The faculty's scholarly and professional reputations connect the School and the students to opportunities to examine issues that they would not otherwise have, such as internships with leaders in the profession and the academy, as well as employment opportunities across the nation and the world. The dedication of the faculty to the School and the students is another asset. This dedication takes the form of offering summer programs mentoring and challenging the students to measure themselves against all of history and not just each other.

The School of Architecture Rome Studies Center is currently in one of the most prized locations in the city's *Centro Storico* (Historic Center), between the Pantheon and Piazza Navona. Within this context, the School's pedagogy contains artistic and ethical goals. These goals include the formation of the architect as a maker of cities and buildings side by side with the formation of the architect–citizen. At the heart of traditional architecture resides the notion of architecture as a civic duty serving the public as well as the private realms.

Because of the rich historical urban layers, a continuity of two-and-a-half millennia of urban refinement, Rome holds an unequalled paradigmatic role for the formation of the architect as a maker of cities and buildings, as well as the architect-citizen. Very few cities contain such a remarkable concentration of masterpieces of architecture, sculpture and painting. Rome's lessons form an integral part of the School of Architecture's pedagogy in its design, history and theory and painting classes.

The various concentrations allow the students to find in-depth study in various sub disciplines that amplify aspects of the core curriculum. These offerings range from tactile experiential topics such as furniture design and building to practice-related topics such as business administration and professional practice and preservation.

Several challenges face the School. The majority of these are part of the ongoing struggle to stay ahead of the world's issues and to ensure that we are changing both in response to world events and changes to culture but also to help shape the future. Other problems are more technical and require pragmatic fixes that are often simple and sometimes elusive.

The first mentioned challenges are divided into two parts: the curricular, pedagogical and programmatic issues and the second have to do with faculty and staff issues.

With respect to curriculum, the School reviews the content of the curriculum each year to address any issues of content and relevance, continuity, consistency and general renewal. To that end, about every other year the School organizes a summer retreat where the faculty as a part or a whole convenes to discuss issues of the curriculum. One year it was to discuss the technology issues, the other to examine the curriculum in Rome, the last was to review the curriculum in its

entirety. In addition to this, the Undergraduate Studies Committee and the Graduate Studies committees meet several times a year to address issues that have been brought up in the retreats but also to review other issues and problems as they emerge.

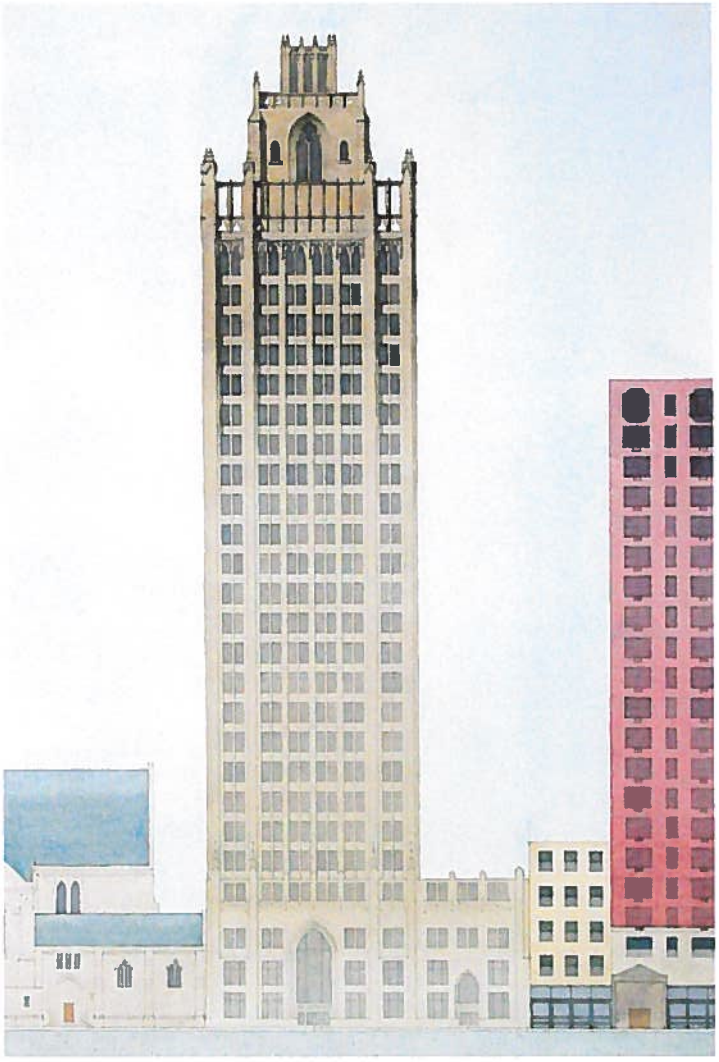
Current issues include a reexamination of the use of analysis in design studio, the diagrammatic abilities of our students, and integration of building systems in design and the struggle between hand drawing and the use of digital media from AutoCAD to BIM.

With respect to challenges facing our faculty there are several. The first is finding an appropriate candidate pool for new faculty. The second has to do with the tenure and promotion requirements that face the new faculty. Other challenges are in the process of being addressed. There is a severe space shortage in the School currently both in Rome and on the home campus. The first year students are housed in a studio space about 200 yards away from Bond Hall and this space is slated for demolition. The increased engagement with shop equipment and new technologies has also encroached on space.

The management of digital technology equipment and facilities is still not in place to a satisfactory level. There are practical problems such as printing during peak times, to more philosophical and artistic concerns such as the role of computers in the design process and the interaction between hand drawing and digital technologies. To a large degree the media used in the studios influences design quality and philosophy. A school of architecture that engages the classical tradition has a unique set of issues to resolve. The School continues to engage this challenge both from a pedagogical and philosophical perspective as well as from the ordinary and practical issues that result from it.

PART 2

PROGRESS SINCE THE PREVIOUS VISIT



PART 2. PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 Summary of the Responses to the Team Findings

2.1.a Summary of Responses to the Team Findings (2004 VTR): Conditions Not Met

The School of Architecture has addressed the Conditions Not Met outlined in the 2004 VTR and has implemented changes that corrected all of them by the conclusion of the academic year 2007-2008. Spring 2008 was the term in which the first three-year Master of Architecture class graduated and the new and revised undergraduate and graduate curricula were taught in their entirety.

The following is a description of the actions initiated by the School to address the Conditions Not Met outlined in the VTR in 2004. The deficiencies listed in the VTR are quoted in their entirety, and the Program response follows in italics:

3. Public Information (page 7 of the VTR)
The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

B. Arch. - Not met
M. Arch - Not met

Program Response:

At the time of the Visiting Team Report the School was publishing out-dated verbatim statements about accredited degrees. Since the accreditation visit, the School has placed in all of its bulletins and catalogues, as well as its website, the most up to date verbatim statements about accreditation.

The School takes numerous steps each semester to distribute information about the NAAB 34 criteria: 1) faculty are required to include them in each course syllabus, 2) they are included on the School's web-page, and 3) they are distributed to all students at the beginning of each academic year.

11. Professional Degrees and Curriculum (page 12 of the VTR)
The NAAB accredits professional programs offering the Bachelor of Architecture, Master of Architecture, and Doctor of Architecture degrees. The curricular requirements for awarding these degrees must include three components – general studies, professional studies, and electives- which respond to the needs of the institution, the architecture profession, and the students respectively.

M.Arch. – Not Met

It appears that the School is currently offering an ad hoc version of a 3-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so. In the School's published *Bulletin of Information for Graduate Programs*, the professional M.Arch degree is described as "intended for students entering the University of

Notre Dame with a 4-year pre-professional degree in architecture and seeking a professional degree."

A meeting with the graduate students revealed problems with communications to prospective students about the program requirements and their eligibility to apply. Some without pre-professional architecture degrees are being encouraged to apply to the program and are being admitted. A related problem is determination of course requirements for those incoming students who lack an undergraduate pre-architecture degree. Although these students are required to take some of the technical courses they are missing, the team concluded that the remedial coursework is not sufficient to compensate for the lack of a pre-professional degree. The team's greatest concern is that students are receiving a professional degree in architecture with insufficient preparation in design.

The two-year component of the School's accredited M.Arch program is not clearly defined. The prior visiting team expressed concern that the needs of graduate students were not supported as effectively as those of undergraduates. The visiting team observed that concerns raised by the prior team about the graduate program do not appear to have been addressed.

The accredited M.Arch degree program is currently in transition and faculty members are discussing the possibility of expanding their degree offerings to include a three-year first professional degree for graduate students with undergraduate degrees in other disciplines.

The School needs to take action to bring its admissions practices into alignment with its accredited degree offerings.

Program action and response:

After the VTR was received by the School of Architecture, the Dean and Director of Graduate studies met with the Executive Director of the NAAB to discuss the protocol and procedural correctness of expanding our accredited two-year program to a three-year program. The School was advised that such an expansion could indeed occur within the framework of our existing NAAB-accredited Master's Degree and would not require a new accreditation process.

The Notre Dame School of Architecture subsequently initiated in academic year 2004-2005 significant changes in the graduate architecture curriculum, in an effort to: 1) make graduate education in classical and traditional architecture and urbanism more widely available; 2) increase both the size and the profile of the graduate program in architecture; and 3) address the concerns of the NAAB visiting team, and 4) expand the financial resources of the School of Architecture. Until the fall of 2005, the School of Architecture had offered two degrees in two 2-year courses of graduate study--the post-professional Master of Architectural Design and Urbanism (M.ADU), and the professional Master of Architecture (M.Arch)--that engaged a total of sixteen graduate students annually. To these existing graduate courses of study the School of Architecture has added a 3-year Master of Architecture degree that is in the process of growing the graduate program from sixteen students to approximately forty-five students over the course of three years. The expansion of the graduate program to include the 3-year M.Arch means that the School of Architecture graduate degree offerings now include the following three courses of study:

Path A / Master of Architectural Design and Urbanism (M.ADU):
Total Requirements: 45 credits

The two-year Master of Architectural Design and Urbanism post-professional degree is intended for students who already hold an accredited professional degree and are seeking to further develop their design skills and critical thinking in the disciplines of classical architecture and traditional urban design. The studio course work consists of a foundational first semester spent in South Bend introducing students to classical architectural design, urban principles and history, and the history of Rome; followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by an independent terminal design project and public defense in the student's fourth semester. Forty-five (45) credit-hours are required for graduation, and M.ADU students are limited to 12 credit-hours per semester. M.ADU students also serve as Teaching Assistants in undergraduate courses in their three semesters in South Bend, for which they receive a stipend.

Path B / Master of Architecture (M.Arch):
Total Requirements: 57 credits (minimum)

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon classical architecture and traditional urbanism. Studio course work is identical to that of the 2-year Path A M.ADU program, with a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the NAAB's substantive curricular requirements for accredited professional architecture degree programs, which will vary from student to student depending upon their undergraduate architectural education, and which will be determined by cross-referencing the student's undergraduate course of study with the three-year M.Arch curriculum and matrix that have been designed to ensure compliance with NAAB accreditation criteria. A minimum of 57 credit-hours are required for graduation, and the normal course load for Path B / 2-year M.Arch students is 15 credit-hours per semester.

Path C / 3-Year Master of Architecture (M.Arch):
Total Requirements: 96 credits

The 3-year Master of Architecture professional degree is intended for students entering the University of Notre Dame with a four-year undergraduate degree in a field other than architecture. An intensive three semester sequence of studio, history, theory and technology courses prepare students for the final three semester concentration / terminal design project and public defense sequence described above. Ninety-six (96) credit-hours are required for graduation, including a normal load of 18-credit hours each of the first three semesters (see Appendix 3 for curricular requirements).

A New Curricular Approach

In addition to the 3-year M.Arch course of study, the graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a 2-semester concentration + one-semester terminal-design-project-based advanced curriculum. The new curriculum, in Paths A, B and C, is organized as follows:

Foundations: All students in all paths begin with foundational courses; spend one year in a concentration; and end with a one-semester terminal project that is defended publicly. In their foundational courses, all Notre Dame graduate students receive instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education: one semester for Path A and B students, three semesters for Path C students.

Concentrations: In the final three semesters of each path the studio courses "track" with one another: i.e., Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design in the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, and which semester they spend in Rome depends upon which concentration they select. (Note: this means that beginning in academic year 2006-2007 there have been graduate students in Rome in both the fall and the spring of every year; in the old curriculum there were graduate students in Rome only in the spring semester). Students in the 3-year M.Arch program select their concentration a year after beginning their course of study; 2-year M.Arch and M.ADU candidates indicate when they apply whether they intend to concentrate in Classical Architecture or in Urban Design.

Classical Architecture Concentration: Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and ancillary course work that develop their knowledge of and ability to participate in the 2500-year-old tradition of western classical architecture descending from Greece and Rome.

Urban Design Concentration: Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome -- and travel extensively to other towns and cities as well -- learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design workshops.

Terminal Design Project: The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design component, but must include the in-depth design of a building; and all terminal design projects are subject to a final public presentation and defense.

We believe the above curricular changes address the deficiencies and concerns of the NAAB VTR.

12.21 (New 12.22) Building Service Systems (page 18 of the VTR)
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

B.Arch. – Not Met
M.Arch – Not Met

There was virtually no evidence presented of such systems in either coursework or studio work.

Program Response:

UNDERGRADUATE:
The previous Environmental Systems course (ARCH 541) was expanded to two courses in the academic year 2005-06, Environmental Systems I and II, ARCH 40411 and ARCH 50411 The first occurs in the fall semester of the fourth year. The second occurs in the fall semester of the fifth year (see Appendix 4).

ARCH 40411 covers elevator systems, fire safety, accessible design, plumbing, heating, air conditioning, solar design, and ventilation. ARCH 50411 covers acoustics, electrical systems, lighting, and illumination. In each case, fourth- and fifth-year studio projects include assignments that integrate course material from the Environmental Systems course. The attached syllabi are presented as evidence.

GRADUATE:
There are two required environmental systems courses required in the Path C 3-year M.Arch program: ARCH 60431 and ARCH 70441 (see Appendix 4).

ARCH 60431covers principles of acoustics, electrical systems, lighting, and illumination, with emphasis on architectural applications. This course occurs in the fall of the first year.

ARCH 70441 covers basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation, with a focus on integration of these systems in building design, with particular reference to ARCH 71131, the integrative design studio. Both ARCH 70441 and ARCH 71131 occur in the fall of the second year of the 3-year program.

Students enrolled in the 2-year M.Arch program must meet the requirements of the Path-C program through a combination of their undergraduate or graduate education, the specific courses of which are determined for each student on a case by case basis.

12.22 (New 12.23) Building Systems Integration (page 19 of the VTR)
Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.

B.Arch – Not Met
M.Arch – Not Met

There was virtually no evidence of the integration of these systems into studio design projects.

Program action and response:

UNDERGRADUATE:
In the spring of 2005 an elective course was offered that presented the technology material that has been missing from the school's curriculum since 2000-2001. This class was a response to fill an immediate need when changes to the required curriculum were not possible on such short notice. From 2006 on, there is a new curriculum for the two Building Tech courses, (ARCH 20411 Building Tech I and Arch 40411 Building Tech II).

Since the spring semester of 2006, the fourth-year design studio syllabus requires one studio project to be designed in coordination with the new fourth-year Building Technology class (Arch 40411 Building Tech II).

The required thesis studio (ARCH 51121) has been modified in the spring of 2006 to focus on issues of comprehensive design. Required for each project is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

GRADUATE:
In the Graduate Program, Architecture 71131, the Integrative Design Studio, became a regular part of the 3-year M.Arch curriculum beginning in the fall of 2006, and is specifically intended for the integration of building systems into graduate studio projects. In addition, ARCH 81161 / Terminal Design Project requirements for M.Arch students include a wall section, an egress diagram, a structural diagram, and a mechanical services distribution diagram.

12.29 Comprehensive Design (New 12.28)
Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.

B.Arch – Not Met
M.Arch – Not Met

While the team was impressed with the high quality of the presentation drawings and the thorough attention to detailed development of programmatic spaces in the design of the thesis projects, there appeared to be little effort made to address the integration of structural, environment, or life-safety systems in the design. One thesis by an M.Arch. student had interior stairs with no direct means of egress and only a perfunctory space labeled "mechanical." In questioning this issue, the team was led to believe that there was an absence of interest in pursuing such integration by faculty assigned as instructors for the thesis projects or in some cases a lack of qualifications.

Program action and response:

UNDERGRADUATE:
As an introduction to comprehensive design, the fourth year design studio syllabus requires one studio project to be coordinated with the new fourth year building technology class and environmental systems. Fifth year thesis studio has been modified to focus on issues of comprehensive design (see Appendix 6).

Required for each thesis is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

GRADUATE:
In the second year of the 3-year M.Arch program there is also a requirement that a studio project be coordinated with a building technology class as an introduction to comprehensive design. Comprehensive design in the M.Arch studio curriculum is also addressed in ARCH 81161, the Terminal Design Project.

A wall section, an egress diagram, a structural diagram, and a mechanical services distribution diagram are required in either or both ARCH 71131 (Integrative Design Studio) or ARCH 81161 (Terminal Design Studio).

These changes should address the deficiencies described in the VTR.

2.1.b Summary of Responses to the Team Findings (2004 VTR): Causes of Concern

The School of Architecture has addressed the Causes of Concern outlined in the 2004 VTR and implemented changes that corrected all of them by the conclusion of the academic year 2007-2008. Spring 2008 was the term in which the first three-year Master of Architecture class graduated and the new and revised undergraduate and graduate curricula were taught in their entirety.

The following is a description of the actions initiated by the School to address the Causes of Concern outlined in the VTR in 2004. The deficiencies listed in the VTR are quoted in their entirety, and the Program response follows in bold and italics.

1. The Master of Architecture Degree Program – The School has admitted a number of students to its Master of Architecture (M.Arch) program without the requisite pre-professional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M.Arch students. The School is reminded that the NAAB accredits a 3-year M.Arch. Degree for students with an undergraduate degree in a different discipline in order to have adequate architecture-related coursework and design studio experience included in the curriculum.

Program Response:

The School of Architecture has expanded to include a 3-year M.Arch degree, which it offers in addition to its 2-year M.Arch professional degree program, and which addresses the issues raised by the NAAB Visiting Team. Included with this report is a description of the new three-year M.Arch curriculum and a copy of the curricular requirements for the two M.Arch paths.

2. Equity of Teaching-Load Distribution – The team is concerned about the issue of teaching load distribution as it relates directly to the time available for course preparation and for the creative and scholarly work of all members of the faculty, including those seeking tenure or promotion. Within a small faculty, particularly with some members approaching the age of retirement, it is important to attend carefully to the preparation of the next generation through mentoring and development opportunities.

Program Response:

Faculty members of the School of Architecture are asked each semester about their interests with respect to teaching assignments. Loads are determined in consultation with individual faculty members with their scholarly agenda in mind. Junior faculty are given relief from service in committee work unless they specifically request to participate on a project.

A new mentoring program has been in place for three years. As the program matures it becomes more and more part of the School's culture. In the spring of 2006, a symposium was held in conjunction with the Kaneb Center for Teaching and Learning to discuss best practices in teaching studio.

3. Viability of the Rome Studies Program – Given the importance of the Rome Studies Program to the success of the School, it should go without saying that efforts must be made to ensure the future viability of the program, perhaps through an endowment. Other options mentioned to the team included moving to a less expensive location in Rome, even though that would make access to some important teaching sites more difficult.

Program Response:

The School is working with its advisory council and the University to locate new or additional facilities in the historic center of Rome. These facilities will add classroom and studio space as well as housing for the students. Solving the housing issues will relieve the financial stress on the School's budget as funds that are currently used to house students can be used for operating costs for additional buildings.
In addition, the new administration has made a new Rome facility a priority for the School of Architecture.

2.1.c Summary of Responses to the Team Findings (Focused Review of 2007): Conditions Not Met

In the fall of 2007 the School had a Focused Evaluation to review progress made toward addressing the causes of concern and deficiencies outlined in the 2004 VTR.

The purpose of this section is to provide a description of the actions initiated by the School to address the "Conditions Not Met" outlined in the Focused Evaluation Report of November 2007. The deficiencies listed in the Focused Review Evaluation are quoted in their entirety and the Program Response follows in bold and italics.

Summary of Team Findings

B.Arch & M.Arch

3.3 (Old 3) Public Information
In both the *2006-2007 Bulletin of Information University of Notre Dame Graduate Programs and Policies* and the *2007-2008 Bulletin of Information University of Notre Dame Undergraduate Programs,* the exact language found in the *NAAB Conditions for Accreditation*, Appendix A, were found.

B.Arch Met
M.Arch Met

22 (Old 12.21) Building Service Systems
The development of new environmental systems courses in both the undergraduate and graduate programs has addressed this criterion. The courses are thorough. Course organization includes projects, integrating assignments with studio and rigorous comprehensive exams. The spectrum of curricular content introducing principles as well as detail expectation regarding building service systems and PowerPoint on-line lecture presentations are well developed. Precedent case analysis and the use of studio projects as the basis for systems designs are positive innovations. Though the program supports the ideals of traditional design and construction techniques regarding sustainability and environmentally sound design, there is concern over the lack of comparative analysis of these traditional constructions systems with alternative models.

B.Arch Met
M.Arch Met

23 (Old 12.22) Building Systems Integration
In addition to the development of the two-course sequence in environmental systems, the fourth-year fall studio has been revised to increase the integration of building constructional technology and building service systems into studio work. The technology courses and studio work in a complimentary manner. Structural systems and Building envelope systems are often well integrated and communicated. However, much of the building service systems and environmental systems representation remains planar and has not been well integrated vertically. Also, the layering or interweaving of structure and environmental systems needs more development.

B.Arch Not Met (Partially)

The fall of 2006 was the first semester in which the integrated studio (third design semester) was correlated with environmental systems. As with the undergraduate studios, the environmental systems projects were based upon the student's studio designs. As with the undergraduate work, envelope and structural systems were more thoroughly shown; however, the graduate program studio documents did not integrate environmental concepts and systems as thoroughly as the undergraduate work.

Program Response:

> *The new two-course sequence in environmental systems, one in the fourth year, the other in the fifth year has now been in effect long enough for two graduating classes to cycle through. Instructors in all the fourth- and fifth-year design studios are encouraged to put more stress on building systems integration and construction technology. As the 2007 report states, the building technology courses and design studio projects work in a complimentary manner. Structural systems and building envelope systems are being integrated and communicated.*
>
> *There is more awareness on the part of the faculty and students to graphically represent both the horizontal and vertical integration of the building service systems and environmental systems. Also, there is increased attention to the layering or interweaving of structure and environmental systems.*

M.Arch Not Met

Program Response:

There are two required environmental Systems courses (ARCH 60431 and ARCH 70441) and an integrative design studio (ARCH 71131) that are required in the new Path C 3-year M.Arch program. Students enrolled in the Path B 2-year M.Arch program must meet the requirements of the Path-C program through a combination of their undergraduate or graduate education, the specific courses of which are determined for each student on a case-by-case basis.

ARCH 60431 covers principles of acoustics, electrical systems, lighting, and illumination, with emphasis on architectural applications. This course occurs in the fall of the first year.

ARCH 70441 covers basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation; and focuses upon the integration of these systems in building design, with particular reference to ARCH 71131. Both ARCH 70441 and ARCH 71131 occur in the fall of the second year of the 3-year program.

ARCH 71131, the Integrative Design Studio, became a regular part of the 3-year M.Arch curriculum beginning in the fall of 2006, and is specifically intended for the integration of building systems into graduate studio projects.

After one year of conducting these classes, graduate students have made progress in showing building envelope and structural systems in their design work. More progress is required in the integration and illustration of environmental systems; and additional attention now is being focused upon the horizontal and vertical layering and integration of mechanical systems with the students' building and spatial forms.

28 (Old 12.29) Comprehensive Design

The results of the shift in expectations to have final projects and theses include integration of systems are just beginning to show in fifth-year work. Again, the emphasis is on structural and envelope systems, with planar diagrammatic plans for air system distribution. True multi-dimensional integration is not well represented. In most of the projects exhibited, when the mechanical and structural diagrams are overlaid, major spaces are disrupted and it does not appear that the students have grasped the impact of the layering of systems, or how that can affect the fundamental shaping of building/spatial forms.

B. Arch Not Met (Partially)

The terminal semester graduate work does not exhibit the level of integration shown in the undergraduate work.

Program Response:

Projects in the fourth year design studios and the first semester of the fifth year are structured to lead incrementally to the comprehensive design requirements of the thesis semester of the fifth year. Equal emphasis is placed on structural, envelope, and

mechanical systems. More emphasis is placed on how the systems are layered and integrated both vertically and horizontally, and on how they affect the fundamental shaping of building / spatial forms.

A new requirement of the thesis project is an interim review midway through the semester with outside experts to assess the students' progress in compliance with comprehensive design requirements.

M.Arch Not Met

Program Response:

ARCH 71131 / Integrative Design is intended as a kind of dress-rehearsal for the comprehensive design requirements of ARCH 81161, the Terminal Design Project, which for all M.Arch students occurs in their final semester. ARCH 81161 requirements include a wall section, an egress diagram, a structural diagram, provision of mechanical room spaces, and mechanical services distribution horizontal and vertical diagrams showing how environmental systems are integrated into the design of the building. The spring of 2008 was the first time that ARCH 81161 has been offered to Path C students under the new curriculum.

The program has made significant strides in curricular development and studio expectation to address these three issues. As might be expected in a three-year time span, those changes have yet to reach full maturation.

There is a shift in the culture of the School with many references made by faculty and students that they had developmental design work that addressed both the issue of system development and system integration. This developmental work needs to be more evident in the studio presentations.

The students who have graduated and returned for post-professional studies indicated that they believed the School is much more rigorous (in a positive manner) today than in the early 2000's in advancing the integration of construction and environmental systems in the studio work. Students considered the new environmental technology sequence to be "awesome" and remarked that they had the "best PowerPoints ever." All students who had taken the courses downloaded and saved the PowerPoints and quoted from course content during our discussion. Several noted they were part of a joint student and faculty task force to explore LEED and its implications in the curriculum and were looking forward to the Green Building Conference.

NAAB does not have a term *Partially Met*, so the report either lists *Met* or *Not Met* but the team did aid *Partially* in those areas we felt the program had made significant improvement.

2.2 Summary of Responses to Changes in NAAB Conditions

The School has made the following changes in response to the changes in the NAAB conditions since the last VTR in 2004:

1.5 Program Self-Assessment has replaced Program Strategic Plan

3.1.1-5 Program Response to NAAB Perspectives has been updated to reflect current issues of concern by the five constituencies.

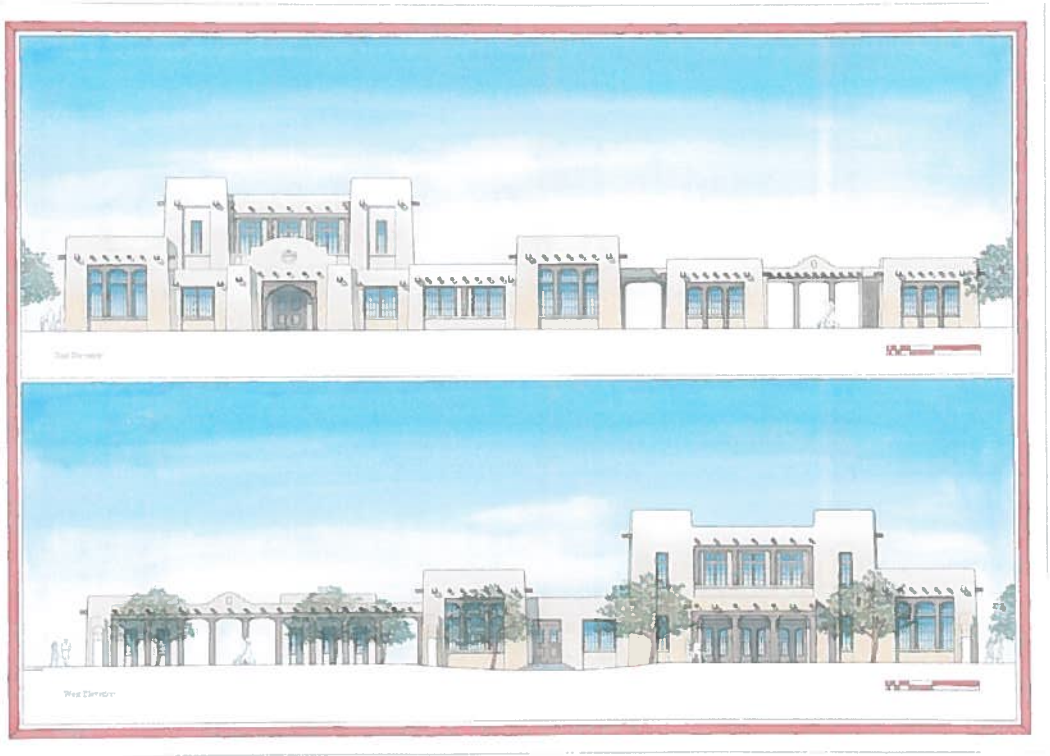
3.5 Studio Culture: A School policy on studio culture has been written by the Undergraduate Studies Committee and approved by the faculty. It is distributed to students, staff, and faculty at the beginning of each year, and is posted in each studio.

3.12 (former C.11) Professional Degrees and Curriculum: Description of the 3-year M.Arch. degree has been added.

3.13 (former C.12.1-37) Student Performance Criteria: The student performance criteria have been revised to reflect the change from 37 to 34 criteria and the changes in and re-organization of many of the criteria headings and statements. Also revised is the change from awareness, understanding, or ability to understanding or ability.

PART 3

THE THIRTEEN CONDITIONS OF ACCREDITATION



PART 3. THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

The University of Notre Dame as a Catholic Institution has at its core a belief in the importance of community for human flourishing. In the words of former University Associate Provost, Carol Mooney, since we are a Catholic institution that believes in community, we ought to know how to build one. The School of Architecture provides the University with an understanding of how the built environment facilitates or hinders the development of community within its physical boundaries as well as how it engages the physical and intellectual worlds on a variety of levels.

The curriculum of the School of Architecture places building at the service of the city. Assessments of buildings are based on their social, cultural, environmental, and intellectual worth. This relates to the idea that they are part of something bigger than themselves or their immediate surroundings. In other words, whether that bigger essence is a plot in a rural field in Indiana, or on the edge of a village in India, or the center of a large city in Europe, the basic issues of how the building responds to the preservation of the planet's environment, how it relates to the larger cultural issues of its place, and how meaning in form is achieved, all relate to something outside that building.

For undergraduates, the pedagogy of this begins in the First Year of studies where students take classes in other disciplines. Classes such as the Humanities seminars, Sciences, and Mathematics find connections to each other through the ideas given in the School's courses. The same interaction occurs in the meetings and events that are geared for the first-year students. In this manner, the School benefits directly from the University's curriculum. In later years, through electives, the process continues and the fact that many students live on campus for most of their time here ensures that there is both a give and take of the culture of the School with the cultures of other disciplines and curricula on campus.

The graduate program presumes a broad individual and communal intellectual perspective among the students it accepts into the School of Architecture; and seeks to reinforce, broaden, and extend this perspective in both the 2- and 3-year Master of Architecture curricula.

The School's Center for Building Communities is a clear and direct mechanism for engaging communities across the country and contributes significantly to the School's mission to engage the city on a variety of levels. Recent projects have included revitalization and modular building projects in Los Angeles, St. Augustine, FL, Santa Fe, NM, and Elkhart, IN. Likewise, the Graduate Urban Design Studio annually engages communities in various parts of the country, most recently Lewis University in Romeoville, Illinois (2006), Cooperstown, New York (2007), and Northampton, Massachusetts (2008).

3.1.2 Architectural Education and the Students

The School encourages the development of strong bonds between students and a deep level of mutual support. This develops during the intensive second year of study and is reinforced during the third year, which is spent in Rome and where the common experience of living in a foreign country forges even stronger ties between students.

Collaborative learning begins primarily in our Rome Studies Program. Many of the studio classes are invited by the mayors and city councils of villages and cities throughout Italy to visit their locality, analyze and assess issues through discussion with the citizens and political leaders. They study the towns using their analytical tools which they have been introduced to in the previous year. Students must learn how to depend on each other's strengths and to coordinate their time for maximum efficiency.

Since the projects take place each year in a different town, students are also exposed to the cultural differences of region and how the architecture and urbanism of even a seemingly unified country such as Italy can have wide diversity. Since our students come from many parts of the United States and the world, their cooperative skills also need to take into account their own ethic and cultural backgrounds.

Many projects bring experts and consultants from other disciplines that the students must engage and interact with in a productive manner. They learn that design is shaped by many forces beyond the control of the architect and the engineer. Developers, bankers, builders, and public servants all participate at one time or another in the studio culture whether in South Bend or in Italy.

The results of the exposure to so many working contexts give the students the opportunity to work both collaboratively and individually. The presentations of the students strive to be seamless both in the character of the presentation and in the development from the urban design to the individual building. At the same time, the distinctiveness of individuals is very much appreciated. Issues of dignity and self-worth are strongly nurtured throughout the design curriculum. The faculty makes a remarkable effort to be both rigorous and supportive in intermediate and final reviews.

The curriculum at Notre Dame remains focused and tracked, and this reflects the general ethos of the entire University. A range of outlooks is available from the variety of faculty members, and the ways in which students interpret the course sequence can vary. Graduate students are required to choose a concentration in either Classical Architecture or Urban Design; and undergraduates have the opportunity to take a concentration in one of four concentrations the School offers: Furniture Design and Construction, Preservation and Restoration, Practice and Enterprise, and Architecture and the Building Arts. Exceptional undergraduates have even managed on occasion to take second majors in Anthropology, Art History, Italian, or Music and every student is required to complete a final thesis or terminal design studio as an individual project chosen, developed, and completed by the student him- or herself.

Finally, the students have excellent opportunities to learn about international and alternate professional opportunities while at Notre Dame. The Rome Studies Program is one contributor in this international arena. More importantly, since 1994 the students have organized fall and spring career events that have achieved phenomenal success. This was initiated with faculty help, but since its foundation, it has become a student leadership function through the AIAS. During the 2008 spring event, individuals from more than sixty firms presented their work to students and interviewed for full time positions and summer jobs. These firms came from cities all over the country – New York, Washington, Berkeley, Chicago, Boston, Atlanta, Houston – and also from London. The success rate for student and graduate employment was tremendous, leading to "bidding wars" for some students. This circumstance has changed in 2009's uncertain economy, but Notre Dame students and graduates continue to find employment and become valuable and contributing members of architecture firms right out of School.

The student role on School of Architecture committees was expanded in 1998-99. Students are members of and participate in the both the Undergraduate Studies Committee and the Graduate Committee; and students play leadership roles in the Honesty Committee when it is called into action. Graduate Students participate in teaching assignments, and those assigned to be TA's in second year fully engage in discussion of the syllabus and in grading design projects along with the professors.

3.1.3 Architectural Education and Registration

Until now most of the issues revolving around registration and licensure were handled in the studio environment. In the final year, for both undergraduates and graduates, the Professional Practice class covers the basic steps to internship and licensure.

Open to all years and all students (all levels are encouraged to attend), the Career Fair gives the opportunity to openly engage practitioners and ask questions about what will be required of them upon graduation. The AIAS has been engaged in Forum and Grass Roots and in establishing mentoring programs for first and second year students.

In addition, the School sends its administrators to ASCA, AIA, NCARB, and IDP meetings to keep abreast of developments that affect our students. The Dean of the School met with NCARB officials in July of 2003 to explore the different ways that the School can engage issues of registration and licensure. The Associate Dean regularly attends the ACSA Administrators' Conferences. The School organizes IDP awareness meetings for the lower-level students and promoting full IDP registration for all intending to go into internships.

3.1.4 Architecture Education and the Profession

The School of Architecture engages the professional community primarily through critiques of student work at both the undergraduate and graduate levels. Local and regional architects participate in reviews and many others are nationally recognized architects. Occasionally, international architects are also brought to Notre Dame for reviews. International architects are also engaged with the Rome Studies Program. The teachers for a number of technical courses are architectural professionals in the Notre Dame/South Bend area. In this sense, practical professional experience is also conveyed through their teaching.

The regular faculty includes a number of architects engaged in professional practice. By and large, Notre Dame students are oriented to practice and tend to work in the field and become registered. There are also a number of faculty members engaged in the field of history and theory. The overall focus of the curriculum on the interaction between theory and practice sets up a natural inclination for students to continue this balance in their professional careers. Like most other programs, the design curriculum at Notre Dame is focused on the individual efforts of a student to realize complete design projects. Although the contributions of, for example, engineering consultants are acknowledged, the architecture student remains responsible for integrating what he or she has learned about these technical disciplines in the final projects, particularly in their comprehensive design project during the students' final year.

The issues of balancing possible conflicts between client demands and the public good with the abstract demands of one's aesthetic and professional agenda are very difficult to present in an academic setting. However, issues of the "public good" are a clear priority for the design faculty. The high priority placed on questions of beauty perhaps inherently introduces the

balancing act that one goes through professionally between conflicting demands. We find that students develop and subscribe to strong convictions about belief systems as applied to their work, and we believe that this is an admirable trait.

3.1.5 Architectural Education and Society

The philosophical foundations of the School's curriculum are based on an understanding of both the social and environmental issues that shape architecture and urban design. Introductory design studios at both undergraduate and graduate levels, with their typological approach to design, posit social concerns and the environment through time and place as a framework to understand architecture and urbanism in the 21st century. Analysis and design are tied together as a single process leading the students to confidently enter unfamiliar sites and begin to make sense of their purpose and the aspirations of the societies that shaped them. The classical aspects of the curriculum are not about style but rather focus on those things that transcend time and place. The students are introduced to the three levels of architectural form: Urbanism (how we live together), Structure and Tectonics (how we build), and Architecture (i.e., the confluence of these two aspects). In building technology classes the students are introduced to principles of construction as a way of informing architectural form. This is reinforced in Rome, and in subsequent studios in South Bend.

During their time in Rome, students investigate and engage issues confronting Italian towns and cities in a series of collaborative and individual projects. These projects are set in the context of the municipalities that have invited the program to offer suggestions about how to resolve the many contemporary challenges facing them. In particular, the issue of sustainable growth in the face of suburban sprawl and protection of the natural environment within and outside these towns is addressed.

Undergraduate students return to the United States and focus on translating the lessons of the first two years to various regions in with the United Sates. They also examine a non-western culture for what it has in common with other cultures, as well as what gives it its particular identity. Graduate students too are encouraged to translate lessons learned about place-making in Rome to other contexts explored in both the graduate Urban Design Studio and in their individual terminal design projects. For both undergraduate and graduate students, the objective is to help them understand how ideas translate from one context to another, and how dissimilar concepts can coexist in harmony.

3.2 Program Self-Assessment Procedures

A description of the program's self-assessment process

There are several levels and forms of self-assessment. There are annual, semi-annual as well as irregular but periodic reviews of various issues that take place. The reviews are conducted by faculty and student committees, task forces, by the Dean's office and the School's advisory council. Each year a survey is given to the graduating class. Every ten years the University conducts a review of the program.

Each year the Undergraduate Studies Committee undertakes a review of the undergraduate curriculum in part or in its entirety. The areas for review are determined by the discussions at faculty meetings, all-School meetings, and from the discussions the Dean conducts each semester with each class within the School. The Undergraduate and Graduate Studies

Committees after deliberations make recommendations to the faculty for changes to the curriculum of the undergraduate and graduate programs. In addition, each year a task force is convened to study a particular issue that affects the School.

For the past five years, the faculty has held retreats to examine various issues facing the School. Most retreats have had a theme that focused the discussion others, have been more general and have included a portion of the faculty. In 2005 the retreat focused on technology and integration. In 2006 on the Rome program curriculum. In 2007 the retreat focused on graphics and design diagramming. Last year the retreat was held in Chicago with a broader focus to discuss the strengths and weakness of the entire undergraduate curriculum.

Each fall semester, the Advisory Council of the School convenes over a four-day weekend to observe and provide an outside assessment of the School's progress toward its goals. Every few years and irregularly, the Council participates in joint council and faculty retreat to examine and sharpen the School's focus and directions. These retreats have facilitated the revisions of the School's Mission Statement and Strategic Plan.

As a result of these discussions, specific changes in the curriculum sequence have been made. These changes included the addition of a new technology course entitled Environmental Systems I in the fourth year and changes to the course content to the second- and fourth-year technology classes, as well as and fifth-year Thesis.

The annual Advisory Council meetings have brought about the integration of Information Technologies within the School. All students have access to and training on computers, and the role of computers within the School of Architecture has developed a considerable degree since the last accreditation visit.

The faculty retreats initiated by the School's Advisory Council have reinforced the School's mission: "To be the leading School of architecture, in the classical tradition, which trains leaders for the profession and is a center of intellectual engagement in architecture." The discussions for the new mission statement allowed the School's faculty to have a better understanding of their individual roles within the School's focus and also allowed all participants to vest themselves more completely in the School's mission.

Each semester the Dean meets with each year of the undergraduate and graduate classes. The discussions with the students have brought about several changes to the operations of the School and to the academic program. As a result, the facilities in Rome and South Bend have been improved with student input, new courses offerings have been developed and new areas of concentrated studies have been organized.

Each year the Dean holds a reception at a major city to communicate news about the School to alumni and to receive feedback from them as well. Cities visited in the past five years include Boston, New York, Philadelphia, Washington, DC, Atlanta, Orlando, San Francisco, San Diego, Los Angeles and Chicago.

Progress towards the major goals of the Mission Statement

There are three main goals to the School's Mission Statement. The first is to continually refine and develop a rigorous program in traditional architecture and urbanism. Progress to this

goal is maintained by an annual discussion both within the faculty as a whole and in the Undergraduate and Graduate Studies Committees.

The second is to ensure that diverse opinions are heard and encouraged. Only through dialogue from different positions can our students and faculty grow and emerge stronger that before, whatever position they take. Funds granted faculty and students are made available to travel to conferences and other events of institutions such as the ACSA, AIA, AIAS, NCARB, IDP, CNU, and SAH. Our lecture series brings diverse points of view to our students and faculty and when possible we ask our guests to participate in reviews and discussions. We have continued a program of architectural conferences and colloquia where divergent points of view on critical issues of our time take place. Topics such as town planning sustainability are often the major themes discussed.

There is an effort to bring travelling architectural exhibitions to the School. On the fifth anniversary of the Driehaus Prize, the work of the laureates to that date was exhibited in the School's foyer. In AY 2003-2004, an exhibition on the work of the Italian architect, Angelo Mazzoni, on the Italian railroads was displayed. This fall an exhibition featuring Letarouilly's prints of buildings in Rome, along side photographs of the same image, will be hung. The Acropolis restoration will be shown in the gallery or at the Snite Museum this spring. In addition, the architectural photography of New Mexico's Mark Forte will also be exhibited in the spring of 2010.

The work of faculty interested in Modernism and the avant-garde is explicitly encouraged and promoted within and outside the School. Several faculty members have been interested in the avant-garde and have offered upper-level studios with that theme. Students in the high-rise studio have been sent to conferences to present their work on several occasions. One of the historians on the faculty interested in Modernism and the avant-garde teaches the second half of the second-year history survey, and he offers a twentieth-century history course each year. In the spring of 2009, the distinguished architect, Allan Greenberg, taught a half- semester studio on the relationship between Mies van der Rohe and Karl Schinkel.

The third goal is to engage the mainstream of practice and academia to ensure that our perspectives are heard and to listen, to understand the interests and opinions of those from other schools of thought. To this end the School is encouraging its faculty and students to participate in the national organizations of the profession of architecture such as ACSA, NAAB, NCARB, AIA, USGBC and AIAS.

Progress relative to each dimension of the program's Strategic Plan

Graduate Program

Since the last accreditation, the new Director of Graduate Studies has the opportunity to develop a plan for the Graduate Program. The plan to increase the number of students from 16 to 50 students and distribute the current financial packages over the larger group at differing levels has been put in place. The growth of the graduate program has allowed the School to address the deficiencies that were outlined in the VTR of the last Accreditation visit.

Undergraduate Program

The growth of the Graduate Program has allowed the School to develop new faculty positions. The hiring of senior and junior positions has brought renowned scholars and new

promising talent to the School. In addition, the new positions have been used to develop the diverse faculty with the hiring of women.

The School has developed several new concentrations: Preservation and Restoration, Architectural Practice and Enterprise, and Architecture and the Building Arts.

Summer programs are offered every other year. In 2004, in cooperation with the University of Nanjing, the School began a two-week sketching tour in China. This program is geared for the student who has already participated in the Rome Program. Faculty members have offered summer programs in England and Italy as well.

Rome Studies Program

The Rome Studies Program was in need of an architectural historian since the termination of the position some years ago. This position was reinstated in 2005 with the hiring of Ingrid Rowland as a tenured faculty member of the School.

The students have been moved to a new hotel and a new meal plan has been instituted to provide more choices in the type of foods available.

The facilities in Rome are being augmented slowly with the purchase of new equipment and furniture. The facilities are being renovated in stages with the entrance and seminar room renovation, exterior façade restoration completed a few years ago, and a new snack bar and other enhancements currently underway. Most importantly the University has allowed the School to pursue finding additional and new facilities to expand the Program in Rome.

Communication Department

The Communications Director has been in her position for eight years and, through funding by the School of Architecture Advisory Council, has been able to begin a more systematic implementation of the publications program. The website and newsletter have been revamped several times and the Lecture Series has been reorganized to ensure a lively and aggressive lecture schedule. The Lecture Series poster is now available at the start of the academic year and is distributed to all Schools of architecture, leading practitioners, and interested institutions and individuals.

Technology

The creation of a new IT Department has been put on hold, as the University budget has not allowed for further development of this area. Once the economy rebounds, this effort will be re-energized. In the meantime, new faculty have been hired to further explore digital media with respect to the School's IT development.

Program strengths and future directions

The chief strengths of the School are the high caliber of its students, the quality and reputation of its faculty and the reputation of the University as a whole. Its curricular strengths are based on its focused perspective and on the interrelated and thematic structure of the curriculum.

The future directions lie in two areas: 1) to build a more diverse faculty and 2) to develop specific areas of the curriculum. With respect to the first, at every opportunity, every effort needs to be made to bring more women and minorities to the faculty. At this time the School has one

tenured woman, two tenure-track women with a third tenure-track woman in the fall of 2010. In addition there is one woman Professor of Practice. With respect to the second strength, we plan to consolidate and enhance the Undergraduate Program while expanding and developing the Graduate Program. Areas that we would like to develop are in sustainability, landscape, and building construction. Attention needs to be given to AV resources such as a digital slide library. As technology improves and becomes more affordable we will be able to make gains in this vital area.

With respect to the physical plant of the School, the expansion of the Wood Shop, along with a new professional specialist position, is being made to promote the making of models in the form of Architecture and the Building Arts. Discussions with the Provost's Office have helped the School begin to make a case for an expanded Bond Hall. The Rome facilities at Via Monterone need renovation and expansion, something that the University is committed to concluding in the next year-and-a-half.

3.3 Public Information

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

[From the *Undergraduate Bulletin of Information*, pps. 44-45, 2008-2009]

The description of the program as it appears in University catalogs and many other institutionally authorized printed and online materials.

The study of architecture has a long and distinguished history at the University of Notre Dame. Courses in architecture were taught at the University as early as 1869. Formal instruction in architecture began in 1898. The Department of Architecture, previously part of the College of Engineering, became the free-standing School of Architecture in 1994. The School offers a five-year program leading to the degree of bachelor of architecture, a two-year program leading to the degree of master of architectural design and urbanism, and a three-year program leading to the degree of master of architecture. The professional degree programs (B.Arch. and M.Arch.) are accredited by the National Architectural Accrediting Board, and the curricula conform to NAAB requirements for the professional degree in architecture.

Since the early 1990s, the School's curriculum has been based on education in traditional and classical architecture and urbanism. Instruction teaches the skills, cultivates the talents, and imparts the knowledge necessary to produce buildings that represent innovation within long-standing traditions, use nature's materials responsibly, and contribute to building livable communities. The School believes this is best done by learning how recurring problems in designing and constructing buildings and fitting them into existing urban and rural settings have been addressed in the past and adapting those lessons to the ever-changing circumstances of the modern world.

The goals of the curriculum include developing competence in the design of individual buildings, understanding the relationship between individual buildings and their physical and cultural contexts, and recognizing the ethical dimensions of the professional practice of architecture. Architects play a primary role in shaping the built environment and have a professional responsibility to do so in a manner that contributes to the civil life of society. Their work must also help to renew and sustain the integrity of the natural world and promote social welfare.

While the primary objective of the curriculum is professional education, students have opportunities to explore fields such as business, engineering, environmental sciences, and the liberal arts through electives and building on University requirements.

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

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

In addition to the first professional degree of bachelor of architecture (B.Arch.), the School of Architecture offers three paths of graduate studies leading to one of two degrees. The Path A graduate course of study leads to the two-year post-professional master of architectural design and urbanism degree (M.ADU), which is intended for people already holding a professional degree in architecture (B.Arch. or M.Arch.). The Path B graduate course of study leads to a two-year master of architecture (M.Arch.) professional degree, and is intended for people holding a four-year undergraduate pre-professional degree with a major in architecture. The Path C graduate course of study leads to a three-year master of architecture (M.Arch.) professional degree, and is intended for people holding undergraduate degrees in a field other than architecture. All three graduate paths of study entail a one-year concentration in either classical architecture or urban design, and conclude with a semester-long independent design project.

Concentrations in furniture design, in historic preservation and restoration, and in practice and enterprise are also options within the bachelor of architecture (B.Arch) professional degree program.

Required courses for the concentration in furniture design are ARCH 41811, Beginning Furniture; ARCH 41821, Advanced Furniture Design; ARCH 57811, Special Studies in Furniture Design; ARCH 57821, Special Studies in Furniture Design 2.

The concentration in historic preservation and restoration requires four courses: Research and Documentation of Historical Buildings, History of American Architecture (1630–1915), Historic Preservation and Traditional Construction, and History and Theory of Preservation.

In addition to the professional practice course in the B.Arch. curriculum, students in the concentration in practice and enterprise take four courses from the Mendoza College of Business: Accountancy I, Principles of Management, and two other courses chosen from offerings in various aspects of business.

Concentrations are declared at the end of the third year.

Both the undergraduate and graduate programs at Notre Dame take advantage of the School's proximity to Chicago. In addition, all third-year students spend the academic year in the School's

Rome Studies Center in Italy. All graduate students spend a spring semester there. Some limited scholarship aid is available for the additional expenses incurred in Rome.

The initial phase of undergraduate architectural study is devoted to acquiring basic design and technical skills and developing an understanding of architectural concepts by learning canonical forms of classical architecture and manipulating them in design problems. The sophomore year begins with paradigmatic projects and ends by solving complex and challenging building programs. The sophomore foundation is reinforced in the third year, which is spent in Rome. There, 2,500 years of building tradition provides the context for contemporary design problems. Fourth-year students return to Notre Dame, where they are reintroduced to the American context. At this stage, students are encouraged to synthesize their interpretations of the historical legacy in the context of American urban centers and small cities. They are also challenged by projects that require them to engage architectural problems outside their normal Western focus. The undergraduate program culminates with a thesis design project completed in the fifth year of study.

The following information is posted on the School's website, which was redesigned in the Fall of 2009:

GRADUATE PROGRAM

The Notre Dame School of Architecture exists for the sake of built environments that are durable, practical and beautiful, in which human beings can flourish. Toward these ends, the graduate curriculum fosters design that is classical in spirit and form, that gives physical expression to and supports good human communities, that is environmentally sustainable, that is based on and extends the best traditions of architecture and urbanism, and that challenges and responds to the demands of contemporary practice. The institutional mission of the University of Notre Dame provides the intellectual foundation for our efforts to critically examine and extend the discourses of classical architecture and traditional European and American urbanism.

Paths of Study

Two graduate degrees are offered in three paths of study. The two-year Master of Architectural Design and Urbanism (M.ADU) is for those holding a five-year professional degree in architecture. The two-year Master of Architecture (M.Arch) is for those holding a four-year pre-professional degree in architecture. The three-year Master of Architecture (M.Arch) is open to persons holding undergraduate degrees in fields other than architecture (click on the paths below for more information):

- ***Path A** is a four-semester course of study leading to the Master of Architectural Design and Urbanism (M.ADU) post-professional degree;*

- ***Path B** is a four-semester course of study leading to a 2-year Master of Architecture (M.Arch) N.A.A.B.-accredited professional degree; and*

- ***Path C** is a six-semester course of study leading to a 3-year Master of Architecture (M.Arch) N.A.A.B.-accredited professional degree.*

Degree Requirements

Degree requirements include various studio and theory courses in Paths A, B and C; as well as various history and technology courses for Paths B and C. Minimum credit-hour

requirements for Paths A, B and C are indicated below, as well as the anticipated time to complete them:

- ***Path A** (M.ADU) - 36 credit-hours (51 max), 2 years*
- ***Path B** (M.Arch) - 54 credit-hours (63 max), 2 years*
- ***Path C** (M.Arch) - 90 credit hours (99 max), 3 years*

Curricular Sequence: Foundations, Concentrations, Terminal Project

All students in all paths begin with foundational courses, spend one year in a concentration, and end with a one-semester terminal project.

***Foundations**: All graduate students receive foundational instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education. See the various path sequences and the course descriptions for further information about foundational courses.*

***Concentrations:** In the final three semesters of Paths A, B and C, the studio courses converge, i.e. Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design for the two semesters prior. All students spend one of those two concentration semesters in Rome; which semester they spend in Rome depends upon which concentration they select.* ***Students in Path C may choose their concentration after enrolling in the program,** but Path A and Path B candidates must indicate in their application letter for admission whether they intend to concentrate in Classical Architecture or in Urban Design.*

***Classical Architecture Concentration:** Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and course work that develop their knowledge of and ability to participate in the 2,500-year-old tradition of western classical architecture descending from Greece and Rome.*

***Urban Design Concentration:** Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome — and travel extensively to other towns and cities as well — learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design charrettes.*

Terminal Design Project:** The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design component, but* ***must include the in-depth design of a building.

***Discretionary Dual Degree:** At the discretion of the School of Architecture Graduate Studies Committee, as many as two M.Arch students per year may be invited to pursue the Discretionary Dual Degree (DDD) course of study.*

APPLICATION

Application to the Architecture Graduate Program is highly competitive, however the program welcomes applications from all persons who meet the entrance requirements and are willing to critically engage the professional and intellectual premises of the program's emphases in traditional architecture and urbanism. The School will accept as many as 16 students annually: six Path A (M.ADU) candidates and 10 Path B and Path C (M.Arch) candidates.

Applicants to the architecture graduate program apply directly to the School of Architecture. When applying, the following documents need to be submitted with the regular application material:

Three Letters of Recommendation

For applicants with professional office experience in architecture, at least one of the three letters of recommendation must be from a registered practicing architect.

Portfolio

All applicants must submit a portfolio of their work from academic experience, from independent projects, and/or from practice. The portfolio size should be a maximum 11x14 inches and should include reproductions, not originals.

A visit to the campus and a personal interview are encouraged. Interviews are usually conducted by the Director of Graduate Studies.

Completed applications and all admission requirements including the portfolio (with self-addressed return package and sufficient return postage if return of portfolio is desired) should be directed to:

Graduate Program
School of Architecture
110 Bond Hall
Notre Dame, IN 46556-5652
Tel 574-631-2312

Financial Support

The Notre Dame School of Architecture provides its graduate students with generous financial aid.

Path A (M.ADU) candidates receive financial support in the form of full-tuition scholarships and stipends in the form of graduate assistantships and fellowships including the Bond-Montedonico Fellowship program, the Joseph Z. Burgee and Joseph Z. Burgee Jr. Fellowship program, the James A. Nolen Jr. Fellowship, and the Joseph M. and Virginia L. Corasaniti Architecture Fellowship. Teaching or research requirements for Path A students receiving stipends comprise a minimum of three out of four semesters, and average 15 hours per week during the academic semester.

Path B and Path C (M.Arch) candidates are eligible for financial aid in the form of partial tuition scholarships, loans and work study. Path C students are not permitted to have work study jobs during their first year of classes.

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

The *NAAB Conditions for Accreditation* (including the Student Performance Criteria) can be accessed from our website through a link to the NAAB website. Information on how to access this information is provided to students and faculty at the all-school meeting at the beginning of each semester. The 34 Criteria are posted in the each studio.

3.4 Social Equity

3.4.1 The criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions.

The School adheres to the University policy of affirmative action with respect to the hiring of women and minorities:

[From the University of Notre Dame *Human Resources Policy Manual*, last updated 2006)

POLICY

The University of Notre Dame is dedicated to equal employment opportunity and to the implementation of positive programs designed to ensure the prevention of any discriminatory practices, either intentional or inadvertent, with respect to race, color, national or ethnic origin, disability, veteran status, age or sex. The University is totally committed to full compliance with the letter and spirit of the Civil Rights Act of 1964, as amended; Executive Order 11246, as amended; the Americans With Disabilities Act of 1990; the Vietnam Era Veterans Readjustment Assistance Act of 1972; The Rehabilitation Act of 1973; and all other federal and state laws concerning equal opportunities.

It is the policy of the University of Notre Dame to:

- *Recruit, hire, train and promote persons in all job titles without regard to race, color, national or ethnic origin, disability, veteran status, age or sex, except where sex is a bona fide occupational qualification.*
- *Base decisions on employment so as to further the principle of equal employment opportunity.*
- *Ensure that promotion decisions are in accord with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities.*
- *Ensure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, University sponsored training, social and recreational programs, education, and tuition assistance will be administered without regard to race, color, national or ethnic origin, disability, veteran status, age or sex.*

PROCEDURES

Dissemination of Policy Statement

To ensure that its message is heard, understood and acted upon throughout the University community, the Equal Opportunity/Affirmative Action Policy Statement is disseminated in the following ways:

- *Through the Officers of the University, who are responsible for monitoring all hiring within their areas.*
- *Through representative University committees, such as the Campus Administrators Advisory Group, the Human Resources Advisory Group, the Staff Advisory Council, the Staff Affirmative Action Committee, and others.*
- *Through Incorporation into Supervisory Training Series instruction.*
- *Through inclusion in employee orientation meetings.*
- *Through incorporation into the Staff Guidebook, this Human Resources Policy Manual, and*
- *Through posting on department bulletin boards*

Dissemination of the Equal Opportunity/Affirmative Action Policy Statement outside of the University is accomplished through the following means:

- *Incorporation of the equal opportunity clause in all purchase orders, leases, contracts, etc. covered by Executive Order 11246, as amended, and its implementing regulations.*
- *Inclusion of the equal opportunity clause in recruiting material published by the University, and in advertisements placed in newspapers and magazines.*
- *Inclusion of the Equal Opportunity/Affirmative Action Policy Statement within the University's Internet Home Page.*
- *Inclusion of minority and non-minority men and women in photographic materials used to advertise the University.*

In all of its recent searches, the School's Committee on Appointments and Promotions has actively pursued the inclusion of women and minorities to fill vacant positions. This has led to the hiring of three women in the undergraduate and graduate programs. Of the three women hired since 2003, one is tenured and two are tenure-track faculty.

The Faculty Handbook outlines the procedures for achieving equity in the workplace for the University as a whole. [From the University of Notre Dame *Faculty Handbook*, Teaching and Research Faculty, pps. 24-26, 2007-2008].

Section 4/Procedure for Appointment, Reappointment, and Promotion

Subsection (a) Teaching and Research Faculty
Appointments and reappointments to, and promotions in, the teaching and research faculty are made by the President, after the following procedures have been carried out. Although anyone may recommend, the formal procedure for determining recommendations is initiated by the chairperson of the department, acting with the departmental Committee on Appointments and Promotions. A faculty member under consideration for reappointment or promotion must be notified by the chairperson in advance of the evaluation process and invited to submit any statement or evidence on the faculty member's own behalf that might be of use to the committee

in its deliberations. The chairperson of the department submits written recommendations, along with a written report, approved by the committee, of its deliberations and recommendations, to the dean of the college, who then submits these recommendations to the Provost, along with a written personal recommendation. If the dean anticipates disagreement with the recommendation of either a departmental committee or a departmental chairperson, the dean consults formally with the chairperson and the committee jointly before submitting the written personal recommendation to the Provost. The results of any such consultations are forwarded to the Provost along with the recommendations. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action. For reappointment, promotion, and tenure decisions, the Provost ordinarily will consult with the Provost's Advisory Committee before making a recommendation to the President.

Appointments to endowed chairs follow the same procedures, with the following modifications. The dean appoints a review committee consisting of faculty members from other departments, colleges or universities, including at least one incumbent of an endowed chair. This committee assesses all nominees and advises the dean as to their quality. The dean submits the recommendations from the department, along with a personal recommendation and a report from the review committee for all nominees, to the Provost. When in the dean's view a conflict of interest makes it desirable, the dean may require that internal and external candidates be treated separately, with nominations of internal candidates going directly to the review committee.

In any event, the dean may require the department to submit the full credentials of more than one candidate.

Whenever the ultimate decision concerning reappointment, promotion, or tenure is negative, the chairperson of the department, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Whenever a recommendation made by a departmental committee is not accepted by the Provost or the President, the reasons for such nonacceptance are conveyed to the committee through the dean.

Subsection (b) Research Faculty

Appointments and reappointments to, and promotions in, the research faculty are made by the President, after the following procedures have been carried out. Although anyone may recommend, the formal procedure for determining recommendations is initiated by the chairperson of the approving department {see section 1, subsection (b)}, acting with the departmental Committee on Appointments and Promotions. The formal procedure for appointments, reappointments, and promotions may be initiated also by the director of a University institute. In such case, the director refers further consideration to the department involved in the particular appointment. A faculty member under consideration for reappointment or promotion must be notified in advance of the evaluation process and invited to submit any statement or evidence on the faculty member's own behalf that might be of use in the deliberations. The appropriate chairperson or director submits written recommendations, along with a written report, approved by the appropriate Committee on Appointments and Promotions, of its deliberations and recommendations, to the dean of the college or school, who then submits these recommendations to the Provost, along with a written personal recommendation. If the dean anticipates disagreement with the recommendations of the appropriate departmental chairperson (or institute director), or with the committee, the dean consults formally with the

chairperson (or the director) and the committee jointly before submitting the written personal recommendation to the Provost. The results of any such consultations are forwarded to the Provost along with the recommendations. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action.

Whenever the ultimate decision concerning reappointment or promotion is negative, the chairperson or direction, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Whenever a recommendation made by a departmental committee is not accepted by the Provost or the President, the reasons for such nonacceptance are conveyed to the committee through the appropriate dean or director.

Subsection (c) Library Faculty

Appointments and reappointments to, and promotions in, the library faculty are made by the President. Although anyone may recommend, the formal procedure for determining recommendations for appointment, reappointment, and promotion is initiated by the director of University Libraries in consultation with the Committee on Appointments and Promotions. A faculty member under consideration for reappointment or promotion must be notified in advance of the evaluation process and invited to submit any statement or evidence on the faculty member's own behalf that might be of use in the deliberations. Thereafter, the director of University Libraries submits written recommendations to the Provost. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action.

Whenever the ultimate decision concerning reappointment or promotion is negative, the director of libraries, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Whenever a recommendation made by the library Committee on Appointments and Promotions is not accepted by the Provost or the President, the reasons for such nonacceptance are conveyed to the committee through the Provost.

Subsection (d) Special Professional Faculty

Appointments and reappointments to, and promotions in, the special professional faculty are made by the President, after the following procedures have been carried out. Although anyone may recommend, the formal procedure for determining recommendations may be initiated by the chairperson of a department, by the director of a University institute, or by the head of any other appropriate University unit. In cases initiated by the chairperson of a department, the chairperson submits a written recommendation to the dean of the college, who submits this recommendation to the Provost, along with a written personal recommendation. In other cases, the director or head of the unit makes recommendations directly to the Provost. A faculty member under consideration for reappointment or promotion must be notified in advance of the evaluation process and invited to submit any statement or evidence on the faculty member's own behalf that might be of use in the deliberations. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action.

Whenever the ultimate decision concerning reappointment or promotion is negative, the chairperson or director, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Subsection (e) Other Appointments
Appointment to a nonregular faculty category is made by the Provost upon the recommendation of a chairperson of a department, the director of a University institute, or a dean.

Appointments as fellows are made by the Provost on the recommendation of a director of a University institute, in accordance with the constitution of the institute.

[From the University of Notre Dame *Faculty Handbook*, pps. 28-29, 2007-2008].

Section 5/Tenure

Subsection (a) Qualification for Tenure
Tenure is permanence of appointment. Its principal purpose is the protection of academic freedom. Tenure may be granted to and held only by members of the teaching and research faculty holding University appointments at ranks other than instructor. Tenure is granted only in writing, in a contract or letter of appointment.

Members who are appointed or promoted to the rank of professor or associate professor,except in the Law School, will not be retained without tenure for longer than four years (if that entails concluding with a fall semester, then four-and-one-half years) total service at NotreDame, including service at previous regular teaching and research ranks other than instructor. Members who are appointed to or promoted to the rank of assistant professor will not be retained in that rank without tenure for longer than seven years of service (respectively seven and-one-half years).

The probationary periods specified in this subsection are increased by one year for each appointment extended pursuant to the University policy on primary caregivers. In no event, however, is a probationary period increased, under this policy or otherwise, more than a total of two years (respectively two-and-one-half years). Nothing in this subsection (a) prevents the offer of tenure to a member who has served less than the specified maximum probationary period. Evaluation of a member for tenure should generally be guided by, among other considerations, the criteria for appointment or promotion to the rank of associate professor set out in section 3. Granting of tenure will not, however, necessarily entail promotion to that rank for assistant professors.

Subsection (b) Discontinuance of an Academic Division
Discontinuance of one of its academic divisions may oblige the University to terminate the services of faculty in that division. A bona fide effort shall be made to relocate elsewhere in the University such faculty members, especially those with tenure. If a faculty member's appointment is terminated for this reason, it shall be continued for at least 12 months from the date of notification.

Subsection (c) Concurrent Appointments
When administrators (other than departmental chairpersons) or members of other faculties are given a concurrent appointment to the teaching and research faculty, such time is not computed toward tenure, unless otherwise specified in a letter of appointment.

Subsection (d) Dismissal
Except for circumstances described in subsection (b), or circumstances of extreme financial exigency to the University, faculty members with tenure may be dismissed only for serious cause, as provided in section 6 of this article.

[From the University of Notre Dame *Faculty Handbook*, p. 106, "Gender Inclusive Language," 2007-2008].

The University of Notre Dame shall use respectful and gender-inclusive language in its official proclamations and documents and calls upon members of the University community to adopt such usage in the conduct of their work and their social life both within and outside the Notre Dame community.

[From the University of Notre Dame *Faculty Handbook*, p. 70, "The Spirit of Inclusion," 2007-2008].

The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God's creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ's calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality, and warmth in which no one is a stranger and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God — the gentile as well as the Jew, women as well as men, the poor as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

The spirit of inclusion at Notre Dame flows from our character as a community of scholarship, teaching, learning, and service founded upon Jesus Christ. As the Word through whom all things were made, Christ is the source of the order of all creation and of moral law that is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. For Notre Dame, Christ is the law by which all other laws are to be judged. As a Catholic institution of higher learning, in the governance of our common life we look to the teaching of Christ, which is proclaimed in Sacred Scripture and tradition, authoritatively interpreted by Church teaching, articulated in normative understandings of the human person, and continually deepened by the wisdom born of inquiry and experience. The rich heritage of the Catholic faith informs and transforms our search for truth and our understanding of contemporary challenges in higher education.

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

[From the University of Notre Dame *Undergraduate Bulletin*, p. 21, "The Selection Process," 2008-2009].

Notre Dame seeks to enroll intelligent, inquisitive, energetic, and compassionate students who will bring a diversity of talents and backgrounds to our campus. In selecting the class, the committee on Admissions evaluates thoroughly each applicant's personal and academic credentials.

Undergraduate

Academic Achievement. *In evaluating a student's academic achievement, the Committee on Admissions considers a student's curriculum, class rank, concentration of talent in the high school, test scores, teacher evaluation, and personal statement. Most students admitted to Notre Dame have taken the most demanding courses available, rank among the top students in their schools, and have done quite well on standardized tests. We could cite the average rank and median test results of our admitted students, but a listing of such numbers is often misinterpreted. Each year, some applicants with high test scores and class rank are not admitted while some students with less impressive numbers are selected for admission based on their other outstanding academic and personal accomplishments.*

Personal Qualities. *The lifeblood of Notre Dame resides in its people: faculty, staff, and students. Each potential student's application is studied to determine what talents, skills, and interests that person might offer Notre Dame's community. We have a strong interest in people who can make unique contributions and will share their talents with us—talents as musicians, writers, technicians, tutors, athletes, artists, volunteer workers, actors, organizers, thinkers, conversationalists, poets, jugglers, or dancers. There is need in each freshman class for a variety of talents and personalities. The listing of activities, written statements, and evaluations gives us a view of the person represented by the application. It is important to present talents and intellectual interests on the application form.*

[From the University of Notre Dame *Graduate Bulletin,* pps. 12-13, 2008-2009].

Admission to the Graduate School

Applicants for admission to the Graduate School must hold a bachelor's degree or its equivalent from an accredited American college or university or from a foreign institution of acceptable standing by the time of graduate matriculation. If at that time an admitted applicant does not hold a bachelor's degree, the Graduate School admission is void. The applicant should have earned at least a B average in his or her undergraduate major courses and should meet the level of academic achievement that implies a developed ability for advanced study and independent scholarship.

An applicant may seek admission to either degree-seeking status or non-degree status in either a master's or doctoral program.

Application Requirements

An applicant for admission must complete all of the following:

1. *Complete and electronically submit the online application*
2. *Submit a statement of intent through the online application system*
3. *Submit a curriculum vitae or resumé through the online application system*
4. *Arrange for three (3) letters of recommendation to be submitted through the online recommendation system associated with the online application*
5. *Submit the application fee by credit card, check, or money order using the payment system associated with the online application system*
6. *Request official transcripts from each post-secondary institution and have them mailed to the Office of Graduate Admissions (please note that transcripts may not be attached to the online application)*
7. *Arrange for the submission of official Graduate Record Examination (GRE) General Test scores*
8. *Arrange for the submission of official GRE Subject Test scores if required by the department*
9. *Arrange for submission of official Test of English as a Foreign Langauge (TOEFL) scores if the applicant's native language is not English*

The online application may be accessed through the Graduate School's website. To expedite the processing of applications, the online application should be completed and submitted before any supporting materials not attached to the online application are sent to the Graduate School.

Students seeking admission to more than one department, but who plan to enroll in only one, must submit separate applications for each department. Only one application fee is necessary.

The application fee must accompany the application. This fee is nonrefundable. For applications submitted by December 1 for admission to the following fall semester, the application fee is $35. The fee is $50 for all applications submitted after December 1 for admission to the following fall semester. Fees may be paid by check, money order, or credit card (see online application).

Application deadlines range from January 1 to February 1 for admission to the fall semester. Applicants may visit the Graduate School's website to determine the deadline for individual programs. Unless otherwise specified, the application deadline for spring admission is November 1, though some departments have earlier deadlines. Applicants may visit the Graduate School's website to determine the deadline for individual programs. It should be noted that only a few departments offer spring admission. Therefore, applicants who wish to begin in the spring are advised to consult the department prior to submitting an application.

Beyond these Graduate School admission requirements for all graduate departments and programs, particular programs may require personal interviews and/or submission of special materials such as writing samples or portfolios. Applicants should consult the individual department or program to learn about additional requirements and submission procedures.

The Graduate Record Examination (GRE) is offered at sites in the United States and abroad. The annual schedules and other information about the GRE can be obtained online at http://www.gre.org or from Educational Testing Service (ETS), Graduate Record Examination, Box 6000, Princeton NJ 08541-6000, USA. If you need to call about the GRE, telephone the Educational Testing Service at (609) 771-7670.

The Test of English as a Foreign Language (TOEFL) is offered several times each year at sites in the United States and abroad. Foreign students, except those noted above, must submit TOEFL scores as part of their application to demonstrate a sufficient command of English to meet the requirements of their field. If not available locally, the annual schedules and other information about the TOEFL can be obtained online at http://www.toefl.org or from Educational Testing Service (ETS), TOEFL, Box 6151, Princeton NJ 08541-6151, USA. If you need to call about the TOEFL, telephone the Educational Testing Service at (609) 771-7100.

Admission to Multiple Degree Programs

An applicant who seeks admission to more than one master's degree program in the Graduate School in order to earn two degrees, or an applicant who seeks admission to a degree program in the Graduate School concurrently with a degree program in another school in the University (i.e., Law School or Mendoza College of Business) must submit a separate and complete application for each program. The applicant must also be accepted by each of the cooperating departments. The Graduate School will consider only applicants whose past academic performance indicates the potential for success in each of the programs. In consultation with the appropriate advisers from each unit, the applicant will select a plan of study acceptable to all units. The Graduate School must approve the written plan of study before the student may begin the program. No more than nine credit hours of classes from any one master's degree may be counted toward any other master's degree.

Admission to Joint Degree Programs

It is possible for a student to pursue a program of study combining two programs and leading to a joint degree. An applicant who seeks to earn a joint degree, either master's or Ph.D., must submit a separate and complete application to each program and be accepted by both. The relevant departments must agree upon a plan of study defining what will constitute the joint degree program, and the approved written plan must be on file with the Graduate School before the student may begin the program.

Nondegree Applicants

An applicant for admission to a non-degree program must complete all of the following:

1. *Complete and electronically submit the online application*
2. *Submit a statement of intent through the online application system detailing the applicant's graduate plans and expectations*
3. *Submit a curriculum vitae or resumé through the online application system*
4. *Request official transcripts from each post-secondary institution and have them mailed to the Office of Graduate Admissions (please note that transcripts may not be attached to the online application)*
5. *Submit the application fee by credit card, check, or money order using the payment system associated with the online application system*

A nondegree applicant may seek admission as a departmental non-degree student or as an unclassified, visiting, or auditing student in the Graduate School.

A departmental non-degree student is one who has been admitted to a department but does not seek an advanced degree from the University. An applicant with degree intent who lacks one or more admission requirements may be admitted temporarily to this non-degree status at the discretion of the department and with the approval of the associate dean for graduate admissions. The student may register for one to 12 credit hours in any graduate courses for which he or she

meets the course prerequisites. However, no student initially admitted to non-degree status will be admitted to degree status until all admission requirements have been satisfied. No more than 12 credit hours earned by a student while in a non-degree status may be counted toward a degree program. Admission as a departmental non-degree student does not guarantee later admission as a degree-seeking student.

An unclassified student is one who is admitted to the Graduate School in a non-degree status, but who is not a member of a particular department. Such a student may, with the approval of the Graduate School, take courses in any graduate department, subject to approval by the department. This category is usually open to non-degree students who wish to take courses in more than one department or students who have completed their degree programs, but wish to continue in the University in graduate student status. No more than 12 credit hours earned by a student while in a non-degree status may be counted toward a degree program. Admission as an unclassified non-degree student does not guarantee later admission as a degree-seeking student.

A visiting student is normally a degree student in another university who enrolls for credit in selected courses at Notre Dame. Unless otherwise arranged by the home university and Notre Dame, the visiting student is considered a non-degree student at Notre Dame and follows the same application and enrollment procedures as a non-degree student.

An auditor is a non-degree student who meets the course prerequisites but receives no academic credit. With the permission of the instructor and the department chair, a degree student also may audit courses. Audited courses may be recorded on a student's permanent record only if the student requests the instructor to record it at the beginning of the semester and if he or she attends the course throughout the entire semester. A recorded audit is graded V. Incomplete audits are not recorded. The audit grade of V cannot be changed to a credit grade.

In the academic year, full-time graduate students may audit courses without charge. Part-time graduate students who audit courses will be charged the normal audit fee of one-half the current credit hour fee.

In the summer session, there is no free audited course. Any course taken or audited in the summer session will be charged the full price.

Acceptance
Official acceptance to the Graduate School in the academic year is granted only by the associate dean. Applicants will be informed officially of the results of their application by a letter from the associate dean for graduate admissions. Applicants who intend to accept offers of admission are required to confirm their acceptance by returning the appropriately completed form that is supplied with an offer of admission.

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

Each month the faculty meets to discuss administrative, logistical and curricular issues. The faculty as a whole acts as the "college council" in the decision-making process. Most issues are assigned to and explored through committees elected by the faculty (see Section 3.6.2). Any member of the faculty can submit points for discussion on the agenda. An outline of the agenda is circulated prior to the meeting with a request for comments and additions. In addition, each

semester the Dean of the School meets with each individual faculty member to discuss their role in the School and their ideas about any issues that they feel need tending to. This meeting provides a separate more relaxed forum for faculty members to contribute to the School's development, in curricular and administrative matters.

In AY 2001-2002, the faculty voted to not include students in faculty meetings. In AY 2002-2003, it was decided that students would once again participate in the various committees such as undergraduate studies. Through the committee structure the students have a voice in the policies and curriculum of the School. Each semester the Dean holds meetings with each class, including the class in Rome. These meetings provide an opportunity to listen to students concerns as well as offer a forum for the administration to test new ideas in dialogue with the students. Some of the ideas of the students have become incorporated into the policies routines and or curriculum of the School.

Once per week a staff meeting is held. All staff and faculty performing administrative tasks meet to discuss and coordinate school business. In these meetings staff and administrators make suggestions about policies and methods to various issues of school business. The results of these meetings when appropriate and relevant are also discussed in the monthly faculty meetings. Periodic retreats are held to allow the staff and administration to examine the complexities and intricacies of the workplace and provide a forum for discussion of the School's evolution and development.

3.5 Studio Culture

In April 2008, the faculty of the School of Architecture approved a policy statement on studio culture. It was drafted by the Undergraduate Studies Committee with faculty and student input and with reference to statements and other information provided by the ACSA. It addressed the following areas: 1) In the studio, 2) Leadership, 3) Competition vs. collaboration, 4) engagement with the community and service, 5) Healthy lifestyles, and 6) Design reviews.

The goal of the policy on studio culture is to foster a positive and enriching studio environment in all of the School's undergraduate and graduate studios. Because the number of class hours required for studio is greater than that for other courses in the curriculum and because design studio is central to the students' education, it is essential that an affirmative, reinforcing environment be maintained. Above all, the School's studio culture promotes excellence, cooperation, and reflection as it educates future leaders of the architectural profession.

In the studio, the faculty promotes the value of research and historical precedents encouraging students to analyze typologies in new and useful ways. Opportunities for interdisciplinary study are encouraged in the design studio through the diversity of the types of projects offered. Cross disciplinary studies can occur with other departments, and also through the School's four concentrations, each of which is composed of four required courses within the discipline: furniture, architectural practice and enterprise, preservation and restoration, and the building arts.

There are many opportunities for students to play a leadership role in committees, events at the School, and student initiated service projects. There is a diversity of leadership that allows students to discover their abilities through University recognized organizations such as the AIAS, Students for New Urbanism, Women in Architecture and informal groups such as Green ND and the LEEDS Study Group.

Recognizing that competition is inherent in both the academic and professional worlds, Notre Dame's Architecture School balances that competitive spirit with collaborative efforts. Collaboration is encouraged through sharing of ideas, working together in the studio, with students learning from each other.

The School provides opportunities for students to work with developers, community and neighborhood groups, and individual clients, either real or hypothetical, and student initiated service projects such as Habitat for Humanity, the Center for Building Communities, and projects in distant cities and in foreign countries. Especially in upper level and graduate classes, the faculty encourages an awareness of clients, users, communities and society in design decisions through community involvement whenever possible and appropriate.

The School encourages a healthy and safe lifestyle by encouraging the students to follow good time management, assisting them with their time scheduling. The School acknowledges the need for students to devote time to other courses besides studio. The faculty strives to coordinate due dates to minimize interference with other courses, for instance, by encouraging deadlines for studio projects on weekends, and requiring projects to be turned in the night before projects are due. Faculty members strive to structure reasonable course requirements.

Studio reviews encourage students to continue to improve. They are given balanced criticism, recognizing the student's strengths, while encouraging them to do better. Reviews are a place to discuss theory, history and its application to contemporary design. They involve both commendation and recommendation. We strive to assess projects in a fair and unbiased way through constructive criticism and suggestions. The course requirements are clearly stated as are the expectations for grades. Reviews provide students the opportunity to see themselves in relation to their peers and can become self-critical.

The Studio Culture Policy is posted in each studio and is distributed to students each semester, and appears on the School's website. [See section 4.2 for Studio Culture Policy].

3.6 Human Resources

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

Students who enroll in architecture at the University of Notre Dame come from a highly competitive process with demanding criteria for academic achievement and high SAT scores. Undergraduates are selected by the University's Admissions office whereas Graduate Students are selected by the School of Architecture Graduate Studies Committee. Of the undergraduates, 99% complete the program and 97% graduate within five years of matriculating.

Most undergraduates will have taken and successfully completed the most challenging program of studies available in their high schools. The University of Notre Dame strongly recommends a curriculum including four years each of English, Mathematics, Science, History and Foreign Language. All successful applicants are admitted to the First Year of Studies.

For students intending to major in the School of Architecture the distribution must be:

English	4
Algebra, advanced algebra, trigonometry and geometry	3
Advanced mathematics (calculus or pre-calculus)	1
Foreign Language	2
History	2
Chemistry	1
Physics	1
Add'l English, Math, Science, History, Social Studies & language courses	2

Applicants to the 2-year M.Arch program come from schools across the country having completed a four year pre-professional degree with a major in architecture, and applicants to the 3-year M.Arch program come with four year non-architecture degrees with majors ranging from Biology to English to Philosophy to Aeronautical Engineering. Since 2005, when the new graduate curriculum took effect, approximately 14% of applicants to the 2-year M.Arch program and 21% of applicants to the 3-year M.Arch program have been accepted into Notre Dame. Of the 2-year M.Arch candidates admitted since 2005, 100% have completed the program and 100% have graduated within two years of matriculating. Of the 3-year M.Arch candidates admitted since 2005, 85% have completed the program and 82% have graduated within three years of matriculating.

3.6.2 Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content.

Notre Dame design faculty typically carry two design assignments per year and one additional lecture or laboratory course. Non-design faculty teach two required classes and one or two electives, or in some cases, three required courses. This balance is intended to provide adequate time and energy for research and/or significant practice or design.

Students evaluate teachers formally through the University's system of CIF (Course Instructor Feedback) and these data are statistically compiled. Students also write brief prose responses to questions about the course which, along with the CIF results, are given to the teacher. (Note: The CIF is new in the academic year 2008-2009 and replaces the previous TCE (Teacher Course Evaluation))

[From the University of Notre Dame *Faculty Handbook,* p. 155, 2007-2008].

A University-wide instrument by which all students evaluate their courses and teachers has been in place since 1970. A new evaluative and diagnostic form was designed by a University committee and initiated in the spring semester of 1982 for a three-year trial period. In June 1985, the committee presented its report and recommended action to the Provost. The current evaluation form derives from that committee's work and is administered to all undergraduate, graduate, and professional nontutorial courses

All faculty are expected to teach a full load of classes. Faculty members at their own initiative often teach a small directed studies class in addition to their required teaching obligations. The Assistant Dean is responsible for the bulk of academic advising. This entails academic advising at least twice a year to ensure that students are on track towards their graduation, to discuss with the student how they feel they are accomplishing their academic goals, and to act as an advisor on any other issues be they of a personal nature or related to academics

and career. Adjunct faculty members do not participate in the advising process nor do they have responsibilities on the School's committees.

Besides teaching and advising, the faculty members have duties to serve on the School's administrative committees, as follows:

AD HOC ACCREDITATION
- J. Stamper, Chair
- R. Bullene
- A. Buccellato
- A. DeFrees
- T. Lowing
- D. Mayernik
- K. Uplekar

ARCHIVES
- R. Bullene
- R. Brandt
- K. Buccellato
- D. Mayernik
- J. Parker
- K. Voss

COMMITTEE ON ACADEMIC STANDARDS
- M. Lykoudis, Ex-officio
- J. Stamper, Co-Chair
- P. Bess, Co-Chair
- R. Bullene

COMPETITIONS/SCHOLARSHIPS/ FELLOWSHIPS
- M. Lykoudis, Ex-officio
- R. Bullene
- R. Economakis
- S. Hood
- B. Flaherty
- K. Kelly

DIVERSITY OFFICER
- J. Stamper

AIA BLUEPRINT FOR AMERICA
- K. Uplekar

AIAS STUDENT CHAPTER ADVISOR
- S. Salden

CENTER FOR BUILDING COMMUNITIES
- S. Hood, Chair
- R. Sakal, Co-Chair
- A. DeFrees
- C.W. Westfall

COMMITTEE ON APPOINTMENTS & PROMOTIONS
- M. Lykoudis, Ex-officio
- P. Bess
- R. Economakis
- J. Stamper
- D. Stroik
- S. Younes

DEVELOPMENT
- M. Lykoudis, Ex-officio
- R. Bullene
- C. DuBree
- B. Flaherty
- K. Kelly
- B. Panciza
- J. Stamper

EXHIBITIONS
- R. Economakis, Chair
- R. Brandt
- K. Kelly
- D. Mayernik
- T.G. Smith
- K. Voss
- S. Younes

FACILITIES – NOTRE DAME
- M. Lykoudis, Ex-officio
- J. Stamper, Chair
- R. Brandt
- R. Bullene
- A. DeFrees
- B. Flaherty
- B. Panzica

FACILITIES - ROME
- M. Lykoudis, Ex-officio
- S. Semes, Chair
- A. della Longa

GRADUATION/MARSHALS
- TBD

GRADUATE STUDIES
- M. Lykoudis, Ex-officio
- P. Bess, Chair
- TBD (1-year appointment)
- R. Economakis
- D. Stroik
- C.W. Westfall
- John Mellor (Path A)
- Crystal Olin (Path B/D)
- By Student Election (Path C)

HISTORIC PRESERVATION & RESTORATION
- J. Stamper, Chair
- S. Semes (Rome)
- K. Uplekar

HONESTY
- R. Bullene, Chair
- R. Brandt
- S. Hood

INFORMATION TECHNOLOGY
- M. Lykoudis, Ex-officio
- A. DeFrees, Chair
- B. Flaherty
- B. Stein

LECTURES
M. Lykoudis, Ex-officio
- R. Economakis, Chair
- K. Kelly
- D. Mayernik
- T.G. Smith
- J. Stamper
- S. Younes
- D. Balan

MARKETING & MERCHANDISING
- C. DuBree, Co-Chair
- K. Kelly, Co-Chair
- R. Bullene
- S. Hood
- B. Panzica
- R. Sakal

MENTORING
- By appointment only
- Tenured faculty eligible

PUBLICATIONS
- M. Lykoudis, Ex-officio
- R. Economakis, Chair
- A. DeFrees
- K. Kelly

PUBLICATIONS
- M. Lykoudis, Ex-officio
- R. Economakis, Chair
- A. DeFrees
- K. Kelly
- D. Mayernik
- S. Semes (Rome)
- L. Steil (Rome)
- J. Stamper

ROME STUDIES
- M. Lykoudis, Ex-officio
- J. Stamper, Co-Chair
- S. Semes, Co-Chair
- P. Bess
- R. Bullene
- A. della Longa
- R. Economakis
- G. Lenzi-Sandusky
- C.W. Westfall

STUDENT ASSOC. FOR WOMEN IN ARCHITECTURE (SAWA)
- S. Hood, Chapter Advisor

STUDENTS FOR NEW URBANISM (SNU), CHAPTER ADVISOR
- P. Bess, Chair
- A. Buccellato, Assisting
- K. Kelly, Assisting
- K. Uplekar, Assisting

SPECIAL PROGRAM & TASK FORCES
- M. Lykoudis (China & Asia)
- R. Economakis (Greece & Mediterranean)
- D. Stroik (Liturgy)
- P. Bess (Undergraduate Programs & America)
- K. Uplekar (Germany, Romania & India)

TASK FORCE ON THE ENVIRONMENT
- M. Lykoudis, Ex-officio
- A. Buccellato, Chair
- A. DeFrees
- R. Economakis
- K. Kelly
- D. Mayernik
- W. Ponko
- R. Sakal
- S. Salden
- K. Uplekar
- TBD (5th yr student)
- TBD (5th yr student)

TASK FORCE ON CATHOLIC MISSION
- M. Lykoudis, Ex-officio
- T.G. Smith, Chair
- R. Economakis
- D. Mayernik
- D. Stroik

TASK FORCE ON STANDARDS AND METRICS
- M. Lykoudis, Ex-officio
- J. Stamper, Chair
- R. Amico
- P. Bess

UNDERGRADUATE STUDIES
- M. Lykoudis, Ex-officio
- R. Bullene, Ex-officio
- J. Stamper, Chair
- R. Economakis
- A. DeFrees
- Nicole Bernal-Cisneros (5th year)
- By student election (4th year)

UNITED WAY
- D. Sporleder
- B. Stein

WEB SITE
- K. Kelly, Chair
- K. Voss
- L. Steil (Rome)

3.6.3 Faculty-student teacher ratios for studios for all design levels.

The faculty-to-student ratios for design classes vary slightly based on the number of students in a given year. However, the number of sections are generally consistent and are only adjusted in cases of extreme changes in enrollment. Typical ratios for each level are shown in the table below:

Level	Students	Sections	Faculty : Student Ratio	Note:
1st Year	50	1	1:5	Typically have 8 Teaching Assistants
2nd Year	43	2	1:22	Typically have 6 Teaching Assistants
3rd Year	47	3	1:16	
4th Year	47	4	1:12	
5th Year	46	4	1:12	
Graduate	41	5	1:8	

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

Between teaching, advising and their administrative duties, the administrative faculty members are expected to pursue an individual research agenda and to produce tangible results through publishing, building, or other venues and methods. The results of these many duties are quite visible. The administrative faculty members maintain a high visibility in their respective fields of interest. The constant discussion of the curricular administration of the school appears to be working adequately to maintain a cohesive and continuous organizational effort. However, many faculty members have been over-stretched. The growth in the graduate program resulted in increased teaching loads, limiting the time available for other work. With the demanding research agenda put forth by the majority of the faculty, time becomes a precious commodity. Additional faculty lines have been filled, ameliorating the situation. There are additional searches ongoing to continue the growth of the faculty to achieve the balance required between teaching, research, and administrative responsibilities.

Administration

Dean:

The School's Dean outlines the Mission Statement and the Strategic Plan of the School. The Dean outlines the support mechanisms that will give material realization to the Mission, specifically to introduce new programs, hire new faculty, prepare the budget, make staffing decisions, make suggestions for the lecture series, mentor junior faculty and perform the administrative functions necessary to maintain the School's smooth operations. The Dean has had periodic teaching responsibilities. The Dean of the School is also the Chair of the Committee on Appointments and Promotions (CAP) and sits ex-officio on all other standing committees of the School. He or she is expected to have a research and publishing agenda and to participate in public venues of scholarly or professional nature. She or he can choose to teach, if this does not unfairly burden the remainder of the responsibilities. The position of Dean is a five-year appointment. The Dean is expected to engage in fundraising efforts about 20% of the time.

Associate Dean:

The Associate Dean of the School assists in the outlining of the Mission Statement and the Strategic Plan of the School. The Associate Dean assists in the execution of the support mechanisms that will give material realization to the Mission, specifically to implement new programs, make suggestions for the lecture series, mentor junior faculty, make suggestions for faculty assignments in consultation with the faculty and the Dean, and perform the administrative functions necessary to maintain the School's smooth operations. The Associate Dean typically has a full time research agenda as well. The position of the Associate Dean is a three-year appointment.

Assistant Dean:

The Assistant Dean is responsible for all academic advising, processing transfer applications and maintaining of student transcripts to ensure proper credit of courses taken outside the university. He or she assists the Dean in transfer student selection. The position of the Assistant Dean is a three year appointment.

Director of Undergraduate Studies:

The Director of Undergraduate Studies is the Chairperson of the Undergraduate Studies Committee and as such, in consultation with the Dean, the Assistant Dean, the faculty and the student conduct a yearly review of the curriculum. He or she acts as the coordinator for the committee's efforts and helps formulate the academic policy for Undergraduate Studies. This position is in addition to a full time teaching load and is part of normal faculty service assignments. The Director of Undergraduate Studies typically has a full time research agenda as well.

Director of Graduate Studies:

The Director of Graduate Studies is the Chairperson of the Graduate Studies Committee and as such, in consultation with the Dean, the Associate Dean, and the Graduate Studies Committee conducts a yearly assessment of the program. He or she acts as the coordinator for the graduate recruitment efforts and helps formulate the academic policy for Graduate Studies. This position is in addition to a full time teaching load and is part of normal faculty service assignments. The Director of Graduate Studies typically has a full time research agenda as well.

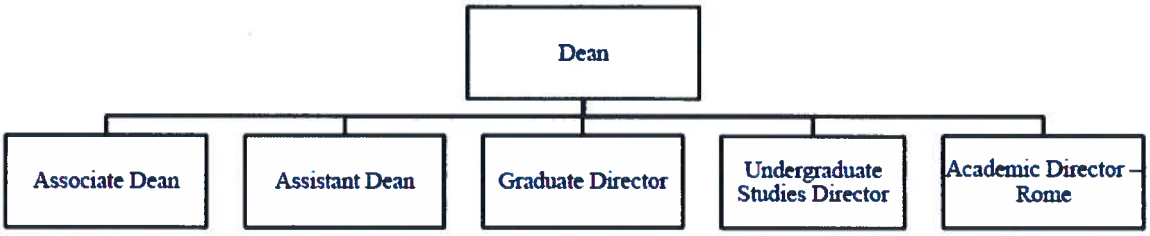
Academic Director of the Rome Studies Program:

The Director is responsible for the supervision of the academic program, a year-long required program for architecture students in their third year of a Bachelor of Architecture Degree, and semester long program for architecture students in the graduate program.

The job duties include:

1. Personnel management for faculty members in Rome;
2. Coordinating course assignments, curriculum development, and implementation;
3. Academic requirements include teaching one undergraduate and one graduate class plus participating in day trips and field trips;
4. Responsibility for disciplinary reviews and matters of attendance, participation, etc.

School of Architecture Academic Organizational Chart



3.6.5 For each staff position, a description of the distribution of effort between administration and other responsibilities for each position.

Staff

There are eleven staff members who support the School's operation in Notre Dame and four staff members in Rome. The staff members have no obligations outside of their administrative responsibilities. Several of these staff positions are new, or significantly altered, since the 2003 APR. The responsibilities are as follows for each position:

Director of Finance and Operations
New since the previous APR, this position is responsible for:

- Managing the budget and finances of the School, ensuring that expenditures are aligned with the strategic priorities of the School, and remain within the allocations provided by the University;
- Performance management for the staff members of the School, and making decisions on hiring and termination as necessary;
- Managing the facilities of the School to ensure unencumbered use by the students, faculty, and staff throughout the year;
- Ensuring successful daily operations of the School, as well as special events such as the Driehaus Prize, Career Discovery, Expo Roma, and other events.

Department Administrator – Assistant to the Dean
Provides administrative support to the Dean. Responsibilities related to this position are:

- Provides administrative support to the Dean, including calendar management, communications, and travel;
- Works in conjunction with the Committee on Appointments and Promotions (CAP) to compile confidential paperwork related to faculty appointments and hires;
- Management of faculty files.

Business Manager

- Assists with the financial management of the School;
- Coordinates the detailed financial transactions of the School, including deposits, expense reports, and payment of invoices;

- Coordinates and procures all travel arrangements for the faculty, staff and visitors of the School of Architecture. Arranges all group travel to obtain the best pricing available (without going through a travel agent);
- Recruits, interviews and hires student workers. Completes student appointment and tax forms in a timely manner. Determines student work schedules. Prioritizes and supervises student work;
- Manages the School's summer programs, developing budgets, establishing itineraries, and arranging travel and accommodations.

Director of Communications

- The Director of Communications is responsible for developing, managing and coordinating internal and external marketing and public communications activities for the School of Architecture. Key duties and responsibilities include:
- Marketing Communications: Oversee and direct all proactive marketing communications in support of School of Architecture overall goals.
- Print Materials: News releases, newsletters, brochures, posters and other publications such as Acroterion and Driehaus Prize Book to support publicity efforts. Student recruitment, career services, alumni, development and community outreach.
- Electronic Communications: School of Architecture Web site, Driehaus Prize Web site, electronic newsletter, outgoing email campaigns, podcasts and video streaming.
- Production: Oversee coordination of all production schedules and vendor relations.
- Public Relations: Work with Office of News and Information to unearth newsworthy stories emanating from the School of Architecture, build relationships with media, identify and coordinate public relations opportunities.
- Event Promotion: Indentify key events throughout year and collaborate in their coordination and communication to key audiences.
- Driehaus Prize: Oversee coordination of all activities pertaining to the Driehaus Prize from jury meeting, to laureate announcement, to broadcasting agreement, to colloquium and social events.
- Management: Direct and lead the Communications Staff consisting of Multimedia Coordinator and Sr. Communications Specialist for the Center for Building Communities.

Administrative Assistant – Undergraduate Program

- Provides administrative support to the Associate and Assistant Deans. Responsibilities related to this position are:
- Assists with correspondence and calendar management;
- Answers all inquires to the departmental e-mail address;
- Compiles minutes from the monthly faculty meetings;
- Manages Career Discovery, the School's summer program for high School students;
- Orders all supplies for the School related to the administrative and faculty offices.

Administrative Assistant – Graduate Program
The Administrative Assistant for the graduate program provides administrative support for the Director of the Graduate Program. Responsibilities include:

- Manages the application and admission process for prospective graduate students;
- Assists graduate students with course registration;
- Fields inquiries regarding the graduate program;
- Prepares the graduate and undergraduate students for their studies in Rome, including travel arrangements, visa applications, and orientation sessions.

Senior Communications Specialist – Center for Building Communities
New since the previous APR, this position is responsible for the internal and external communications related to the school's Center for Building Communities.

Multimedia Coordinator
A new position since the previous APR. The duties of the Multimedia Coordinator include:

- Assists with the development of the school's communication efforts;
- Manages the school's web communications such as the Facebook site;
- Provides grant writing support to faculty members
- Authors and provides editorial support for written works from the school and its faculty;
- Develops and manages the school's growing video communications and library;
- Manages the school's archives.

Staff Assistant
The Staff Assistant is responsible for the receptionist duties which require a high level of communication skills since this is sometimes the first contact the public has with the School of Architecture:

- Sorts the mail;
- Answering the phones and greeting the public;
- Format and type various correspondence, posters, fliers, etc.;
- Coordinates a schedule for faculty to meet with prospective undergraduate student;
- Keeps a calendar for room reservations needed for classes, meetings, and reviews in Bond Hall;
- Assists with the processing of invoices for payment;
- Manages the school's priority shipments through FedEx online;
- Coordinates refreshments for reviews and faculty meetings;
- Orders, receives, inventories, and dispenses office supplies to the faculty and staff.

Administrative Assistant – Event Coordinator
A new position since the previous APR, the Administrative Assistant – Event Coordinator is responsible for planning and execution of the school's special events, including the Richard H. Driehaus Prize, Commencement, Expo Roma, the Advisory Council visit, receptions, and other events in the school. Responsibilities include:

- Establishing venues for special events;
- Coordinating with caterers, florists, photographers, and other vendors;

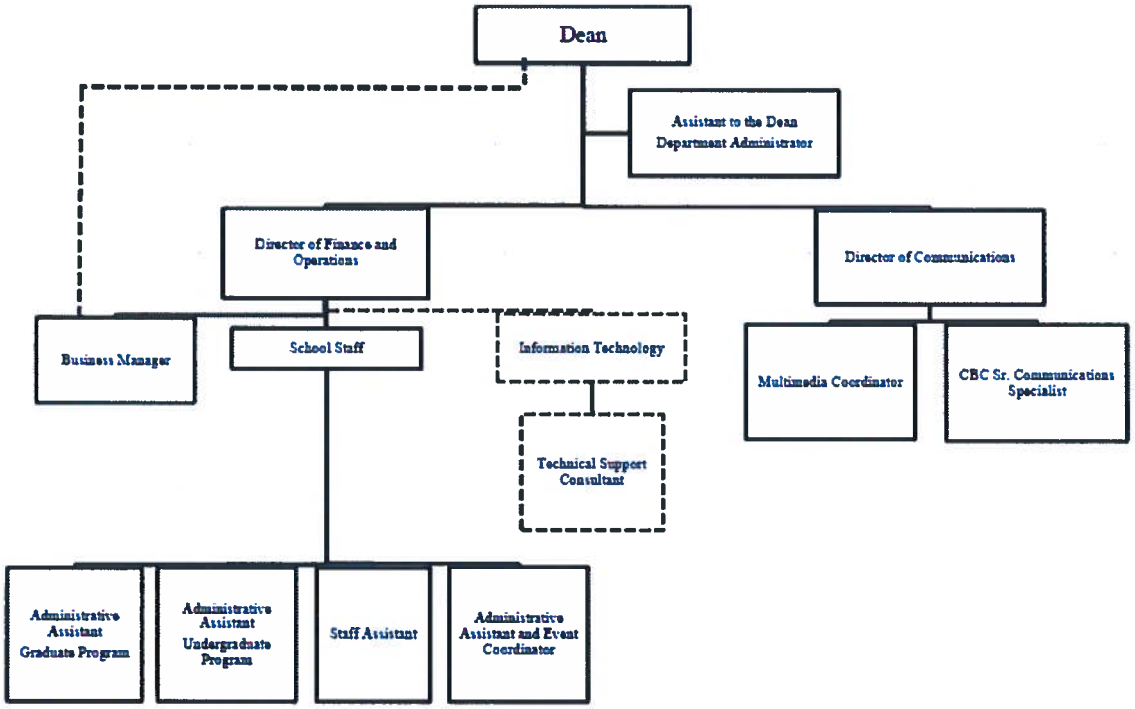
- Assisting with publicity, invitations, and responses from guests;
- Assists with the set up and tear down of events;
- Provides administrative support to faculty and other staff members;
- Assists with special projects.

IT Consultant

The IT consultant is dedicated to the School of Architecture. Responsibilities include:

- Providing on-site technical support for the faculty and staff, supplementing the University's IT help desk;
- Managing the school's IT resources, including faculty and staff computers, studio computers, the computer lab, large format plotters and scanners, laser cutter, and 3D scanner.

School of Architecture Notre Dame Campus Staff Organizational Chart



ROME STUDIES PROGRAM

Director of Operations

New since the 2003 APR, the Director of Operations is responsible for the administrative operation of the Rome Studies Program. Responsibilities include:

- Acts as the legal representative for the Program in Rome;
- Performance management of the staff in Rome, including decisions on hiring and termination;

- Managing the budget and finances of the program, ensuring that expenditures are aligned with the strategic priorities of the school, and remain within the allocations provided by the University;
- Managing the facilities of the Program to ensure unencumbered use by the students, faculty, and staff throughout the academic year, and compliance with the Italian safety laws;
- Ensuring successful daily operations of the Program, as well as special events such as the field trips, reviews, and guest lectures;
- Ensuring immigration laws are complied with for students and visiting faculty
- Represents the school with AACUPI;
- Advises the students on cultural, financial, health, and other non-academic issues, and disciplines them as required.

Student Affairs Coordinator

Assists the Director of Operations, in particular on immigration procedures, and students' housing. Assists Academic Director in implementing arrangements for all field trip – transportation, accommodation, entry to sites and museums:

- Provides translation of various documents;
- Prepares correspondence.

Accounting Assistant

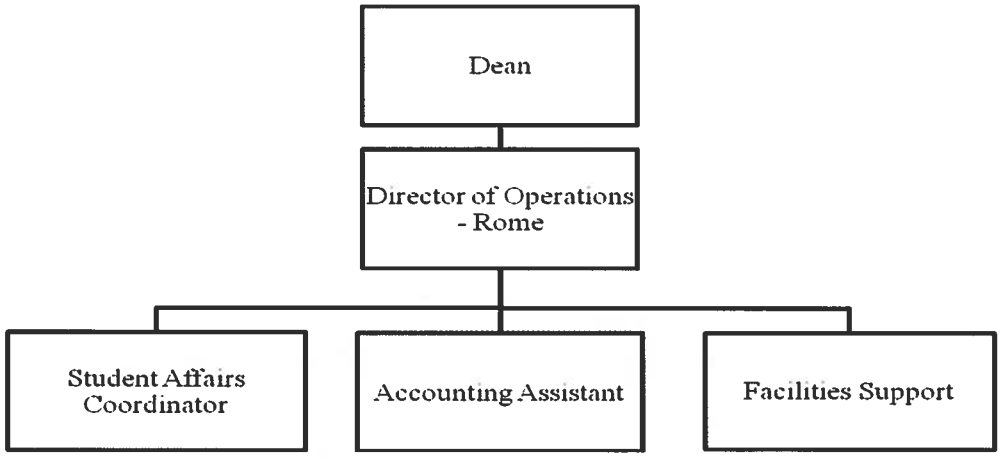
Assists the Director of Operations in managing the finances of the School:

- Maintains the daily and monthly accounting ledger;
- Reconciles the Rome bank statements;
- Processes invoices for payments, deposits, and expense reimbursements
- Prepares monthly reports.

Facilities Support Person

Provides maintenance and a wide variety of tasks for the Rome facility.

School of Architecture Rome Campus Organizational Chart



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

There are some issues currently in terms of staff communications. Some of these issues are a result of the location and configuration of the staff.

Discussions are underway to approve plans to expand the current administrative office suite, which will allow a closer proximity of the staff, the Dean, and the Communications Department.

3.7 Human Resource Development

3.7.1 The School's policy regarding human resource development opportunities.

The staff and faculty of the School of Architecture can participate in the University programs for human resource development. These range from continuing education classes and specifically task oriented classes to advising and counseling for personal or professional reasons. Faculty and staff can also avail themselves of academic and athletic opportunities on campus.

[From the University of Notre Dame *Faculty Handbook*, p. 93, 2007-2008]

Staff/Faculty and Spouses

Full-time staff and faculty and their spouses, postdoctoral research associates and their spouses, and retired staff and their spouses may take courses at Notre Dame each semester and summer session. Eligible persons may take an undergraduate course at 90 percent tuition remission or a graduate course at full tuition remission. Notre Dame will pay for three credit hours per semester. The applicant will be charged at the standard rate for each credit hour above three for which he or she is enrolled. Normally, graduate courses are taxable benefits and must be reported to the Internal Revenue Service (IRS) as taxable income (according to the latest tax laws). If additional income tax withholding is desired to cover this taxable amount, the Payroll Department should be contacted.

Each individual seeking enrollment in an academic course must satisfy all academic requirements subtending the course. If the individual desires to use the course credit in a degree program, he or she must apply for admission to and be accepted by the specific academic unit having jurisdiction over the degree program.

Academic study must not infringe upon services expected of the staff, faculty or postdoctoral research associate. Approval of the immediate supervisor is required.

For non-degree seeking applicants (i.e., unclassified students), all admissions procedures are initiated by the department of Human Resources.

For degree seeking applicant, applications for admission to the specific degree program follow the routine procedures as outlined by the appropriate University bulletin. To receive financial credit against the charges generated, each student must complete a Tuition Remission form available in the Graduate School.

Employee Assistance Program (EAP)

The University recognizes that personal difficulties sometimes interfere with an individual's successful job performance. The Employee Assistance Program (EAP) called Life Works® is a cost-free diagnosis and referral service available to help employees with personal problems. This professional and confidential service is available to all regular full-time and part-time employees and/or their family members. Employees may use the EAP on a voluntary basis at any time. In these cases, the University receives no specific information regarding the individual's use of the EAP. On occasion, employees will be required to participate in such EAP assistance as a condition of employment. Employees may obtain information regarding EAP through Life Works® at 1-888-267-8126 (toll-free, 24 hours a day / 7 days a week) or visit www.lifeworks.com.

Child Care

Notre Dame has a child care facility operated by the Early Childhood Development Center (ECDC). ECDC offers both full- and part-time development programs for children at the University of Notre dame site. To be eligible, a parent must be directly affiliated with the University as faculty, administration, staff, students or alumni/ae. Information regarding ECDC-ND can be obtained by calling (574)284-4693 or (574)631-3344 or visit the website at www.nd.edu/~ecdcnd/

Faculty Leave of Absence

[From the University of Notre Dame *Faculty Handbook*, p. 33, 2007-2008]

Consistent with its views on faculty services, the University recognizes the importance, for its own well-being, of faculty leaves of absence. The University does not, however, subscribe to rigid formulae for such leaves. Requests for a leave of absence must ordinarily be submitted to the chairperson of the department or other appropriate academic officer at least six months in advance of the beginning of the period of leave requested. Leave of absence is also granted as indicated in the medical leave of absence policy and the family and medical leave policy. Leave of absence officially granted by the University with or without remuneration is counted as service for purpose of tenure and promotion unless otherwise expressly stipulated.

The School administration will establish a policy to provide a leave of absence for one faculty member per semester so that members of the full time tenure track faculty may pursue their research or teaching program. The School has supported faculty educational programs in computer training as part of the School's effort to integrate new technologies into the curriculum. All other development opportunities for faculty and staff will continue to be on a case by case basis.

In the past five years, faculty trips for conference attendance have been supported in almost all cases although the designated budget to support this is inadequate. Discretionary funds and other solicitations have made this possible although more formal funding should be increased and policies for their use adopted. Faculty have had great moral support to develop self motivated research and they have also been encouraged to engage in significant practice or design work.

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

VISITING LECTURERS

2004 - 2005 Lectures

ELIZABETH MEREDITH DOWLING
February 2, 2004
Associate Professor, Georgia Institute of Technology, Atlanta. GA
Philip Shutze: An American Classicist

DAVID MILLER, FAIA
March 1, 2004
Founding Partner, Miller/Hull Partnership and Professor, University of Washington, Seattle, WA
Unconventional Wisdom: The Architecture of Miller/Hull

THOMAS NORMAN RAJKOVICH
March 29, 2004
Architect and Educator, Evanston, IL
Climbing Mount Parnassus: Drawing Parallels

KATE DIAMOND, FAIA
April 5, 2004
Design Principal, RNL Design, Los Angeles, CA
Architecture of the Public Realm

KATHRYN ANTHONY
April 19, 2004
Architect, Author and Professor, University of Illinois at Urbana-Champaign
Designing for Diversity: Gender, Race and Ethnicity in the Architectural Profession

STEVEN SEMES
September 7, 2004
Architect and Author, Steven W. Semes Architect, New York, NY
The Architecture of the Classical Interior

SCOTT MERRILL
September 20, 2004
Principal, Merrill and Pastor Architects, Vero Beach, FL
Selected Works

ALVIN HOLM, AIA
October 12, 2004
Principal, Alvin Holm AIA Architects, Philadelphia, PA
Remembering the Maiden of Corinth: Inspiration for a Classical Career

PAUL TAYLOR, AIA, NOMA
October 25, 2004
Principal, African Heritage Architecture, Washington, D.C.
An African-American Architect

STEVEN PETERSON
November 8, 2004
Principal, Peterson/Littenberg Architects, New York, NY
Redesigning Ground Zero and Other Recent Work

JONATHAN LEE, AIA,
November 9, 2004
Principal, Jonathan Lee Architects, Saugatuck, MI
Beyond the Theory: The Making of an Order

DEMETRI PORPHYRIOS
November 15, 2004
Principal, Porphyrios Associates, London & Athens
2004 Recipient of The Richard H. Driehaus Prize for Classical Architecture
Classical Architecture

DOUGLAS FARR
January 24, 2005
President and Founding Principal, Farr Associates, Chicago, IL
Designing Sustainable Environments

ELLEN DUNHAM-JONES
January 31, 2005
Associate Professor and Director of the Architecture Program,
Georgia Institute of Technology, Atlanta, GA
Retrofitting Suburbs

LAURA LEE, FAIA
February 21, 2005
Head, Carnegie Mellon University School of Architecture, Pittsburgh, PA
Under the Influence: Interdisciplinary Architecture

SUSAN MAXMAN, FAIA
February 28, 2005
Design Principal, Susan Maxman and Partners, Philadelphia, PA
Taking the Long View: Designing for a Sustainable Future

DAVID ORR
April 4, 2005
Professor, Environmental Studies and Politics and Chair of the Environmental Studies Program,
Oberlin College, Oberlin, OH
The Fifth Revolution: Connecting People and Places

2005 – 2006 Lectures
LESLIE ROBERTSON
September 12, 2005
Lead structural engineer for the World Trade Center Towers and president and founder of
Leslie E. Robertson Associates, New York, NY
The Art of Structural Design

ADRIAN SMITH, FAIA, RIBA
September 14, 2005
Consulting Partner, Skidmore, Owings and Merrill LLP, Chicago, IL
Filling the Void: Renewing the Urban Fabric

THOMAS NOBLE
September 20, 2005
Senior Design Associate, Allan Greenberg Architect, LLC, Washington, D.C.
Opportunities for the Designer

ALVIN HOLM, AIA
October 4, 2005
Principal, Alvin Holm AIA Architects, Philadelphia, PA
Inspiration for a Classical Career

RICHARD JACKSON, M.D., M.P.H.
October 10, 2005
Former Director of the National Center for Environmental Health of the Centers for Disease Control and Prevention & former Public Health Officer for the State of California, Berkeley, CA
Urban Sprawl and Public Well-Being: How Urban Planners and Architects are Health Leaders

ALEXANDER STODDART
October 27, 2005
Sculptor, Edinburgh
Making Music with Sculpture

MILTON GRENFELL, AIA
November 8, 2005
Principal, Grenfell Architecture, Washington, D.C.
The Order of Splendor and the Splendor of Order

QUINLAN TERRY, FRIBA
November 14, 2005
Principal, Quinlan and Francis Terry Architects and 2005 Recipient of The Richard H. Driehaus Prize for Classical Architecture, Hampstead, UK
Designing and Building a Sustainable Future

CHRISTINE G.H. FRANCK
January 31, 2006
Designer and Educator, Christine G.H. Franck, Inc., New York, NY
Design, Service, Leadership: A Broad View of Practicing Today

RICHARD SAMMONS
February 28, 2006
Architect and Educator & Principal, Fairfax & Sammons, New York, NY
Reawakening Divine Proportion

ROBERT CAMPBELL
February 6, 2006
Architecture Critic, *The Boston Globe.* Boston, MA
Why Don't the Rest of Us Like the Buildings the Architects Like?

LILIANE TSUI
February 20, 2006
Commercial Artist, Hong Kong
Aligning Art with Architecture

2005 – 2006 Conferences
September 29 - October 1, 2005
Conference: *Three Generations of Classical Architects: The Renewal of Modern Architecture*

2006 – 2007 Lectures
BUNNY WILLIAMS
September 27, 2006
Interior Designer and President, Bunny Williams Inc., New York, NY
An Affair with a House: The Art of Interior Design

ALEXANDER TZONIS
October 2, 2006
Professor and chair emeritus of Architectural Theory and Design Methods at the University of Technology of Delft, Netherlands
The Discovery of Classical Architecture: Its Background, Principles and Civilizing Force

LEONARD PORTER
October 30, 2006
Painter, New York, NY
Painting in a Classical Landscape

CHARLIE THORNTON
November 6, 2006
Chairman and Engineer, The Thornton-Tomasetti Group, New York, NY
Engineering Architecture: From High-rise Towers to Restoration Design

ALLAN GREENBERG
November 13, 2006
2006 Richard H. Driehaus Prize Laureate and Principal, Allan Greenberg Architect, Washington, D.C.
Architecture of Democracy

MARICÉ CHAEL
November 27, 2006
Principal, Chael, Cooper & Associates, PA, Miami, FL
Urban Infill: The Making of Community

DONALD MACDONALD
January 22, 2007
Principal, Donald MacDonald Architects, San Francisco, CA
In Detail: From Bridge Design to High-Density Housing

MICHAEL DENNIS
February 19, 2007
Principal, Michael Dennis & Associates, Boston, MA
Between Bombs and Blobs: The Search for Contemporary Urban Architecture

SCOTT JOHNSON
February 26, 2007
Principal, Johnson Fain Partners, Los Angeles, CA
The Big Idea: Criticality and Practice in Contemporary Architecture

CHRISTY ANDERSON
March 19, 2007
Associate Chair and History of Art Director of Graduate Studies, University of Toronto, Canada
Inigo Jones: Architect of the English Renaissance and Classical Tradition

2006-2007 Conferences
April 13-14, 2007
AIA150 Blueprint for America Symposium: College Town Planning

2007-2008 Lectures
DAVID LIGARE
September 10, 2007
Neo-classical painter, Monterey, CA
Critical Reconstructions

EDWARD SUZUKI
September 24, 2007
Principal, Edward Suzuki Associates Inc., Tokyo, Japan
Interface: Borrowing from Engawa

JOHN ANDERSON
October 12, 2007
Vice President of Planning and Design, New Urban Builders, Inc., Chico, CA
The Black Art of Real Estate Development

PAOLO PORTOGHESI
October 17, 2007
Architect and Professor, University of Sapienza, Rome, Italy
An Architect of Theory and Practice, Buildings, History and Theory

JAQUELIN T. ROBERTSON
November 7, 2007
2007 Richard H. Driehaus Prize Laureate & Principal, Cooper Robertson & Partners, New York, NY
The Great Continuum in the 21st Century

BEVERLY WILLIS
December 3, 2007
Architect, Artist and Philanthropist, New York, NY
Fabricating Identities in Architecture

RACHEL GUTTER
January 28 , 2008
LEED Sector Manager for Higher Education, U.S. Green Building Council, Washington, D.C.
USGBC and LEED: Building Green on Campus and Beyond

JOHN ALEXANDER
February 4, 2008
Assistant Professor, Architectural History, University of Texas at San Antonio, San Antonio, TX
The Architectural Language of Carlo Borromeo's Commissions

MARIANNE CUSATO
B.Arch '97, designer who pioneered the Lowe's Katrina Cottage, and
BEN PENTREATH, a London-based architectural designer
March 12, 2008
Get Your House Right

MIGUEL LANDA SIERRA
April 9, 2008
Director of Museums and Special Projects, Qhapaq Nan Project, Cusco, Peru
The Qhapaq Nan Project

2008 – 2009 Lectures
THOMAS M. GALLAS
September 8, 2008
Principal, Torti Gallas & Partners, Washington, D.C.
The Green Mile: Aligning Firm Ideology with Sustainability

DAVID SALMELA, FAIA
September 29, 2008
Principal, Salmela Architect, Duluth, MN
The Ancient & The Modern

JOHN MATTEO
October 1, 2008
Structural Engineer, Robert Silman Associates, Washington, D.C.
Fallingwater: Structural Preservation for a Work of Art

SUSANA TORRE
October 27, 2008
Architect, New York, NY
Architecture, Urbanism and the Feminist Project

LIANE LEFAIVRE
November 3, 2008
Chair of History and Theory of Architecture, University of Applied Art, Vienna, Austria
The Child, the City and the Power of Play

ELIZABETH PLATER-ZYBERK and ANDRES DUANY
November 10, 2008
2008 Driehaus Prize Laureates & Principals of Duany Plater-Zyberk & Company, Miami, FL
A General Agreement Among Architects

CHEN ZHAO
February 23, 2009
Professor, University of Nanjing School of Architecture, Nanjing China
Reinterpretation of Chinese Architectural Culture

PIERRE DU PREY
April 6, 2009
Professor and Director of the ACT Project, Queen's University, Kingston, Ontario, Canada
Architecture in the Classical Tradition

2008-2009 Conferences and Events
500 Years of Palladio Celebration
December 8, 2008
Bruce Boucher, Curator, European decorative arts and sculpture, Art Institute of Chicago and author of *Andrea Palladio: The Architect in His Time* and *Palladio's Villas: The Development of an Ideal*

Traditional Architecture and Urbanism: The Original Green
February 5–8, 2009
A three-day conference addressing traditional design in architecture and urbanism in relation to broader environmental concerns.

2009-2010 Lectures
KEVIN HINDERS
September 9, 2009
Design Professor University of Illinois Urbana-Champaign, Champaign, IL
A Comparative Analysis of Letarouilly's Édifices de Rome Moderne---*Then and Now*

ABDEL-WAHED EL-WAKIL
September 14, 2009
Architect and 2009 Driehaus Prize Laureate, Cairo, Egypt
Islamic Architecture: Form, Function and Significance

HARRIET TREGONING
September 28, 2009
Director of the Washington, D.C. Office of Planning
City by Design: A Vision for Sustainability

PAUL GOLDBERGER
October 26, 2009
Architecture Critic, *The New Yorker*, New York, NY
Why Architecture Matters

ROBERT DAVIS
October 30, 2009
Developer and co-founder of Seaside, Florida, San Francisco, CA
Smart Growth Development: The Pursuit of Greener Communities

LEON KRIER
November 2, 2009
Architect, Theorist, Urban Planner and Inaugural Driehaus Prize Recipient, Provence, France
Drawing for Architecture

GEORGE SAUMAREZ SMITH
November 16, 2009
Director, Robert Adam Architects, London, UK
Architectural Tradition: Draughtsmanship and Detail

MARK FOSTER GAGE
February 22, 2010
Principal, Gage / Clemenceau Architects, New York, NY
Assistant Professor and Acting Assistant Dean, Yale University School of Architecture
Computation, Aesthetics, and the Contemporary Baroque

LENA LAMBRINOU
March 1, 2010
Architect, Acropolis Restoration Project, Athens, Greece
The Athenian Acropolis: History, Mythology, and Architecture

FABIO GREMENTIERI
April 12, 2010
Scholar, Preservationist and 2009 Henry Hope Reed Award Recipient, Buenos Aires, Argentina
Preservation of a Heritage

VISITING CRITICS

Invited by Robert Amico

James Leslie	S/L/A/M Collaborative	Spring 2004
Tim Slattery	Hart Howerton Architects	Spring 2004
Chris Brown	Armory Architects	Fall 2004
Erik Christensen	Bruner/Cott & Associates	Fall 2004
Dennis Carlone	Carlone Associates	Fall 2004
James Leslie	S/L/A/M Collaborative	Spring 2005

Steven Hurtt	University of Maryland, College Park, MD	Spring 2005
Chris Brown	Armory Architects	Fall 2005
Erik Christensen	Bruner/Cott & Associates	Fall 2005
Robert Kennedy	Robert V. Kennedy Architects	Fall 2005
Kate Loosian	Harvard University, Cambridge, MA	Fall 2005
Tom Sieniewicz	Chan, Krieger & Sieniewicz	Fall 2005
Patrick Tedesco	Chan, Krieger & Sieniewicz	all 2005
Chris Brown	Armory Architects	Fall 2006
Erik Christensen	Bruner/Cott & Associates	Fall 2006
Robert Kennedy	Robert V. Kennedy Architects	Fall 2006
Alexandra Jorge	Elkus/Manfredi Architects	Fall 2006
Patrick Tedesco	Chan, Krieger & Sieniewicz	Fall 2006
David Sassano	David Sassano Architect	Spring 2007
Dan Sullivan	Architecture Design Group	Spring 2007
Patrick Tedesco	Chan, Krieger & Sieniewicz	Spring 2007
Chris Brown	Armory Architects	Fall 2007
Erik Christensen	Bruner/Cott & Associates	Fall 2007
Robert Kennedy	Robert V. Kennedy Architects	Fall 2007
Alexandra Jorge	Elkus/Manfredi Architects	Fall 2007
Patrick Tedesco	Chan, Krieger & Sieniewicz	Fall 2007
David Sassano	David Sassano Architect	Spring 2008
Dan Sullivan	Architecture Design Group	Spring 2008
Tim Slattery	Hart Howerton Architects	Spring 2008
Steven Angel	S/L/A/M Collaborative	Fall 2008
Chris Brown	Armory Architects	Fall 2008
Dennis Carlone	Carlone Associates	Fall 2008
Erik Christensen	R.F. Walsh Project Management	Fall 2008
John Marten	Elkus/Manfredi Architects	Fall 2008
David Sassano	David Sassano Architect	Spring 2009
Dan Sullivan	Architecture Design Group	Spring 2009
Tannys Langdon	Chicago Art Institute	Spring 2009

Invited by Imdat As

Hasan-Uddin Khan	RWU School of Architecture, Bristol, RI	Spring 2007
Bradford Angelini	Ann Arbor, MI	Fall 2007
Michele Chiulni	Ball State University, Muncie, IN	Fall 2007
Mark Marino	Andrews University, Berrien Springs, MI	Fall 2007
Kenneth Richmond	Traverse City, MI	Fall 2007
Omer Akin	CMU	Spring 2008
Athanassious Economou	Georgia Tech University, Atlanta, GA	Spring 2008

Invited by Steven Bass

Bradford Angelini	Ann Arbor, MI	Fall 2007
Michele Chiulni	Ball State University, Muncie, IN	Fall 2007
Mark Marino	Andrews University, Berrien Springs MI	Fall 2007
Kenneth Richmond	Traverse City, MI	Fall 2007
Alvin Holm	Alvin Holm Architects	Spring 2008
Stephen Chrisman	Ferguson & Shamamian	Spring 2008

Invited by Phil Bess

Andrew Von Maur	Andrews University, Berrien Springs, MI	Fall 2004
Kristen Von Maur	Andrews University, Berrien Springs, MI	Fall 2004
Howard Decker	Washington, D.C.	Spring 2005
Gary Brewer	New York, NY	Spring 2005
Steven Peterson	New York, NY	Spring 2005
Milton Grenfel	Washington, D.C.	Spring 2006
James Tice	University of Oregon, Eugene, OR	Spring 2006
Perry Bigelow	Aurora, IL	Fall 2006
Robert DeRose	Lewis University, Romeoville, IL	Fall 2006
Wayne Draudt	Lewis University, Romeoville, IL	Fall 2006
Joseph Falese	Lewis University, Romeoville, IL	Fall 2006
Br. James Gaffney	Lewis University, Romeoville, IL	Fall 2006
Raymond Kennelly	Lewis University, Romeoville, IL	Fall 2006
John Massengale	New York, NY	Fall 2006
Russ Smyth	Lewis University, Romeoville, IL	Fall 2006
John Anderson	New Urban Builders, Chico CA	Fall 2007
Paul Kuhn	Village of Cooperstown, NY	Fall 2007
Lynn Mebust	Village of Cooperstown, NY	Fall 2007
Steven Peterson	Peterson & Litterberg	Fall 2007
Angelo Alberto	Alberto & Assoicates	Fall 2008
Michael DiPasquale	Northampton, MA	Fall 2008
Alan Dynerman	Washington D.C.	Fall 2008
Wayne Feiden	Northampton, MA	Fall 2008
Seth Harry	Seth Harry & Associates, Inc.	Fall 2008
Robert Reckman	Northampton, MA	Fall 2008
Joel Russell	Northampton, MA	Fall 2008
Shannon Chance	Hampton Institute, Hampton, VA	Spring 2009
Norman Crowe	University of New Mexico, Albuquerque, NM	Spring 2009
Domiane Forte	Santa Paula, CA	Spring 2009
Christine Franck	New York, NY	Spring 2009
Greg Kil	South Bend, IN	Spring 2009
Scott Merrill	Merrill, Pastor & Colgan Architects	Spring 2009
Stefanos Polyzoides	Moule-Polyzoides Architects & Partners	Spring 2009
Andrew Von Maur	Andrews University, Berrien Springs, MI	Spring 2009

Invited by Robert Brandt

Donald Sporleder	South Bend, IN	Spring, 2004
Donald Sporleder	South Bend, IN	Spring 2005
Paul Down	Prof, Industrial Design, Notre Dame	Spring 2006
John McNaughton	Emeritus Professor, Univ. of Southern Indiana, Art & Design, Evansville, IN	Spring 2007

Invited by Richard Bullene

Bradford Angelini	Ann Arbor, MI	Fall 2007
Michele Chiulni	Ball State University, Muncie, IN	Fall 2007
Mark Marino	Andrews University, Berrien Springs MI	Fall 2007
Kenneth Richmond	Traverse City, MI	Fall 2007
Elizabeth McNicholas	Chicago, IL	Spring 2008
Matthew McNicholas	Chicago, IL	Spring 2008

Invited by Aimee Buccellato

Robert Bump	Robert Bump Construction, LLC	Fall 2008
Braulio Casas	Braulio Casas Architects, Seaside, FL	Fall 2008
Bryan Clark Green	Richmond, VA	Fall 2008
Norman Crowe	University of Mexico, Albuquerque, NM	Fall 2008
Marianne Cusato	Cusato Cottages	Fall 2008
Melissa DelVecchio	Robert AM Stern Architects	Fall 2008
Sean Nohelty	David Schwarz	Fall 2008
Mihai Cazan	Sighisoara, Romania	Spring 2009
Norman Crowe	University of Mexico, Albuquerque, NM	Spring 2009
Catherine Hostetler	Historic Preservation Commission of South Bend, South Bend, IN	Spring 2009
Suhasani Mishra	Architect, India	Spring 2009
Andrew Rutz	Milwaukee, WI	Spring 2009

Invited by Kevin Buccellato

Norman Crowe	University of New Mexico, Albuquerque, NM	Spring 2009
Braulio Casas	Braulio Casas Architects, Seaside, FL	Spring 2009
Suhasani Mishra	Architect, India	Spring 2009

Invited by Norman Crowe

Walker Johnson	Johnson Lasky, Architects, Chicago, IL	Fall 2004
Kathryn Quinn	Architect, Chicago, IL	Fall 2004
Yusef Marzeki	Ohio State University, Columbus, OH	Fall 2004
Siva Venkataramani	Torti Gallas, Architects, Washington, D.C.	Fall 2004
Thomas Hall Beeby	Hammand, Beeby, Rupert, & Ainge, Architects, Chicago, IL	Spring 2004
George Hartman	Washington, D.C.	Spring 2004
David Mayernik	South Bend, IN	Spring 2004
Hans Roegele	South Bend, IN	Spring 2005
Kenneth Richmond	Traverse City, MI	Fall 2005
Steven Peterson	New York, NY	Spring 2006
Nancy Chambers	Charlottesville, VA	Fall 2006
Dana Gulling	University of New Mexico, Albuquerque, NM	Fall 2006
Yusef Marzeki	AK Knowlton School of Architecture, Ohio State University, Columbus, OH	Spring 2007
Shelley Hoenle	University of Hawaii, Honolulu, HI	Spring 2007
Doug Marsh	Univ. of Notre Dame Architects	Spring 2007
Bradford Angelini	Angelini & Associate, Architects	Fall 2007
Michele Chiuini	Ball State University, Muncie, IN	Fall 2007
Mark Moreno	Andrews University, Berrien Springs, MI	Fall 2007
Kenneth Richmond	Richmond Associate, Architects	Fall 2007

Invited by Victor Deupi

Braulio (Leo) Casas	San Diego, CA	Spring 2005
Gil Schafer	New York, NY	Spring 2005
Tim Busse	New York, NY	Fall 2005
Eric Osth	Pittsburgh, PA	Fall 2005

Invited by Richard Economakis

Jean Francois Gabriel	Syracuse University, Syracuse, NY	Spring 2004
Manuel Roberto Soundy	Guatemala, Guatemala	Spring 2004
Kevin Clark	Historical Concepts, Peachtree, GA	Fall 2004
David Harlan	New Haven, CT	Fall 2004
Ralph Muldrow	Charleston, SC	Fall 2004
Terrell Pylant	Historical Concepts, Peachtree, GA	Fall 2004
Ashley Robbins	Charleston, SC	Fall 2004
Steven Semes	New York, NY	Fall 2004
James Strickland	Historical Concepts, Peachtree, GA	Fall 2004
Jean Francois Gabriel	Syracuse University, Syracuse, NY	Spring 2005
Steven Hurtt	University of Maryland, College Park, MD	Spring 2005
David Mayernik	South Bend, IN	Spring 2005
Damian Samora	Ferguson and Shamamian	Spring 2005
James Tice	Univ. of Oregon, Eugene OR	Spring 2005
Mark Garzon	Ann Arbor, MI	Fall 2005
Kristin von Maur	Andrews University, Berrien Springs, MI	Fall 2005
Hans Roegele	South Bend, IN	Fall 2005
Margaret Ketcham	Chicago, IL	Spring 2006
Margaret Ketcham	Chicago, IL	Spring 2007
Stephen Chrisman	Ferguson & Shamamian	Fall 2007
Russell Windham	Curtis and Windham Architects	Fall 2007
Stephen Chrisman	Ferguson & Shamamian	Spring 2008
Alvin Holm	Alvin Holm Architects	Spring 2008
Margaret Ketcham	Chicago, IL	Spring 2008
Eric Osth	Pittsburgh, PA	Spring 2008
Braulio Casas	Braulio Casas Architects	Fall 2008
Russell Windham	Curtis & Windham Architects, Inc.	Fall 2008
Michael Dennis	Michael Dennis & Associates	Spring 2009
David Harlan	New Haven, CT	Spring 2009
Marina Trejo	Orlando, FL	Spring 2009
Defne Veral	New Haven, CT	Spring 2009

Invited by Jed Eide

Greg Hakanen	Director of Asset Management, Notre Dame	Spring 2007
Joe Nucciarone	Architect ADG, South Bend	Spring 2007
Michael Romero	Romero Architects	Spring 2007
Bill Sturm	Principal, Serma Strum Architects, Chicago, IL	Spring 2007
Manette Tepe	Vice-President, Holladay Corporation	Spring 2007
Zach Heaps	John Simpson Architects, London UK	Spring 2008
Richard F.X. Johnson	Sr. Vice President of Development, Matrix Development Corp., Cranbury, NJ	Spring 2008 Spring 2008
Joe Nucciarone	Architect, ADG, South Bend, IN	
Michael Romero	Romero Architects	Spring 2008
Bill Sturm	Principal, Serma Strum Architects, Chicago, IL	Spring 2008
Brad Toothaker	President, CB Richard Ellis, South Bend, IN	Spring 2008
Michael Hanahan	Schiff Hardin Construction Law Group, Chicago, IL	Spring 2009
Robert Jakubik	OSKA Architects. Seattle, WA	Spring 2009
Michael Romero	Romero Architects	Spring 2009

Bill Sturm	Principal, Serma Strum Architects, Chicago, IL	Spring 2009
Andrew Wilson &	1016 Group, Chicago, IL	Spring 2009

Invited by Allan Greenberg

Scott Wood	New York, NY	Spring 2009

Invited by Sallie Hood

Bus & Inst'l Stakeholders	City Hall, St. Augustine, FL	Spring 2005
Citizens & Stakeholders	City Hall, St. Augustine, FL	Spring 2005
City Council Members	City Hall, St. Augustine, FL	Spring 2005
City Planning Staff	City Hall, St. Augustine, FL	Spring 2005
Mayor George Gardner	City Hall, St. Augustine, FL	Spring 2005
Public Works Staff	City Hall, St. Augustine, FL	Spring 2005
Grace Kuklinski Rappe	Douglass Hoerr Landscape Architecture	Spring 2005
Sam Marts	Sam Marts Architects & Planners Ltd.	Spring 2005
Mark Moreno	Andrews University, Berrien Springs, MI	Spring 2005
Scott A. Rappe	Principal, Kuklinski & Rappe Architects	Spring 2005
Noel Barker	Urban Sociologist, DePaul University, IL	Fall 2005
Neil Hoyt	Konstant Architecture Planning	Fall 2005
Sam Marts	Sam Marts Architects & Planners Ltd.	Fall 2005
Mark Moreno	Andrews University, Berrien Springs, MI	Fall 2005
Thomas O'Neil	Ferguson & Shamamian Architects	Fall 2005
Howard Decker	Former Chief Curator, Nat'l Building Museum	Spring 2006
David Young	Elkhart Housing Partnership, Inc.	Fall 2006
Kelly Cook	Redman Homes of Indiana	Fall 2006
Phil Copeland, P.E.	Champion Enterprises, Inc., Elkhart, IN	Fall 2006
Ann Kalman	Office of Planning & Development, Notre Dame	Fall 2006
Sam Marts	Sam Marts Architects & Planners Ltd.	Fall 2006
Tony McGhee	Cornerstone Alliance, Benton Harbor, MI	Fall 2006
Debra Davino Patzer	Planning Manager, City of Elkhart, Elkhart, IN	Fall 2006
Nicholas Sistler	Chicago Artist	Fall 2006
Mayor David Miller	Elkhart, IN	Fall 2006
Eric N. Trotter	Senior Planner, City of Elkhart, Elkhart, IN	Fall 2006
Timothy Johnson	Conway Area Chamber of Commerce	Spring 2007
Brad Lacy	Torti, Gallas and Partners, Inc.	Spring 2007
John Torti	Torti, Gallas and Partners, Inc.	Fall 2007
Bonnie Gonzales	Los Angeles, CA	Fall 2007
Ed Huang	Los Angeles, CA	Fall 2007
Borzou Rahimi	Howard University, Washington, D.C.	Fall 2007
Brad Grant	Howard University, Washington, D.C.	Fall 2007
Richard Schlosberg III	Howard University, Washington, D.C.	Spring 2008
Brad Grant	Howard University, Washington, D.C.	Spring 2008
Paula Bodnar	Art, Art History & Design, Notre Dame	Spring 2008
Brad Grant	Howard University, Washington, D.C.	Fall 2008
Brad Grant	Howard University, Washington, D.C.	Spring 2009
Sam Marts	Los Angeles, CA	Spring 2009
Borzou Rahimi	Los Angeles, CA	Spring 2009
Ed Huang	Washington, D.C.	Spring 2009
Howard Decker	Orlando, FL	Spring 2009

Invited by Neil Hoyt

Stephen Chrisman	Ferguson & Shamamian	Spring 2008
Alvin Holm	Alvin Holm Architects	Spring 2008
Monique Caron	Washington, D.C.	Spring 2009
Edward Deegan	Konstant Architecture	Spring 2009
John Griffin	Washington, D.C.	Spring 2009
Edward Keegan	The Art Institute of Chicago	Spring 2009
Elizabeth McNicholas & Matthew McNicholas	Chicago, IL	Spring 2009

Invited by Barbara Kenda

David Mayernik	South Bend, IN	Fall 2005
Sandra Vitzthum	Norwalk, VT	Fall 2005

Invited by Michael Lykoudis

Jed Eide	Reviewer of thesis project egress	Spring 2005
Bill Ponko	Reviewer of thesis project egress	Spring 2005
Donald Sporleder	Reviewer of thesis project egress	Spring 2005
Jed Eide	Reviewer of thesis project egress	Spring 2006
Bill Ponko	Reviewer of thesis project egress	Spring 2006
Donald Sporleder	Reviewer of thesis project egress	Spring 2006
Shannon Chance	Hampton Institute, Hampton, VA	Fall 2007
David Harlan	David Harlan Architects	Fall 2007
Steve Hurtt	University of Maryland, College Park, MD	Fall 2007
Harold Roth	Roth and Associates Architects	Fall 2007
Andrea Swan	Minneapolis, MN	Fall 2007
Imdat As	Professor, School of Arch., Notre Dame	Spring 2008
Bill Beimy	The Morris Inn, Notre Dame, IN	Spring 2008
Phil Bess	Grad. Director, School of Arch., Notre Dame	Spring 2008
Warren Cox	Hartman Cox Architects	Spring 2008
Kevin Dwyer	DeBartolo Performing Arts Center, Notre Dame	Spring 2008
Wieiging Feng	Allan Greenberg Architects	Spring 2008
Tyson Goetz	Corporate Wings	Spring 2008
David Harlan	David Harlan Architects	Spring 2008
Karen He	Beijing, China	Spring 2008
Michael Imber	Michael Imber Architects	Spring 2008
Michael Liu	The Architectural Team	Spring 2008
Chuck Loving	Snite Museum, Notre Dame	Spring 2008
Jim McManus	S/L/A/M Collaborative	Spring 2008
Marsha Stevenson	Architect Librarian, Notre Dame	Spring 2008
Ashley Robbins	Clemson University, Clemson, SC	Spring 2008
Charles Warren	Charles Warren Architects	Spring 2008
Shannon Chance	Portsmouth, VA	Spring 2009
Barbara Littenberg	New York, NY	Spring 2009
Steven Peterson	New York, NY	Spring 2009

Invited by Dino Marcantonio

Michael Djordjevitch	Toronto, Ontario, Canada	Spring 2004
Jonathan Lee	Petoskey, MI	Spring 2004
Riccardo Vicenzino	G.P. Schafer Architect, PLLC, New York, NY	Spring 2004

Invited by John Massengale

John Norquist	Director, CNU, Chicago, IL	Spring 2005
Bernd Zimmermann	Brooklyn, NY	Spring 2005
Margaret Ketchum	Chicago, IL	Spring 2007
Teofilo Victoria	University of Miami, Miami, FL	Spring 2007
Stefanos Polyzoides	Moule-Polyzoides Architects & Planners	Spring 2007

Invited by David Mayernik

Thomas Rajkovich	Evanston, IL	Fall 2005
Dennis Rupert	Hammond, Beeby, Rupert, Ainge	Fall 2005
Thomas Rajkovich	Evanston, IL	Spring 2006
Brian Kelly	University of Maryland, College Park, MD	Fall 2006
Thomas Rajkovich	Evanston, IL	Fall 2006
Dennis Rupert	Hammond, Beeby, Rupert & Ainge	Fall 2006
Scott Merrill	Merrill, Pastor, Colgan Architects	Spring 2007
Matt Bell	University of Maryland, College Park, MD	Fall 2007
James McCrery	McCrery Architects	Fall 2007
Patricia Zingsheim	Washington, D.C.	Fall 2007
Hans Baldauf	San Francisco, CA	Spring 2008
Warren Cox	Washington, D.C.	Spring 2008
Weiqing Feng	New York, NY	Spring 2008
David Harlan	New Haven, CT	Spring 2008
Jorge Hernandez	JLH Architects	Spring 2008
Michael Imber	Michael Imber Architects	Spring 2008
Michael Liu	Boston, MA	Spring 2008
James McManus	Glastonberry, CT & Boston, MA	Spring 2008
Thomas Rajkovich	Evanston, IL	Spring 2008
Ashley Robbins	Washington, D.C.	Spring 2008
Timothy Slattery	San Francisco, CA	Spring 2008
Charles Warren	New York, NY	Spring 2008
Angelo Alberto	Alberto & Associates	Fall 2008
Thomas Rajkovich	Evanston, IL	Fall 2008

Invited by William Ponko

Shannon Chance	Hampton Institute, Hampton, VA	Fall 2007
David Harlan	New Haven, CT	Fall 2007
Steve Hurtt	University of Maryland, College Park, MN	Fall 2007
Harold Roth	New Haven, CT	Fall 2007
Andrea Swan	Minneapolis, MN	Fall 2007

Invited by Paloma Pajares

James McCrery	Franck Lohsen McCrery Architects	Spring 2004

Invited by Thomas Rajkovich

John Tittmann	Albert, Righter & Tittmann Architects	Spring 2008
Matthew Bell	University of Maryland, College Park, MD	Spring 2008

Invited by Ronald Sakal

Bus & Inst'l Stakeholders	City Hall, St. Augustine, FL	Spring 2005
Citizens & Stakeholders	City Hall, St. Augustine, FL	Spring 2005

City Council Members	City Hall, St. Augustine, FL	Spring 2005
City Planning Staff	City Hall, St. Augustine, FL	Spring 2005
Mayor George Gardner	City Hall, St. Augustine, FL	Spring 2005
Public Works Staff	City Hall, St. Augustine, FL	Spring 2005
Grace Kuklinski Rappe	Douglass Hoerr Landscape Architecture	Spring 2005
Sam Marts	Sam Marts Architects & Planners Ltd.	Spring 2005
Mark Moreno	Andrews University, Berrien Springs, MI	Spring 2005
Scott A. Rappe	Principal, Kuklinski & Rappe Architects	Spring 2005
Noel Barker	Urban Sociologist, DePaul University, IL	Fall 2005
Neil Hoyt	Konstant Architecture Planning	Fall 2005
Sam Marts	Sam Marts Architects & Planners Ltd.	Fall 2005
Mark Moreno	Andrews University, Berrien Springs, MI	Fall 2005
Thomas O'Neil	Ferguson & Shamamian Architects	Fall 2005
Howard Decker	Former Chief Curator, Nat'l Building Museum	Spring 2006
David Young	Elkhart Housing Partnership, Inc.	Fall 2006
Kelly Cook	Redman Homes of Indiana	Fall 2006
Phil Copeland, P.E.	Champion Enterprises, Inc., Elkhart, IN	Fall 2006
Ann Kalman	Office of Planning & Dev., Notre Dame	Fall 2006
Sam Marts	AIA, Sam Marts Architects & Planners Ltd.	Fall 2006
Tony McGhee	Cornerstone Alliance, Benton Harbor, MI	Fall 2006
Debra Davino Patzer	Planning Manager, City of Elkhart, Elkhart, IN	Fall 2006
Nicholas Sistler	Chicago, IL Artist	Fall 2006
Mayor David Miller	Elkhart, IN	Fall 2006
Eric N. Trotter	Senior Planner, City of Elkhart, Elkhart, IN	Fall 2006
Timothy Johnson	Conway Area Chamber of Commerce	Spring 2007
Brad Lacy	Torti, Gallas and Partners, Inc.	Spring 2007
John Torti	Torti, Gallas and Partners, Inc.	Fall 2007
Bonnie Gonzales	Los Angeles, CA	Fall 2007
Ed Huang	Los Angeles, CA	Fall 2007
Borzou Rahimi	Howard University, Washington, D.C.	Fall 2007
Brad Grant	Howard University, Washington, D.C.	Fall 2007
Richard Schlosberg III	Howard University, Washington, D.C.	Spring 2008
Brad Grant	Howard University, Washington, D.C.	Spring 2008
Paula Bodnar	Art, Art History & Design, Notre Dame	Spring 2008
Brad Grant	Howard University, Washington, D.C.	Fall 2008
Brad Grant	Howard University, Washington, D.C.	Spring 2009
Sam Marts	Los Angeles, CA	Spring 2009
Borzou Rahimi	Los Angeles, CA	Spring 2009
Ed Huang	Washington, D.C.	Spring 2009
Howard Decker	Orlando, FL	Spring 2009

Invited by Samantha Salden

Monique Caron	Washington, D.C.	Spring 2009
Edward Deegan	Konstant Architecture	Spring 2009
Elizabeth McNicholas & Matthew McNicholas	Chicago, IL	Spring 2009
John Griffin	Washington, D.C.	Spring 2009
Edward Keegan	The Art Institute of Chicago	Spring 2009

Invited by David Sassano

Orlando Maione	Stoneybrook, NY	Spring 2004

Invited by Steven Semes

Gary Brewer	New York, NY	Spring 2006
Steven Peterson	New York, NY	Spring 2006
Edward Siegel	Cooper, Robertson & Partners	Spring 2006
Brian Connolly	Zivkovic Associates	Fall 2007
Marianne Cusato	Cusato Cottages	Fall 2007
Stephen Chrisman	Ferguson & Shamamian	Spring 2007
Melissa DelVecchio	Robert AM Stern Architects	Spring 2007
Jonathan Lee	Jonathan Lee Architects	Spring 2007
Vytas Gaureckas	Catholic University, Washington, D.C.	Spring 2008
Tae-ho Paik	Paik Associates Architects, Rome, Italy	Spring 2008

Invited by Thomas Gordon Smith

Michael Carey	Editor, Traditional Building Magazine	Spring 2004
Marvin E. Clawson	AIA, Maplewood, NJ	Spring 2004
Clem Labine,	Publisher, Traditional Building Magazine	Spring 2004
Michael Djordjevitch	Architect, Toronto, Ontario, Canada	Fall 2004
Peter Kenny	The Metropolitan Museum of Art, NY	Fall 2004
Martin J. Murphy	James Childs Architects	Fall 2004
Suzanne Santry	Institute of Classical Architect	Fall 2004
James Langley	Savannah College of Art & Design	Spring 2005
Richard Cameron	Architect, New York, NY	Spring 2006
Sabine MacCormack	Professor, History & Classics, Notre Dame	Fall 2006
Glenn Sweitzer	Professor, Ball State University, Muncie, IN	Fall 2006
Tom McManus	Ferguson & Shamamian	Spring 2007
Peter Pennoyer	Peter Pennoyer Architects	Spring 2007
Peter Schandt, AIA	Hoerr Schaudt, Landscape Architects	Spring 2007
Kate Wiberg	Peter Pennoyer Architects, New York, NY	Spring 2007
Bryan Clark Green	Richmond, VA	Fall 2007
Anthony Goldsby	Chicago, IL	Fall 2007
Peter Kenny	The Metropolitian Museum of Art, NY	Fall 2007
David Ligare	Salinas, CA	Fall 2007
Robin Rhodes	Art History Department, Notre Dame	Fall 2007
The Rev. Neil Roy	Theology Department, Notre Dame.	Fall 2008
John B. Scott	University of Iowa, Ames, IA	Fall 2008
John Paul Haigh	South Bend, IN	Fall 2008
Lothar Haselberger	University of Pennsylvania, Philadelphia, PA	Fall 2008
Greg Kil	Architect, South Bend, IN	Fall 2008
Bryan Clark Green	Architect, Richmond, VA	Spring 2009
William Heyer	Architect, Columbus, OH	Spring 2009
Rev. Aquinas Guilbeau	St. Vincent Ferrar Church, New York, NY	Spring 2009
Rev. Andrew Hofer, OP	Theology Department, Notre Dame	Spring 2009
Robin Rhodes	Art, Art History & Design, Notre Dame	Spring 2009

Invited by John Stamper

Kenneth Schuette	Purdue University, Lafayette, IN	Spring 2005
Diana Creech	Warsaw, IN	Spring 2006

Elizabeth Dowling	Georgia Tech University, Atlanta, GA	Spring 2006
Peter Noone	Solomon, Cordwell, Buenz	Spring 2006
Geoffrey Matteson	Chicago, IL	Fall 2006
Kenneth Schuette	Purdue University, Lafayette, IN	Fall 2006
Elizabeth Dowling	Georgia Tech University, Atlanta, GA	Spring 2007
Joseph Nucciarone	ADG Inc.	Spring 2007
Craig Williams	David Schwarz, Architectural Services	Spring 2007
Dean Bergman	South Bend, IN	Fall 2007
Kevin Havens	Chicago, IL	Fall 2007
Edward Keegan	Art Institute of Chicago	Fall 2007
Peter Noone	Solomon, Cordwell, Buenz	Fall 2007
Hans Baldauf	San Francisco, CA	Spring 2008
Michael Imber	Michael Imber Architects	Spring 2008
Edward Keegan	Art Institute of Chicago	Spring 2008
Peter Noone	Solomon, Cordwell, Buenz	Spring 2008
Timothy Slattery	Hart, Howerton Architects	Spring 2008
Elizabeth McNicholas	Chicago, IL	Fall 2008
Matthew McNicholas	Chicago, IL	Fall 2008
Brad Houston	Salt Lake City, UT	Spring 2009
Jonathan Lee	Jonathan Lee Architects	Spring 2009

Invited by Duncan Stroik

David Colgan	Merrill Pastor Colgan, Atlanta, GA	Fall 2004
David Schwarz	Washington, D.C.	Fall 2004
Denis McNamara	Asst Director, Liturgical Institute, Chicago, IL	Spring 2004
Sean Tobin &	University of New Mexico, Albuquerque, NM	Fall 2004
Dana Gulling	University of New Mexico, Albuquerque, NM	Fall 2004
David Colgan	Merrill Pastor Colgan, Atlanta, GA	Fall 2004
Mr. Clarke, F.I.	Mt. St. Francis Hermitage, Maine, NY	Fall 2004
Robert Mahoney	Robert F Mahoney & Associates, Boulder, CO	Fall, 2004
David Schwarz	David Schwarz Architects	Fall 2004
Christopher Miller	Judson College, Judson, IL	Spring 2006
Gary Ainge	Hammond, Beeby, Rupert, Ainge	Fall 2007
Braulio Casas	Optics Arch, Inc.	Fall 2007
Bill Heyer	Heyer Architects	Fall 2007
Lucien Lagrange	Chicago, IL	Fall 2007
Denis McNamara	Asst Director, Liturgical Institute, Chicago, IL	Fall 2007
Peter Noone	Solomon, Cordwell, Buenz	Fall 2007
Rev. Neil Roy	Theology Department, Notre Dame	Fall 2007
Tom Dietz	Hammond, Beeby, Rupert, Ainge	Spring 2008
Tom McManus	Ferguson and Shamamian	Spring 2008
Denis McNamara	Asst. Director, Liturgical Institute, Chicago, IL	Spring 2008
Riccardo Vicenzino	New York, NY	Spring 2008
Rev. Neil Roy	University of Notre Dame	Spring 2008
Denis McNamara	Asst Director, Liturgical Institute, Chicago, IL	Fall 2008
John Tittman	Boston, MA	Fall 2008
Melissa Delvecchio	New York, NY	Fall 2008
Doug Marsh	University of Notre Dame Architects	Fall 2008
Gary Ainge	Chicago, IL	Fall 2008
Robert A.M. Stern	New York, NY	Fall 2008

George Knight	Yale University, New Haven, CT	Fall 2008
Victor Deupi	New York, NY	Fall 2008
Tim Love	Boston, MA	Fall 2008
Jennifer Rice Stone	New York, NY	Fall 2008
Denis McNamara	Asst Director, Liturgical Institute, Chicago, IL	Spring 2009
Fr. Neil Roy	Theology Department, Notre Dame	Spring 2009

Invited by Krupali Uplekar

Eric Osth	Urban Design Associates, Pittsburgh, PA	Spring 2007
George Adler	City of South Bend, South Bend, IN	Spring 2007
Catherine Hostetler	Historic Preservation Commission of South Bend, South Bend, IN	Spring 2007
Jitin Kaun	City of South Bend, South Bend, IN	Spring 2007
Bryan Morales	Urban Design Associates, Pittsburgh, PA	Spring 2008
Eric Osth	Urban Design Associates, Pittsburgh, PA	Spring 2008
Sean Nohelty	Washington, D.C.	Fall 2008
David Schwarz	Washington, D.C.	Fall 2008
Norman Crowe	University of New Mexico, Albuquerque, NM	Fall 2008
Marianne Cusato	Cusato Cottages	Fall 2008
Bryan Clark Green	Richmond, VA	Fall 2008
Mihai Cazan	Sighisoara, Romania	Spring 2009
Zhao Chen	University of Nanjing, China	Spring 2009
Norman Crowe	University of New Mexico, Albuquerque, NM	Spring 2009
Catherine Hostetler	Historic Preservation Commission of South Bend, South Bend, IN	Spring 2009
Suhasani Mishra	Architect, India	Spring 2009
Andrew Rutz	Milwaukee, WI	Spring 2009

Invited by Samir Younes

Massimo Biondini	Mayor, Campello sul Clitunno, Umbria, Italy	Fall 2007
Paolo Paciffici	Council member, Campello sul Clitunno, Umbria, Italy	Fall 2007

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

2003 – 2004 Exhibitions

Timeless Cities: An Architect's Reflections on Renaissance Italy
Drawings by Architect and Fresco Painter David Mayernik that capture the culture and a time in history of five Italian cities
October 27 – December 5, 2003

Angiolo Mazzoni: Architecture in Motion
Models, drawings and photographs of this early modern architect's structures built for the Italian railway and postal services between 1920 and 1946
January 12 – February 20, 2004

2004 – 2005 Exhibitions
Learning from Rome: An Architect's Tour of Italy
An exhibition of watercolor paintings by Victor Deupi, Assistant Professor of Architecture, University of Notre Dame.
September 13 – October 8, 2004

2005 - 2006 Exhibitions
"Three Generations of Classical Architects: The Renewal of Modern Architecture"
An exhibition of the future of The Classical in the arts and architecture.
September 29 – October 1, 2005

2008 - 2009 Exhibitions
"Sustainability and the Environment: The Original Green"
An exhibition of student and faculty work demonstrates how traditional architecture and urbanism provide the only comprehensive approach to the challenges of sustainability.
February 5 – 7, 2009

A Comparative Analysis of Letarouilly's *Édifices de Rome Moderne* - Then and Now, featuring reproductions and original photographs documenting buildings of Renaissance and Baroque Rome as depicted by Paul Marie Letarouilly in his three volume *Edifices de Rome Moderne*.
August 24 – September 18, 2009

2010 Exhibitions
Photographs of the Athenian Acropolis: The Restoration Project
March 1 – April 16, 2010

Legacies in Stone: A Story of Space, Time and Nostalgia
April 5 – 16, 2010

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

i. Academic and Personal Advising.
Undergraduate students are advised by the Assistant Dean for the duration of their studies at Notre Dame. This entails academic advising at least twice a year to ensure that students are on track towards their graduation, to discuss with the student how they feel they are accomplishing their academic goals, and to act as an advisor on any other issues be they of a personal nature or related to academics and career. Faculty bring concerns about student well-being, academic, medical or personal to the Assistant Dean, who is in contact with Student Affairs and the University Health Center.

ii. Internship placement and career placement has become well satisfied by the AIAS coordination of two "Career Days" events; one information and orientation week held in the Fall and a series of firm presentations and interviews held in the spring. Typically representatives from forty or fifty firms in the United States participate in this event, many with a desire to hire several individuals. The rates of success exceed expectations. Anecdotal evidence support the idea that most if not all who wanted a job were successful by summer's end not only for graduates at both levels but also for younger students looking for summer employment.

iii. Since AY 2003-2004, a program had been in place to ensure that the majority of students enrolled in the third year and above are registered for the Intern-Development Program (IDC). In addition, since the start of AY 2008-2009, a benefactor of the School has offered to reimburse the cost of the LEED examination for any student or faculty member who passes the exam.

3.7.5 Evidence of the program's facilitation of student opportunities to participate in field trips and other off-campus activities

i. Organized field trips throughout Italy are a hallmark of the Rome Studies Program. In addition, faculty and staff in Rome aid students in independent plans for travel in Europe, the Middle East and Africa. On campus, field trips are integrated in second and fourth year design courses. Many students have participated in architectural and urbanistic conferences participated in or organized by Notre Dame faculty.

ii. Sites that have hosted summer studios include Nauplion, Greece, London and Bath England, Viseu Portugal, Oslo Norway, and Havana Cuba. An ongoing summer program is held in conjunction with Nanjing PRC in China.

ii. During the academic year studio projects take place in a variety of domestic and international settings. Second year projects take place in Chicago and in nearby towns in Indiana and Michigan. For each project a site visit is usually undertaken sometimes resulting in an overnight stay. Fourth and fifth year studios to numerous cities, ranging from Chicago and Los Angeles to Washington, D.C. and Boston. See the following list:

2003-2004 School of Architecture Studio Field Trips

1st Year Studio	Spring Semester
Bullene	Indianapolis, IN
2nd Year Studio	Spring Semester
Economakis	Chicago, IL / Lincoln Park / DePaul University

2004-2005 School of Architecture Studio Classes

2nd Year Studio	Fall Semester
Economakis	Chicago, IL / Lincoln Park / Gold Coast
4th Year Studio	Fall Semester
Bullene	Chicago, IL
Crowe	Chicago, IL
Stamper	Chicago, IL
Kenda	Chicago, IL
5th Year Studio	Fall Semester
Smith	New York, NY
Stroik	Bus trip to Chicago, IL
Smith	New York, NY
Amico	EAAE/AEEA Int'l Conference, Amsterdam
Amico	Boston, MA

2004-2005 School of Architecture Studio Classes

4th Year Studio	Spring Semester
Sakal/Hood	St. Augustine, FL (Jan-05)
Stamper	Bus to South Bend, IN local site
Kenda	Washington, D.C.
Sakal/Hood	St. Augustine, FL (May-05)
Massengale	New York, NY

1st Year Graduate Studio	
Economakis	Chicago, IL / Lincoln Park / Gold Coast

2005-2006 School of Architecture Studio Field Trips

2nd Year Studio	Fall Semester
Economakis/Semes	Chicago, IL

4th Year Studio	Fall Semester
Sakal/Hood	Chicago, IL

5th Year Studio	Fall Semester
Crowe	Albuquerque, NM
Stamper	Chicago, IL
Stamper	Chicago, IL

2005-2006 School of Architecture Studio Field Trips

4th Year Studio	Spring Semester
DeFrees	Gulfport, MS
5th Year Studio	Spring Semester
Crowe	Chicago Center for Green Building Technology

2006-2007 School of Architecture Studio Field Trips

5th Year Studio	Fall Semester
Hood	Elkhart, IN
Hood	Chicago, IL
Hood	Topeka, IN
Hood	Benton Harbor, MI
Amico	Cambridge, MA

2006-2007 School of Architecture Studio Field Trips

4th Year Studio	Spring Semester
Sakal/Hood	Conway, AR

2007-2008 School of Architecture Studio Field Trips

4th Year Studio	Fall Semester
Bullene/Crowe/As/Bass	Indianapolis, IN
Bullene/Crowe/As/Bass	Columbus, IN
Sakal/Hood	Los Angeles, CA
Bullene	Morris Performing Arts Center, South Bend, IN

2007-2008 School of Architecture Studio Field Trips

2nd Year Studio	Spring Semester
Bass/Hoyt	Marshall, MI

4th Year Studio	Spring Semester
Sakal/Hood	Los Angeles, CA
Uplekar	Pittsburgh, PA

2008-2009 School of Architecture Studio Field Trips

4th Year Studio	Fall Semester
Sakal/Hood	Wheaton, IL
Noble	New York, NY
Uplekar	Chicago, IL

5th Year Studio	Fall Semester
Amico	Cambridge, MA
Stroik	New Haven, CT
Hood	Wheaton, IL

2008-2009 School of Architecture Studio Field Trips

2nd Year Studio	Spring Semester
Hoyt/Salden	Chicago, IL

4th Year Studio	Spring Semester
Hood/Sakal	Chicago, IL
Hood/Sakal	Los Angeles, CA (Jan-09)
Hood/Sakal	Topeka, IN
Hood/Sakal	Los Angeles, CA (May-09)
Lykoudis/Greenberg	Berlin, Germany & Barcelona, Spain
Lykoudis/Greenberg	Chicago, IL
Uplekar	Romania
A. Buccellato & K. Buccellato	Albuquerque, NM

2009-2010 School of Architecture Studio Field Trips

4th Year Studio	August 2009
Lykoudis/Stamper/Bullene/Ponko/ Westfall/Ponko, Duany	Williamsburg, VA, Richmond VA, Charlottesville,VA, Monticello, VA, Washington, D.C., Annapolis, MD

Graduate Studio

	Location	When
Economakis	Chicago, IL	Sep-04
Smith	New York, NY	Sep-04
Bess	Chicago, IL	Sep-05
Economakis	Chicago, IL	Jan-06
Smith	New York, NY	Feb-06
Bess	Romeoville, IL	Aug-06
Economakis/Mayernik	Chicago, IL	Aug-06
Economakis	Chicago, IL	Sep-06
Economakis	Chicago, IL	Jan-07

Economakis	Chicago, IL	Aug-07
Economakis	Chicago, IL	Sep-07
Mayernik	Washington, DC	Oct-07
Economakis	Chicago, IL	Jan-08
Stroik	Chicago, IL	Feb-08
Bess	Northampton, MA	Aug-08
Bess	Chicago, IL	Oct-08
Bess	Northampton	Dec-08
Smith	Columbus, OH	Feb-09
Bess	New Orleans, LA	Aug-09

Other Field Trips and Activities

Sassano	Bybee Stone Mill & Elliot Stone Quarry	Apr-05
Sassano	Bybee Stone Mill & Elliot Stone Quarry	Sep-05
Eide	Herman Miller Design Center, Zeeland, MI	Apr-07
Eide	Herman Miller Design Center, Zeeland, MI	Mar-08
Eide	Herman Miller Design Center, Zeeland, MI	Mar-09
Ponko	Midway Airport, Chicago, IL	Feb-09

Mexico Service Project through Amor Ministries	Spring-06
Mexico Service Project through Amor Ministries	Spring-07
Mexico Service Project through Amor Ministries	Spring-08

Rome

Usual Fall Semester Field Trips – Palestrina, Bagnoreggio, Bomarzo,Villa Adriana, Tivoli, Orvieto, Todi, Assist, Gubbio, Urbino, Arezzo,Siena, San Giminiano, Monteriggione, Pistoia, Pisa, Firenze, Bologna, Ravena, Possagno, Maser, Vicenza, Venezia

Usual Spring Semester Field Trips – Vatican, Napoli, Paestum, Pompei, Vietri sul Mare, Salerno, Bagnaia, Caprarola, Cefalu, Palermo, Monreale, Segesta, Erice, Agrigento, Selinunte, Noto, Catania, Siracusa, Taormina

Graduate Program – Rome

Lykoudis/Economakis	Athens, Greece	Oct-07
Bess	Brugge, Belgium	Feb-08
Lykoudis/Economakis	Athens, Greece	Oct-08
Bess	Brugge, Belgium	Feb-09

Summer Programs

Lykoudis/Westfall	China	Jun-04
Lykoudis/Westfall	China	Jun-05
Lykoudis/Crowe	Japan	Jun-06
Crowe/Uplekar	Japan	Jun-07

Lykoudis/Uplekar	China	May-07
Economakis/Salden	Bath, England	May-09
Semes/Mayernik/Deupi/ Adriadne/Milligan/Kostelicky	Tuscan (Summer Academy)	2004-present

3.7.6 Evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities.

Students in the School of Architecture have a wide variety of choices to participate in social and academic clubs and other organizations outside the school. Some of these are ad hoc committees for special purpose mostly for service or social reasons. Others have a long-term affiliation with the university such as ethnic student organizations or special interest groups such as theater music, etc. Within the School of Architecture there are three organizations that students can participate as full members and/or enjoy their activities. They are the AIAS (American Institute of Architecture students), the SNU (Students for New Urbanism), SAWA (Student Association for Women in Architecture) and Sigma Tau Delta Honor Society.

Professional Societies

The American Institute of Architecture Students – Notre Dame Chapter (AIAS-ND)

An active chapter of American Institute of Architecture Students enlivens the educational and social life of Bond Hall. In addition to two galas – the Beaux Arts Ball, a Halloween costume party, and the Vitruvian Ball, a spring formal – AIAS-ND sponsors trips to national and regional meetings of the organization and coordinates and annual career day. AIAS-ND was named "Academic Club of the Year" by Notre Dame's Club Coordination Council in 2003, 2002, 2001 and 2000 and in 2003 was named Notre Dame's "Overall Club of the Year." In spring 2005, the club hosted the Midwest Quad Conference bringing nearly 100 architecture students to Notre Dame. The highlight of the conference was a panel discussion, "Politics and Practice: Designing in a Democracy," that addressed the built environment in Chicago. In 2007, AIAS-ND partnered with AIA Northern Indiana to bring together experts for "Creating a 21st Century College Town," a symposium to discuss the attributes of successful developments.

Student Association for Women in Architecture – Notre Dame (SAWA-ND)

Notre Dame's Student Association for Women in Architecture (SAWA-ND) was founded in 2007 to promote gender equality and diversity in architecture. SAWA received a grant from the Beverly Willis Architecture Foundation to bring notable female architects to lecture. Leading the speaker series was Beverly Willis, FAIA, who served as the first female president of the California Council of American Institute of Architects. Other speakers include architects Marianne Cusato and Susana Torre. SAWA-ND also hosts professional workshops, including recent events that introduced students to the computer programs Photoshop and In Design.

Students for New Urbanism – Notre Dame Chapter (SNU-ND)

Students for New Urbanism (SNU-ND) provide education on the New Urbanist planning approach. The chapter also supports New Urbanism-initiatives in the local community. Recently SNU-ND worked with the Near Northwest Neighborhood Association (NNN) to develop proposals for future zoning and growth. The club also participated in NNN's "Adopt-a-Block" program where they helped clean up a city block and contributed to the beautification of the neighborhood. In 2007, SNU-ND founded and hosted the first SNU Congress at Notre Dame. Students from across the country gathered to discuss development practices and public policies,

to learn from recent innovative work and to explore initiatives that have the power to transform communities.

Honor Societies

"Tau Sigma Delta Honor Society" (TSD)
[From the Constitution of Tau Sigma Delta]

ARTICLE I
Name and Object

Section 1.
The corporate name of the society shall be "Tau Sigma Delta Honor Society."[1]
Section 2.
The Society shall be known in the institutions where chapters are domiciled as Tau Sigma Delta Honor Society in Architecture and Allied Arts.
Section 3.
The Society derives its Greek letter name from the first letter of each of the words of its Motto, "Technitai Sophoikai Dexioti": Tau, Sigma and Delta. The Motto means "Craftsmen, skilled and trained."
Section 4.
The organization was established to provide a national collegiate honor society open to students of all American colleges and universities wherein an accredited program of Architecture, Landscape Architecture or Allied Arts is established. Its prime object is to celebrate excellence in scholarship, to stimulate mental achievement, and to award those students who attain high scholastic standing in Architecture, Landscape Architecture, and Allied Arts of Design by the rewards of membership in an honor society.
Section 9.
Membership criteria and methods of selection are as follows:

1. *Undergraduate Active Members.*

   To be eligible for undergraduate membership, a candidate must be a bona fide student enrolled in a course of study leading to the first accredited degree in Architecture, Landscape Architecture or the Allied Arts of Design. The candidate must have completed a minimum of two and one-half academic years (five semesters or eight quarters) of the initial degree program and shall have completed the major prerequisites of the degree program established by the Faculty of the Institution in which the Chapter is domiciled. Any eligible transfer student shall have been enrolled in residence a minimum of one academic year in the institution where his selection for membership is considered. The candidate must have maintained a B average or a 3.0 GPA on a 4.0 scale and be in the upper 20% of their class.

2. *Graduate Active Members.*

   A student shall become eligible for graduate active membership when he shall have completed at least one-half of the technical or professional requirements for the graduate

[1] Tau Sigma Delta was re-incorporated in the State of Michigan as a non-profit organization.

degree in Architecture, Landscape Architecture, or the Allied Arts of Design, provided he shall have attained an average grade not lower than the minimum grade required for undergraduate members. An undergraduate member who continues his studies at the graduate level automatically becomes an active graduate member.

3. *Alumni-Faculty Members*
   An alumni-faculty member is automatically a chapter member unless he shall successfully petition for withdrawal from membership.

3.7.7 A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities.

Notre Dame School of Architecture
Standards and Procedures on Appointment, Reappointment, Tenure, and Promotion

The following standards and procedures govern decisions in the School of Architecture as to appointment, reappointment, tenure, and promotion of members of the teaching and research faculty. Decisions related to appointment, reappointment, tenure, and promotion are also subject to University-wide procedures and requirements, which are controlling and take precedence in the event of a conflict.

Unless otherwise indicated, for purposes of this document, the term "faculty" means all teaching and research faculty.

For purposes of appointment, reappointment, tenure and promotion in the School of Architecture excellence in teaching is the threshold that must be crossed. If that threshold is not met, it is exceedingly unlikely that the quality of the scholarship will be sufficient to recommend tenure.

The Faculty Handbook, Article III, "The Faculty," Section 4, outlines the following requirements for each rank of Professor:

The Assistant Professor should ordinarily possess the doctors degree or its equivalent or in certain fields, the appropriate professional degree or license. The Assistant Professor should have demonstrated teaching ability, promise as a scholar, interest in students and a genuine spirit of study necessary to keep courses continually revised and to assure growth in knowledge and maturity.

The Associate Professor should possess the doctors degree or its equivalent or in certain fields, the appropriate professional degree or license. The Associate Professor should have demonstrated outstanding teaching ability, growth in knowledge and maturity, salutary influence upon students and standing among colleagues. Notable Achievement in scholarship, as shown by significant publication or its equivalent or, where appropriate, by meaningful contributions to public service, will ordinarily be required for this rank.

The Professor should possess the qualifications required for appointment as Associate Professor, should have maintained excellence in teaching, and should have gained widespread recognition as a scholar.

A. Criteria for Teaching, Scholarship, and Service

1. Faculty Trajectories

With these descriptions in mind, within the School of Architecture there are three general trajectories that architectural faculty can follow with respect to scholarship: The first is one of traditional scholarship, the second is that of the practitioner that focuses on creative work, and the third is that which recognizes the relationship between the teaching, the practice and scholarship.

a. Traditional Scholar

The path to reappointment and promotion of the traditional scholar (historian/theorist) is the easiest to understand as it follows the model found in most departments within the University. For reappointment, this model recognizes a body of work that includes but is not limited to one or more articles or papers per year published in a top-rated journal or presented at a top-level academic/professional institution. While quantitative measures are included here they should be understood as providing a guideline. Regardless of the quantity of work, or even its placement for publication, the quality of the work is paramount.

Grant applications that are successful are seen by the University as an outside endorsement of the candidate's scholarly agenda, as well as invited lectures at premier academic institutions and professional organizations. Progress toward a book that has promise of being published by a top rated publishing house is essential. For reappointment, the fundamental question that needs to be asked is: Will there be a reasonable chance that the candidate will be tenurable at the end of the applicable contract period? For tenure the same trajectory is expected and the successful publication of the book is the norm in the end, the tenure applicant must demonstrate that his or her work is of notable achievement and has *made a difference.* For promotion to full Professor, excellence in teaching and a second book or its equivalent is expected along with widespread recognition as a scholar. Widespread recognition" connotes a national or international scholarly reputation in the individual's field of study, such as is enjoyed by persons promoted to full professor at other nationally recognized architecture schools.

a. Design Architect or Practitioner

For those making their reappointment case primarily as a design architects or practitioners this can mean one or more published essays or presented papers per year as well, or in lieu of those items, published creative work in the form of a designs or competition entry in one or more top-rated architectural journals each year. Acceptable journals and publications include, but are not limited to *Architectural Record, Architecture, Architect, The Classicist* or *American Arts Quarterly*. While quantity is important, excellent quality work is essential. Grant applications that are successful are seen by the University as an outside endorsement of the candidate's scholarly agenda as well as invited lectures at premier academic institutions and professional organizations. For promotion to tenure and full professor, a portfolio of architecturally significant buildings that have been positively evaluated by peers can be seen as equivalent to a book, depending on the quality and scope of the project and on its impact to the architectural community. As in the case of the scholar, the designer/practitioner seeking tenure must demonstrate that his or her work is of notable achievement and has *made a difference.* For promotion to Full professor the same qualifications are present with the

addition that the candidate has maintained excellence in teaching along with widespread recognition.

c. Teacher/Practitioner/Scholar

The third case is a kind of catch all category and arguably the most difficult as it does not fit into any clearly defined path of scholarship. It does, however, recognize that many architectural academics work in the world between traditional scholarship and practice. It relies on a steady stream of creative, professional and academic activity that in the end must demonstrate that as a whole, it has made a difference to the field of architecture. What that difference is of course, is up to the applicant to explain and the evaluators to concur or disagree. As in the other two strategies, both the quantity and the quality of the work must constitute evidence of notable achievement, the threshold to cross in presenting this strategy for tenure and promotion. For all ranks, the appropriate, similar qualifications as outlined in the faculty handbook apply as in the previous two strategies.

One final word about the evaluation process: It is both the quality and quantity of the teaching and the work that together will build a successful reappointment, tenure and promotion case. It is possible that a candidate will have done everything "right" in terms of number of publications, exhibitions, published creative work built projects and citations in the professional or academic journals. But if the evidence does not clearly demonstrate excellence in teaching and making a notable achievement in scholarship in the field, the case will ultimately not succeed.

2. Teaching

Teaching is a central mission of the School of Architecture. To warrant an award of tenure, the faculty member must demonstrate outstanding teaching ability. Individuals are outstanding teachers for different reasons, but outstanding performance as a teacher includes the following: the ability to communicate complex ideas; depth and breadth of knowledge relevant to the fields of teaching; thoughtful and thorough organization of individual class sessions and overall course content; the ability to stimulate the intellectual interests of the students; the ability to direct student work both inside the classroom and out; the ability to devise methods of determining a student's progress and achievement appropriate to the courses taught; and demonstrated accessibility to, and interest in, students.

The quality of teaching is measured in two ways. The first is conducted within the School of Architecture following the guidelines stated in the August 14, 2006 Memo of the Advisory Committee to the Provost on the Evaluation of Teaching (ACPET) (Appendix I). For each course selected for intensive review, the members of the CAP must address all four of the following areas in their evaluation of the candidate's teaching:

1. Course Design: Are the learning goals for the course meaningful and clearly articulated? Is the course design rigorous, current, relevant to the students' needs, and where appropriate, consonant with the program's curricular requirements?
2. Implementation: Does the faculty member create a stimulating environment that is conducive to learning and effective in the use of students' time? Are students being inspired and encouraged to think analytically and creatively, and to develop knowledge, skills, and habits of mind appropriate to the discipline?
3. Evaluation of Student Work: Does the faculty member employ reliable balanced approaches for assessing a student's achievement of the course learning goals? Does the

faculty member set high expectations for student performance, provide students with helpful feedback throughout the course, and apply appropriate standards when evaluating student work?

4. Student Perceptions: Do the students perceive themselves to be well taught by the faculty member? Are the students satisfied with their learning experience in the course?

The CAP is charged with gathering evidence that addresses the four sets of questions outlined. Sources of evidence should include the faculty candidate, students in the selected courses, and faculty peers. To assist the CAP in its review, the faculty candidate is encouraged to include in his/her submitted dossier:

- A personal reflection on the rationale and design of the courses selected for review.
- A retrospective commentary by the candidate on the extent to which course goals were achieved and any efforts to enhance the course's implementation.
- Relevant course materials, e.g., syllabi, readings, assignments, and examinations.
- Representative samples of graded student work, suitably redacted to protect student privacy.

The second way of measuring teaching is through the numerical analysis provided by the CIFs, administered by the University for every faculty member.

3. Scholarship

A scholar is expected to have a wide, deep, and critical command of the field of study, the best evidence of which consists of a record of original and high-quality contributions to that field. A scholarly piece, in whatever form or length, should demonstrate a solid grounding in the scholar's area of study; the scholar's originality, creativity, and ability to identify important avenues of inquiry; sustained and careful research and analysis; and the ability to communicate effectively and persuasively. Scholarship, in sum, is informed, reflective, and analytical, and demonstrates the intelligence, care, and insight one would expect of a person advancing his or her field of study. The quality of the candidate's scholarship is measured against the guidelines contained in Appendix II.

4. Service to the Institution, the Profession, and the Community

The School of Architecture does not require a high level of service from its tenure track faculty. To warrant an award of tenure, the faculty member is encouraged to show a record of meaningful service, both within and outside of the University. The individual can contribute in concrete ways to the intellectual life, institutional governance, and overall improvement of the School of Architecture and the University. Common examples of such contributions would be serving on School of Architecture and University committees, advising student organizations, assisting in co-curricular activities, and participating in school and University-sponsored programs, colloquia, and organizations. Relevant service outside the University would include involvement in professional organizations, local or regional civic institutions, governmental agencies, or other activities that draw upon the candidate's professional abilities and benefit the community or the general public.

5. Mentorship

Mentorship of Junior Faculty: At the time of Appointment each Tenure-Track Faculty member will be asked to select a Mentor to assist him or her with advice on matters pertaining to teaching, scholarship and service. The Mentor must hold the rank of Associate Professor or

above. It should be made clear that sole responsibility for the success of a candidate's renewal, promotion and tenure rests with the candidate. The candidate is solely responsible to establish his or her scholarly focus, trajectory and quantity of work. The candidate is solely responsible to establish his or her own teaching philosophy and success in the classroom. The candidate is solely responsible to establish his or her own level of service and to conduct his or herself in a collegial and professional manner within the faculty. In the event that a mentor is elected to the CAP he or she must resign from their position as Mentor of the candidate. Issues raised in discussions between the Mentor and candidate must remain in confidence in the CAP's deliberations. For instance, if a CAP member was previously a mentor to a candidate, those discussions must remain in confidence.

B. Procedures Governing Annual Reviews and Reappointment, Tenure, and Promotion Decisions

Decision on tenure and promotion to full professor are University-level decisions. In accordance with Article III, "The Faculty," Section 4 of the *Faculty Handbook* (2009), faculty member may request, or the CAP may invite the faculty member to request, consideration for tenure in the penultimate academic year of a second appointment without tenure. Otherwise, the CAP shall consider a faculty member for tenure in the final year of the second tenure-track appointment (or at such other time as may be specified in the letter of appointment).

A faculty member may request, or the CAP may invite the faculty member to request, promotion to the rank of professor at any time after receiving tenure, without regard to time as associate professor. During the year that the candidate is considered for tenure or promotion, the CAP shall evaluate the faculty member's teaching, scholarship, and service, and make a recommendation to the dean, for transmission to the Provost, as to whether the candidate has satisfied the standards for tenure or promotion.

Any faculty member who wishes to be considered for early tenure or for promotion discusses this with the Dean or with other members of the CAP, or with both. If he or she wishes to proceed, they should inform the CAP of this desire.

1. Candidate's Responsibilities

In the late spring prior to the candidate's year of application, he or she should provide notice to the CAP of his or her intent to seek tenure or promotion to full professor. The candidate should be collecting all pertinent material for his or her packet. This should include his or her Curriculum Vitae, all significant essays, papers, books, published and unpublished designs and other scholarly works the candidates wishes the CAP and external reviewers to evaluate. The complete list of items to include and the order that they must appear is on Form "P" which is available in 110 Bond Hall. The candidate at this time should be thinking about a maximum of three external reviewers that he or she would like for the CAP to ask to review the packet. These reviewers should be scholars and practitioners that are familiar with the candidate's area of expertise but they need not be acquaintances of the candidate or of his or her work.

By the end of the spring semester prior to the candidate's year of application, the candidate formally gives his or her list of reviewers to the CAP along with a list of items the candidate plans to include in his or her packet. The candidate may also include the names of up to two potential reviewers to whom the candidate objects. The lists are reviewed by the CAP and advice as to content is offered if necessary to ensure the packet is presented in the best light

possible. By the end of September, the packet is assembled by the candidate and one master copy or (10 originals) submitted to the CAP for evaluation by the CAP and the external reviewers. At the same time, the candidate submits a packet that includes his or her syllabi and examples of exams, project briefs, and student work of selected courses, along with other material necessary for the CAP to evaluate teaching. Examples of student design projects executed in the candidate's studio class are appropriate to include in this packet.

2. Committee's Responsibilities

During the first week of September, the CAP shall inform those individuals whose contracts require them to be reviewed of the schedule and procedures that are to be used in their review. This should merely review groundwork that has been laid in the previous spring.

The CAP shall solicit from the candidate relevant materials for consideration of tenure or promotion, giving the candidate at least one month to respond. Where appropriate, the CAP shall arrange class observations and scholarship reviews to supplement those that have previously occurred.

In cases of tenure and promotion to full professor, the packet is reviewed by both the School CAP and a minimum of six external reviewers, of which at least five must be from the CAP's list. A maximum of two reviewers from the candidate's list will be included. No more than eight outside reviewers can be involved. This list must be finalized by the end of the spring semester prior to the candidate's year of application. Generally, an external reviewer should hold the rank of professor at a highly regarded school of architecture, or should be a nationally or internationally recognized practitioner. A standard University letter is sent to the external reviewers (see case packages given before the meeting) that asks the reviewer to evaluate the quantity and quality of the scholarship or intellectual worth of built or designed projects. They are to review only the materials sent to them, as the internal evaluation deals with teaching and service. At the time each external reviewer agrees to serve, the CAP shall transmit to that reviewer in early October the full portfolio of the work submitted by the candidate and indicate the date by which the letter is requested. The external reviewers are asked as to whether or not the candidates would be awarded tenure or promotion at a top ranked institution. The deadline for the external reviewers' reports is the first week of November.

By the third week of November, the CAP shall prepare and submit to the Dean three reports: scholarship, teaching, and service. Each of these reports should be prepared by a different CAP member. With respect to scholarship, when the external reviewers return their evaluations, it is the CAP's responsibility to analyze and summarize the findings in addition to its own review of the scholarship in a separate document. With respect to teaching, the CAP writes a summary of the CIFs since the date of hire (including all CIFs from any previous classes taught as a visitor or adjunct) and prepares a separate report on teaching that takes into account the candidate's syllabi, classroom visits by members of the CAP and where appropriate, reviews the work produced in class by the students. In the School of Architecture this work is comprised of studio projects. Finally, a separate report on service is completed.

The reports and the discussions of the CAP to date are summarized in yet another report that includes a discussion of the trajectory of the candidate's scholarship, teaching, and service, and a recommendation of whether the candidate should be granted tenure or promotion to full professor. The reasons for the CAP's recommendation shall be stated clearly and candidly, and in reasonable detail, with specific reference to the evidence and inferences upon which the CAP

relied. The report shall be signed by each member of the CAP and it shall indicate the votes of the individual CAP members.

In cases of reappointment, the candidate is reviewed for scholarship, teaching and service, and the process and timeframe of the review is the same as cases for tenure, except, there are no outside reviewers involved.

3. Dean's Responsibilities

The packet is then given to the Dean of the School who reviews the material and may ask for further discussion and information from the CAP. The Dean then writes his or her report to the Provost containing the Dean's personal recommendation and reasons as to whether the candidate should be awarded tenure or promotion to full professor. The letter shall contain detailed reasons as well as conclusions. In making the recommendation, the Dean shall take into account the recommendations of the CAP as well as the Dean's own knowledge and review of the candidate's file.

The Dean shall forward the Dean's letter and all other material to the Provost by January 9. In transmitting external reviews to the Provost, the CAP shall include the candidate's list, a descriptive list of evaluators approached (including those who were asked to serve but declined), the date each review was solicited, and a sample copy of the contact letter. When the external reviews are transmitted to the Provost, the first page of each letter should indicate whether the reviewer was selected by the candidate, the CAP or both.

If the Dean's recommendation is contrary to that of the CAP, he or she shall consult formally with the CAP and shall forward an account of that consultation with the rest of the file to the Provost.

The Provost sends the packet along with all the packets of all the candidates to PAC in January. After about one month for reviewing the material, the PAC meets for two consecutive days in February and discusses all of the cases for the year. When needed, additional information is requested from the department, Dean or candidate. A request for more information is not an indication of how the case is going in the discussions and in the event that you are asked it is important to refrain from drawing any conclusions about the status of the case. In March, the PAC meets once again to discuss all of the cases and make its final recommendation to the Provost for each case. The eighty or so cases then go to the Provost for individual review. The Provost makes his or her recommendations on each case and the cases then go to be individually reviewed by the President of the University. Since both the Provost and the President review each case individually the time it takes to go through all the cases brings the entire process to the end of April beginning or May. Letters are sent out only after all the cases have been decided.

Whenever a recommendation by the CAP is not accepted by the Provost or the President, the reasons for such non-acceptance shall be conveyed to the CAP through the Dean. Whenever the ultimate decision concerning tenure or promotion is negative, the Dean, upon request of the faculty member, shall convey the reasons for the negative decision in writing to the faculty member. In other cases, after completion of the University review procedure, the Dean shall convey the essence of the CAP and University-level evaluations in writing so as to guide the faculty member's future development.

The purpose of this section is to demystify a bit the process and to help member of the faculty to prepare stronger cases by anticipating the "audiences" that Faculty members will be addressing in their applications.

This document is provided only as a guide to explain the evaluation process for School of Architecture. *In all cases excellence in teaching, scholarship, and service is the threshold that needs to be met at each stage of promotion.* It is both the quality and quantity of the teaching, scholarship, and service that will build a successful reappointment, tenure and promotion case. It is possible that a candidate will have done everything "right" in terms of number of publications, exhibitions, published creative work built projects and citations in the professional or academic journals. But if the evidence does not clearly demonstrate excellence in teaching and making a notable achievement in scholarship in the field, the Promotion and Tenure case will ultimately not succeed. If the evidence does not clearly demonstrate excellence in teaching and that the candidate has gained widespread recognition as a scholar then the case for Full Professor will ultimately not succeed.

3.7.8 Evidence of the School's facilitation of faculty research, scholarship, and creative activities since the previous site visit, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

[From the University of Notre Dame *Faculty Handbook*, p. 33, 2007-2008]

Consistent with its views on faculty services, the University recognizes the importance, for its own well-being, of faculty leaves of absence. The University does not, however, subscribe to rigid formulae for such leaves. Requests for a leave of absence must ordinarily be submitted to the chairperson of the department or other appropriate academic officer at least six months in advance of the beginning of the period of leave requested. Leave of absence is also granted as indicated in the medical leave of absence policy and the family and medical leave policy. Leave of absence officially granted by the University with or without remuneration is counted as service for purpose of tenure and promotion unless otherwise expressly stipulated.

Sabbatical Leaves

Sabbatical leaves are not clearly defined by the University of Notre Dame, and granting one basically means losing the faculty's presence for teaching without any financial compensation to the School. Several requests for sabbaticals have been granted, however.

Spring 2004	No leaves
Fall 2004	No leaves
Spring 2005	Norman Crowe
Fall 2005	Duncan Stroik
AY 2006-2007	Duncan Stroik
Spring 2006	Robert Amico
Fall 2006	No leaves
Spring 2007	Dennis Doordan
Fall 2007	No leaves

Spring 2008	Thomas Gordon Smith
	Sallie Hood
AY 2008-2009	Samir Younes
Spring 2009	Aimee Buccellato
Spring 2010	Richard Economakis
	David Mayernik
	Krupali Uplekar

Attendance at Conferences and Symposiums

In the past five years, faculty trips for conference attendance have been supported in almost all cases although the designated budget to support this is inadequate. Discretionary funds and other solicitations have made this possible although more formal funding should be raised and policies adopted. Faculty members have also had great moral support to develop self-motivated research and they have also been encouraged to engage in significant practice or design work.

Robert Amico
NA

Imdat As

10/30-11/4/06	Nicosia, Cyprus – CIPA/VAST 2006
4/6/07	Indianapolis, IN – Int'l Symposium on Manufacturing Material Effects
4/5-4/8/09	Chicago, IL – Traditional Building Conference and Exhibition
4/16/08	Indianapolis, IN Juror for AIA High School Architecture Competition

Phil Bess

9/16-9/19/04	Newport Beach CA – Defending the Constitution, Clarement Institute Conference
3/10/05-3/13/05	Charleston, SC – Council for Architecture and Urbanism Conference (speaker replacement for Michael Lykoudis)
6/8-6/12/05	Pasadena CA – CNU XII
2/07-2/08/06	Chicago, IL – CNU: Choice and Cities Conference
5/31-6/04/06	Providence, RI – CNUU XIV; Developing The New Urbanism
04/06	Chicago, IL – CNU Forum on Gulf Coast Rebuilding
6/26-7/1/06	London, England – Traditional Architecture Group Conference
5/16-5/18/07	Philadelphia, PA – CNU XV

Robert Brandt
NA

Aimee Buccellato

8/6-8/09	Albuquerque, NM – Building Technology Educator's Society Conference, speaker
11/14/09	Notre Dame, IN – 10th Annual Fall Conference, Center for Ethics – "Summons of Freedom: Virtue, Sacrifice, and the Common Good," speaker

Rev. Richard Bullene, C.S.C.

11/3-11/7/04	Houston, TX – ACSA Administrators' Conference
5/18-5/21/05	Las Vegas, NV – AIA Conference
10/6-10/09/05	Baltimore, MD – ACSA Conference
4/06	Indianapolis, IN – Juror for AIA High School Competition
11/2-11/4/06	Scottsdale, AZ - ACSA Administrators' Conference

Norman Crowe

6/11-6/19/04	London, England – Making Cities Livable Conference
11/6-11/9/07	Chicago, IL – US Green Building Conference

Alan DeFrees

5/11-5/18/07	Orinda, CA – 3D scanner, high definition documentation training

Dennis Doordan

1/4/07	London, England – Research Symposium on Cold War Fairs and Expositions, Victoria and Albert Museum, presented paper
1/18/07	London, England – Royal College of Art, presented lecture
3/1/07	Austin, TX – Symposium: "Sanctioning Modernism: Post WWII Architecture," presented paper
11/4/08	Tempe, AZ – Symposium: "From Here to There: Design Research," Arizona State University, presented paper
6/20/08	Langfang, Hebei Province, China – Conference: "2008 International Forum on Urban Development and Planning," presented paper
9/15/08	Venice, Italy – International Conference on Historical Studies in Design, Università IUVA di Venezia, presented paper
12/8/08	London, England – Conference: "Creative Scholars: Research Economies in Art and Design," Wimbledon College of Art and University of Brighton, presented paper
5/16-5/17/09	Evanston, IL – Participant in National Science Foundation Workshops, "Design as a Discipline," University of Michigan and Segal Design Institute

Richard Economakis

6/04	London, England – Making Cities Livable Conference
5/04	Costozza, Italy – AER
10/04	New York, NY – AIA Conference
2/16-2/22/05	Carmel/San Jose, CA – Making Cities Livable Conference
1/20-1/2/06	Notre Dame, IN – Issues in Architectural Reconstruction Conference, speaker
8/06	London, England – Traditional Architecture in Britain: Teaching and Building in the 21st Century Conference, with Traditional Architecture Group, organizer
11/4/06	Gary, IN – Drawing the Lines: International Perspectives on Art and Urban Renewal Conference, speaker

Sallie Hood

4/17-4/20/06	Las Vegas, NV – 2006 National Congress and Expo for Manufactured and Modular Housing and Resident Relations Forum

5/18-5/22/06	Santa Fe, NM – Making Cities Livable Conference: True Urbanism and Healthy Communities
10/4-10/8/06	Washington, DC – Traditional Building Conference
12/11-12/13/07	St. Louis, MO – PCI Seminar
3/13-5/15/08	Boston, MA – Traditional Building Conference

Michael Lykoudis

2/18-2/23/05	Carmel/San Jose, CA – Making Cities Livable Conference
5/19-2/26/05	Las Vegas, NV – AIA National Convention and Design Expo
4/17-4/20/06	Las Vegas, NV – Manufactured Housing Institute Conference
11/8-11/10/07	West Lafayette, IN – Sustainability Symposium at Purdue University
11/29-12/02/07	Alexandria, VA – Green Architecture and Urbanism Council
4/3-4/6/08	Austin, TX – CNU XVI: New Urbanism and the Booming Metropolis
5/14-5/16/08	Boston, MA – AIA Convention
4/30-5/2/09	San Francisco, CA – AIA Convention

David Mayernik

5/17-20/07	Philadelphia, PA – Congress for New Urbanism: New Urbanism and the Old City
July-Sept. 07	Lincoln, England – Prince's Foundation Summer Program: The Culture of Building
3/13-15/08	Boston, MA – Traditional Building Conference
4/3-4/6/08	Austin, TX – CNU XVI: New Urbanism and the Booming Metropolis
9/08	Chicago, IL – Traditional building Conference
10/08	New York – Institute for Classical Architecture and Classical America: Palladio Symposium
6/09	Chicago, IL – NCARB Seminar: Hidden Risks of Green Building

William Ponko

3/16-3/17/07	Chicago, IL – IDP Coordinators' Conference
10/10-10/11/08	Louisville, KY - AIA KY/AIA IN Convention

Ingrid Rowland

12/04	Boston, MA – Archaeological Institute of America Annual Meeting, speaker
5/05	Cambridge, England – Conference on Dialogues and Discourses: Conversing with Early Modern Natural Philosophy, Center for Research in the Arts, Social Sciences, and Humanities, speaker
5/05	Cambridge, England – Renaissance Society of American Annual Meeting, speaker
5/05	Siena, Italy – Conference on Pius II Piccolomini: The Pope of the Reanissance in Siena, speaker
5/05	Rome, Italy – Conference on "From Renovatio to Reform, The Visual Arts and the Rise of the Papal Capital: Imitation, Representation and Printing in the Italian Renaissance, speaker
10/05	Rome, Italy – Conference on "Rome and Science," speaker
3/06	Boulder, CO – Symposium on "Powers of Wonder," University of Colorado

4/06	San Francisco, CA – Annual Meeting, Renaisance Society of America, speaker
5/06	Los Angeles, CA – J. Paul Getty Center, speaker
10/06	Atlanta, GA – Symposium "Raphael, Castiglione, and European Courtly Culture," speaker
10/06	Rome, Italy – Symposium "From the Roman Academy to the Danish Academy in Rome," Danish institute in Rome, speaker
11/06	Amsterdam, Netherlands – Nexus Conference 2007, "New Notes Towards the Definition of Western Culture, Part I, The Classics, Art, and Kitsch," speaker
2/07	Hartford, CT – Lectures for Exhibition "Faith and Fortune, Five Centuries of European Masterworks, Wadsworth Athenaeum, speaker
3/08	Berlin, Germany – Conference on Giordano Bruno, Max-Planck-Institut fur Wissenschaftsgeschichte, panelist
4/08	Florence, Italy – Joint meeting of the National Endowment for the Humanities and the Consiglio Nazionale delle Ricerche, speaker
7/08	Vicenza, Italy – Centro di studi palladiani, Convegno per il 500 anniversario di Andrea Palladio, speaker
10/08	Amsterdam, Netherlands – The Making of the Humanities: First International Conference on the History of the Humanities, speaker
10/08	Rome, Italy – Conference on Early Modern Theatre, Norwegian Institute, speaker
2/09	New Jersey – Rider University, Conference on "The Hidden and the Reavealed," speaker
3/09	Los Angeles, CA – Renaissance Society of America, speaker
6/09	Rome, Italy – Symposium on New Perspectives on the Baroque, Norwegian Institute, speaker
7/09	Pisa, Italy – Conference on Architectural Treatises, Scuola Normale di Pisa speaker
9/09	Einsiedeln, Switzerland – Conference on Architectural Treatises, speaker
9/09	Amsterdam, Netherlands – University of Amsterdam Conference on Bilingualism, speaker

Ronald Sakal

4/17-4/20/06	Las Vegas, NV – 2006 National Congress and Expo for Manufactured and Modular Housing and Resident Relations Forum
5/18-5/22/06	Santa Fe, NM – Making Cities Livable Conference: True Urbanism and Healthy Communities
10/4-10/8/06	Washington, DC – Traditional Building Conference
12/11-12/13/07	St. Louis, MO – PCI Seminar
3/13-5/15/08	Boston, MA – Traditional Building Conference

Samantha Salden

1/22-1/24/09	Albuquerque, NM – New Partners for Smart Growth: Building Safe, Healthy and Livable Communities
6/09	Denver, CO – CNU Conference

Steven Semes

4/06	Chicago, IL – CNU Forum on Gulf Coast Rebuilding
10/31-11/6/06	Venice, Italy – The Venice Charter Revisited: Modernism and Conservation 1964-2006

Thomas Gordon Smith

5/2-5/4/04	New York, NY – Arthur Ross Award / ICA & CA

John Stamper

11/3-11/7/04	Houston, TX – ACSA Administrators' Conference
3/3/05-3/5/05	Chicago, IL – Annual Meeting of the ACSA
4/6/05-4/10/05	Vancouver, CA – Annual Meeting of the Society of Architectural Historians
10/6-10/9/05	Detroit, MI – ACSA Regional Meeting
11/3-11/6/05	Baltimore, MD – ACSA Administrators' Conference
3/30-4/2/06	Salt Lake City, UT – Annual Meeting of the ACSA
10/20-10/22/06	Milwaukee, WI – ACSA Regional Conference
11/2-11/4/06	Scottsdale, AZ – ACSA/CELA Administrators' Conference
3/7-3/11-07	Philadelphia, PA – ACSA Annual Meeting
11/1-11/4/07	Minneapolis, MN – ACSA Administrators' Conference
10/23-10/26/08	Champaign, IL – ACSA Regional Meeting
11/5-11/9/08	Savannah, GA – ACSA Administrators' Conference
3/12-3/13/09	Indianapolis, IN – Indiana Building Green Symposium
4/30-5/2/09	San Fransisco, CA – AIA Convention

Duncan Stroik

10/5-10/10/04	Bologna, Italy, A Vision of Europe Conference
4/6/06	Chicago, IL, Traditional Building Exhibition and Conference

Krupali Uplekar

5/26/06	London, England – Traditional Architecture: Building and Teaching in the 21st Century by Traditional Architectural Group, speaker
10/31-11/6/06	Venice, Italy – The Venice Charter Revisited: Modernism & Conservation in the post-War World, 1964-2006, speaker
1/11-1/12/07	New Delhi, India – Conference on New Architecture and the Development of an Indian Tradition, speaker
3/24/07	South Bend, IN – Restore Michiana Conference, speaker
5/11-5/18/07	Orinda, CA – 3D scanner, high definition documentation training
10/17-10/19/07	New Orleans, LA – Traditional Building Conference, speaker
4/1-4/5/09	Pasadena, CA – Society of Architectural historians Annual Meeting
4/6-4/10/09	Hanoi, Vietnam – 12th International Seminar of Forum UNESCO. University and Heritage Conference, speaker

C. William Westfall

9/16-6/19/04	Newport Beach CA – Conference: Defending the Constitution: Property Rights and the New Regulation at the Claremont Institute, speaker
10/1-10/3/04	Amherst, MA – Colloquium on the American Founding, Amherst College, speaker
2/18-2/19/06	Washington, DC – CNU Charter Awards jury

2/24-2/28/06	Lubbock, TX – Texas Tech University College of Architecture Symposium 2006, speaker
3/17-3/19/06	Albuquerque, NM – Western Political Science Association, speaker
5/12/06	Washington, DC – Northern Virginia and Virginia Society of the AIA, speaker
9/11/06	Amherst, MA – Presented paper at Amherst College
10/7/06	Washington, DC – Traditional Building Exhibition and Conference
3/08	Guatemala – Conference and Research

Samir Younes

1/12-1/14/04	Rome, Italy – Hastings Florence / Rome Program Seminar
10/10/04	Bologna, Italy – Vision of Europe, speaker
5/19/04	Viseu, Portugal – Teaching in Age of Globalization, speaker
6/19/04	London, England – Making Cities Livable, speaker
6/25/04	Artena, Italy – Communie de Artena, speaker
8/28/04	Barletta, Italy – Commune di Barletta, speaker
6/14/05	Città della Pieve, Italy – Convengno di Sviluppo Urbano, speaker
10/08/05	San Giorgio a Liri, Italy – Commune di San Giorgio, speaker
11/2/06	Venice, Italy – Venice Charter Conference, speaker
5/8-5/12/07	Rome, Italy – Eur. School of Arch. & Urbanism Seminar
6/6/08	Rome, Italy- Hampton University Seminar

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

Faculty members who engage in practice remain knowledgeable about changing demands by being engaged in real situations. Well over half of the faculty is engaged in practice in one form or another: be it architecture, urban design or consulting services. Several faculty members have or are practicing outside the United States. The practices of the faculty are varied in terms of geographic focus, building types and philosophical approaches. Licensed faculty members and AIA members are required to meet the continuing education requirements of the AIA and of their respective states by attending conferences, conventions, symposiums, lectures, and training sessions.

Our students appreciate the intensity of faculty practices because the largest majority intends to pursue practice and licensure – and they seem to appreciate being aware of faculty projects in the field.

The following faculty members are licensed architects in the United States:

Faculty
Robert Amico
Alan DeFrees
Sallie Hood
Michael Lykoudis
David Mayernik
Ron Sakal
Steven Semes
Thomas Gordon Smith
John Stamper

Duncan Stroik

Visiting Faculty
Christine Franck
Allan Greenberg
Steve Hurtt
Thomas Noble
William Ponko
Thomas Rajkovich
Richard Sammons

Adjunct Faculty
Jed Eide
Frank Huderwitz
Ed Keegan
Thomas Lowing
The following faculty members are licensed architects outside the United States:

Faculty
Richard Economakis
Michael Lykoudis
David Mayernik
Samir Younes

Visiting Faculty
Benjamin Bolgar
Ettore Mazzola

3.8 Physical Resources

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

Bond Hall is solely dedicated to the needs of the School of Architecture of Notre Dame. The facility consists of a four-story limestone structure originally built in 1917 as the University's Library. During 1995–1997, the building was gutted and entirely remodeled to accommodate the needs of the school. During that time an addition of 15,000 square feet was made toward the west providing required vertical circulation and additional classroom facilities as well as mechanical and electrical services. The building is fully air-conditioned.

The basement level accommodates a graduate studio for 15 students and a sophomore studio geared to accommodate 55 students. It also provides for a computer laboratory, a wood shop, a building arts studio, and compact storage for the Library. An archive is also located here.

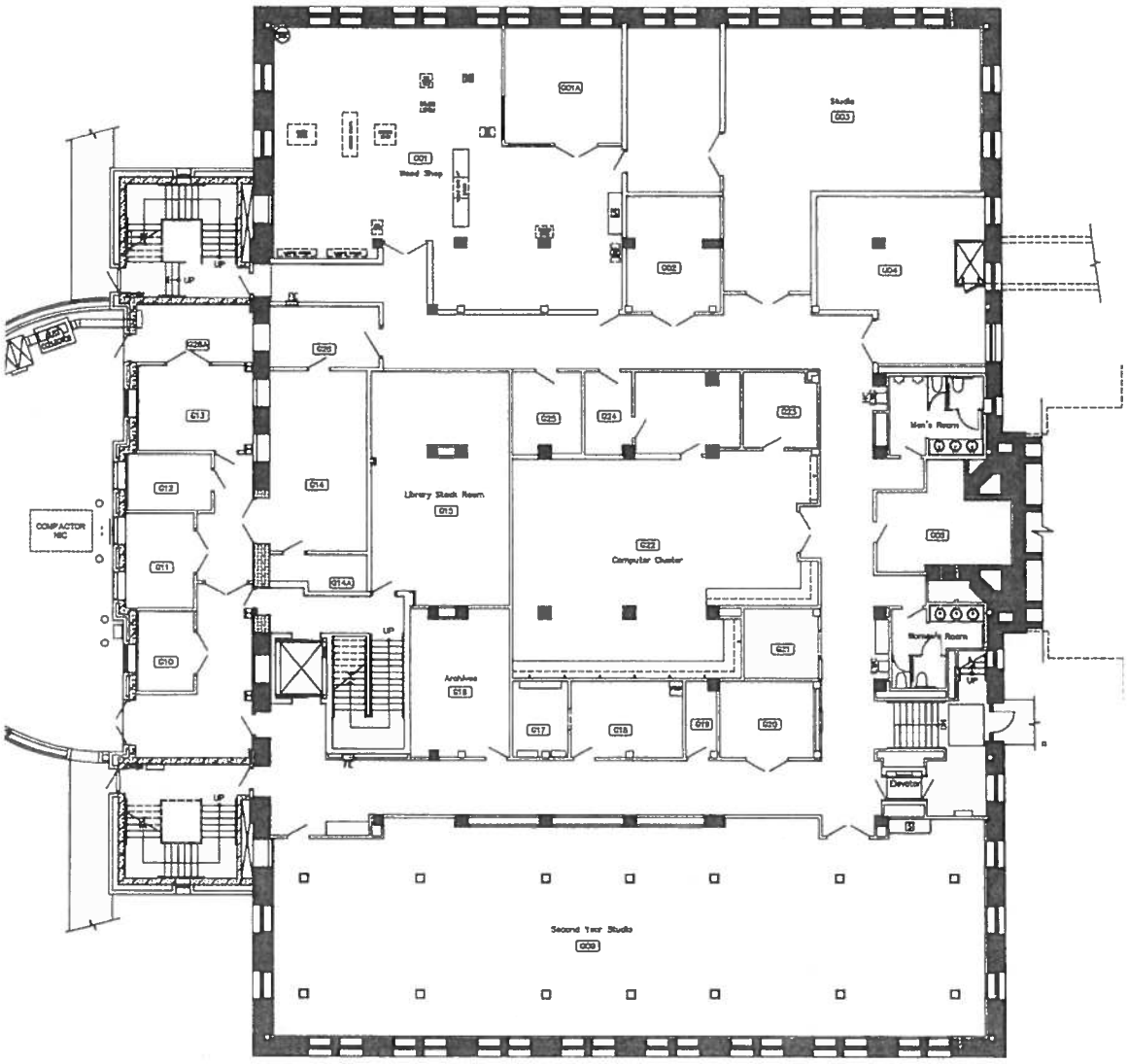
The main floor accommodates a reception foyer, ready access to administrative offices, an exhibition gallery, and two lecture halls, one an auditorium for 100, the other a classroom for 50. The Library is also entered from this level, as is the School's coffee shop.

The second floor accommodates a studio for fourth year students and the mezzanine of the Library. The third floor has fifth-year and graduate studios clustered around the Library skylight. A "U" shaped corridor connects the studios and provides easy access to spacious faculty offices disposed around the building perimeter. Each regular faculty member has a private office. Adjunct faculty share offices. Two seminar rooms are also located on this level bringing the number of seminar/break-out rooms to five. All offices, classrooms and studios have computer connections to the University server to assist in the integration of CAD into the curriculum.

Studios have plentiful pin-up space on the walls, and classrooms have special lighting for design reviews designed to light the pinned up work. Studios have blackboards and sinks.

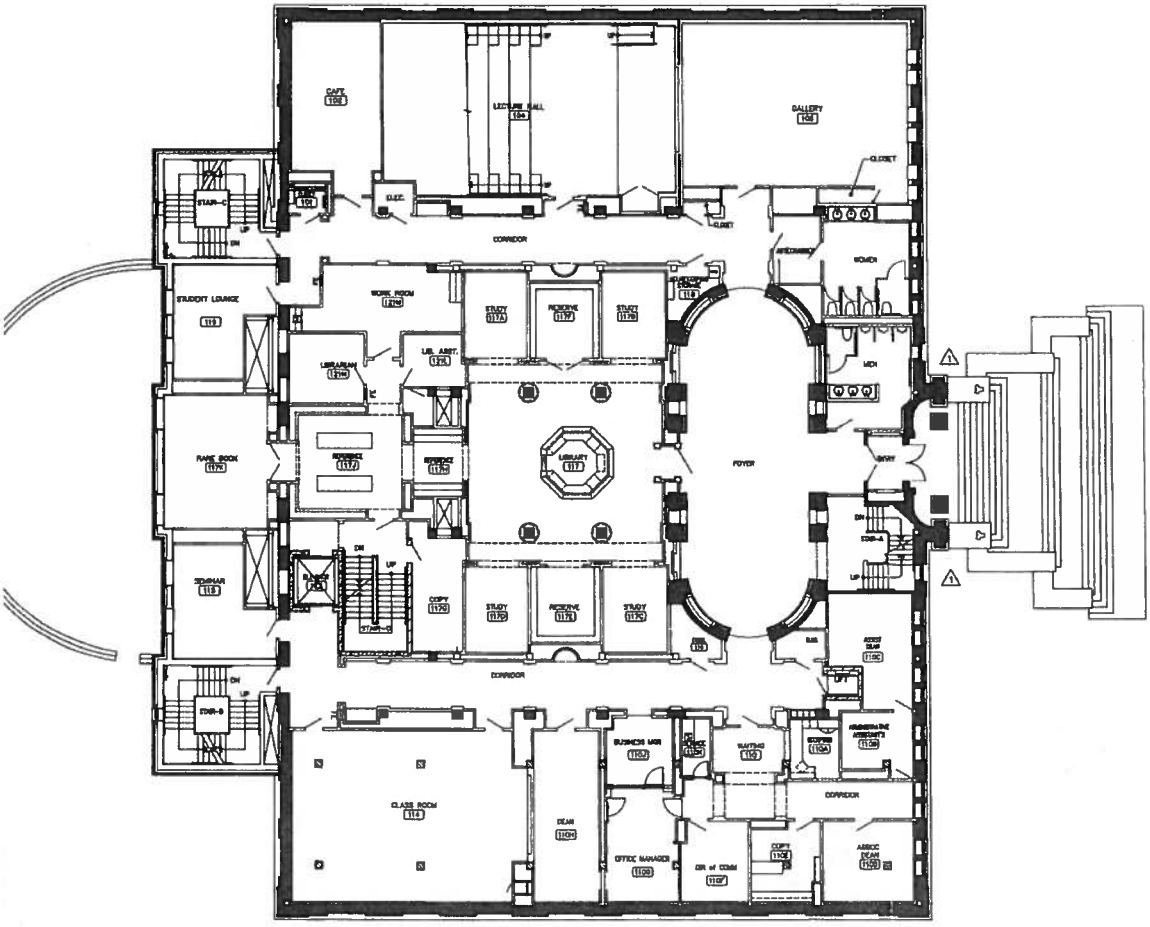
The first-year students take their drawing classes in 110 Bronson Hall, located behind the Main Building. The room is dedicated to the first-year architecture students.

Bond Hall Floor Plan



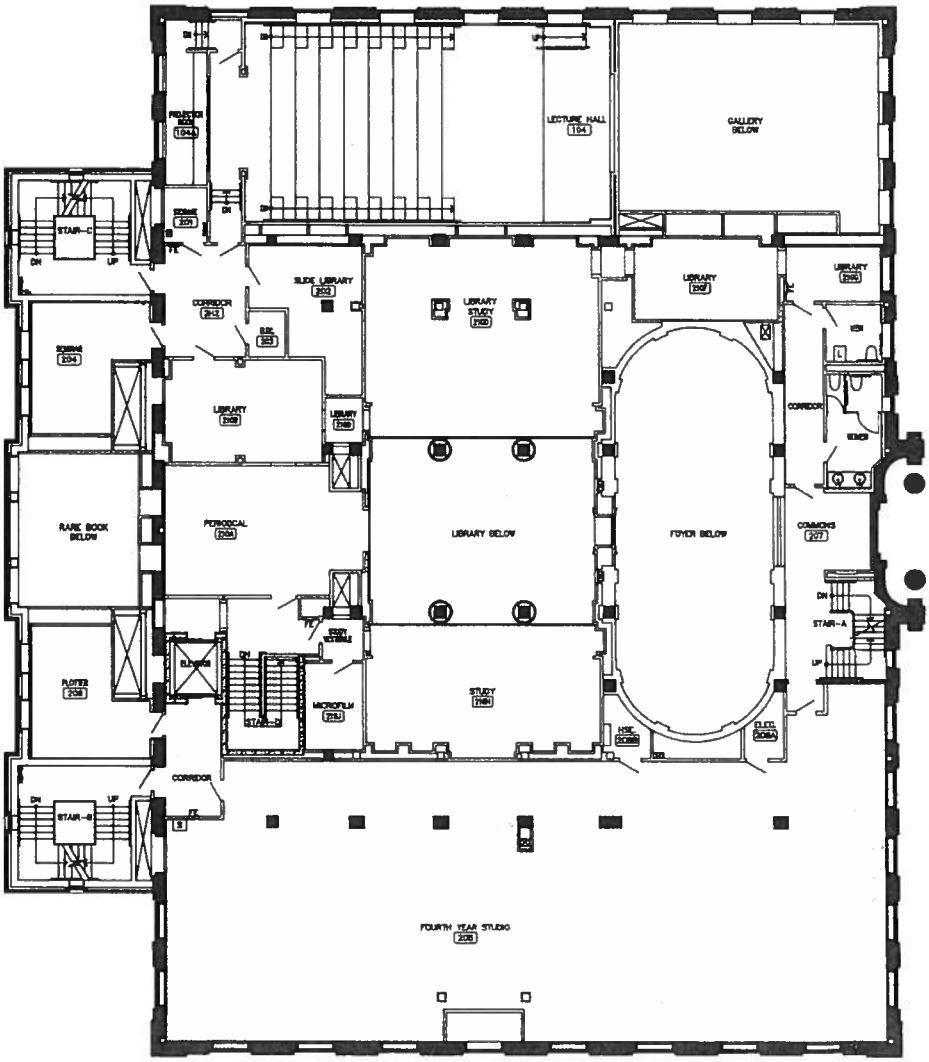
Ground Floor

Bond Hall Floor Plan



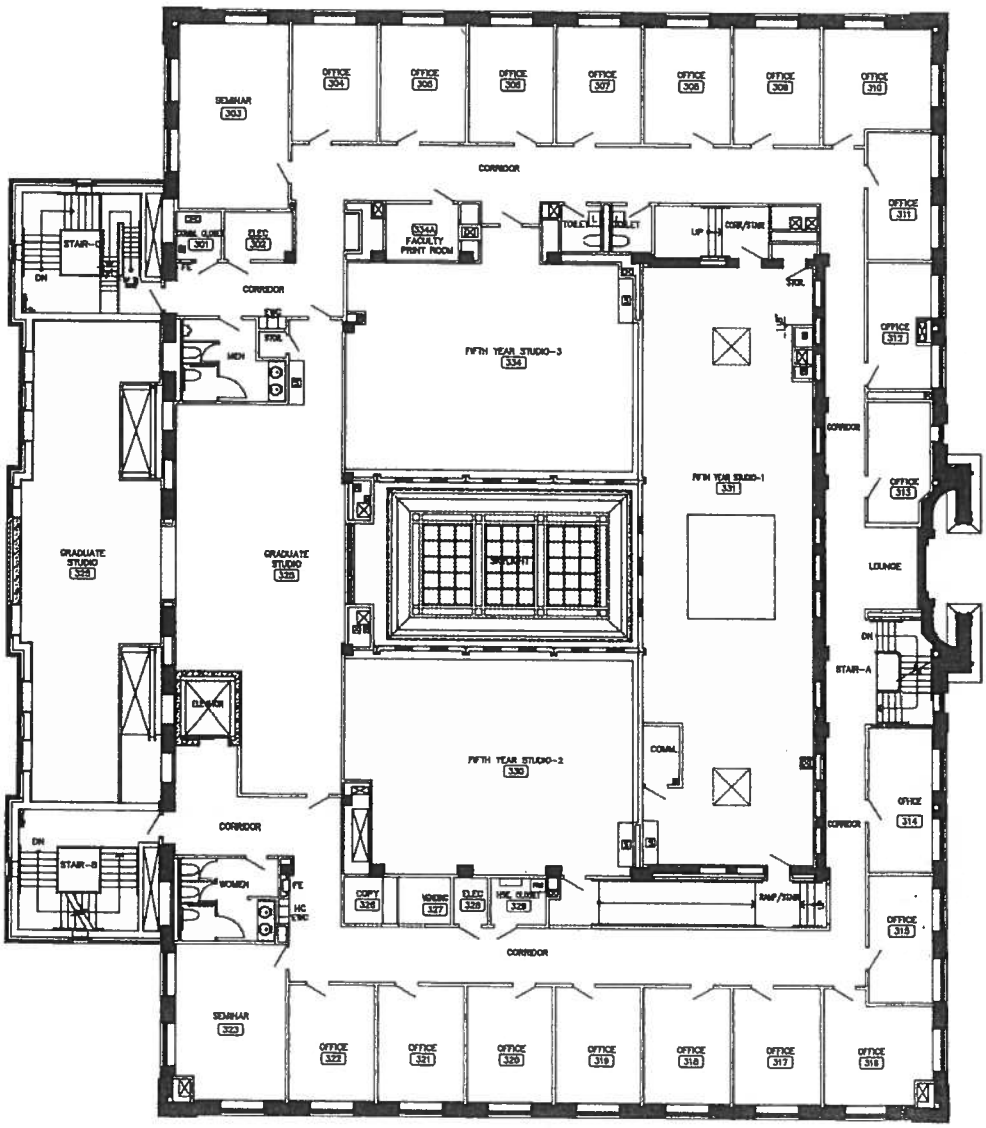
First Floor

Bond Hall Floor Plan



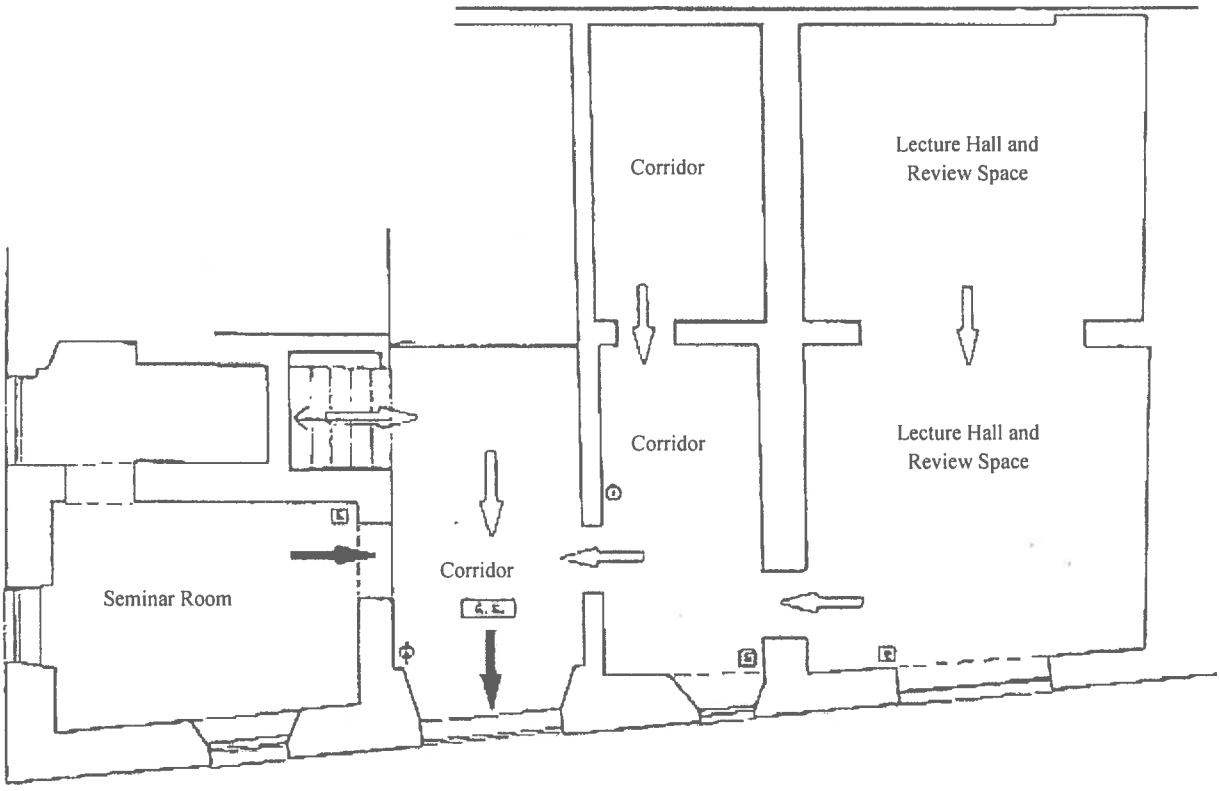
Mezzanine Level

Bond Hall Floor Plan



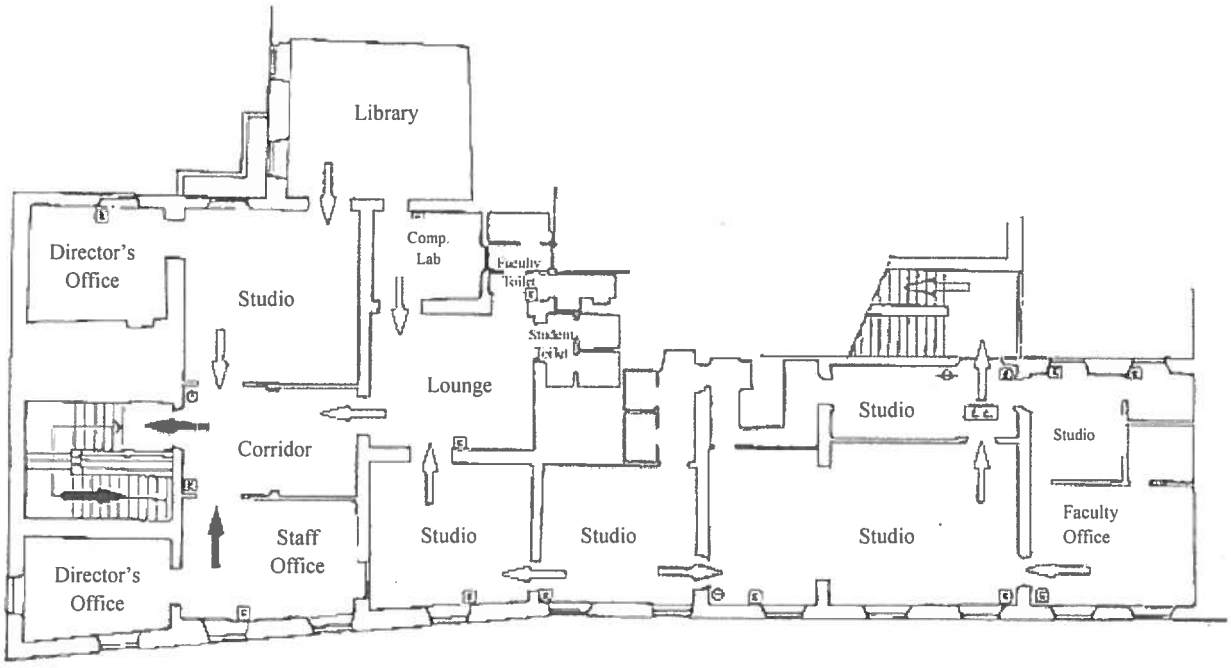
Third Floor

Rome Program Facility Floor Plan



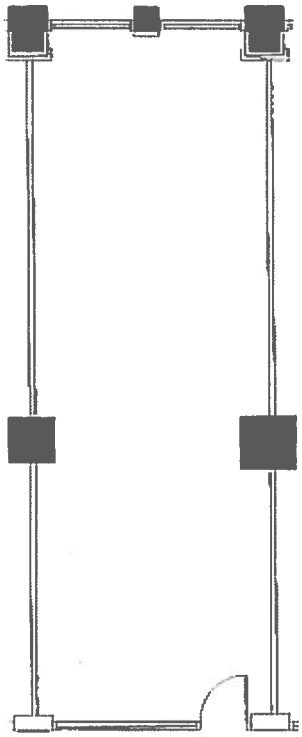
Ground Floor

Rome Program Facility Floor Plan



First Floor

Chicago Design Studio Floor Plan



Suite 263

3.8.2 A description of any changes to the physical facilities either under construction or proposed.

Capital Improvements Since the Last APR (2003)

Notre Dame Campus

The most significant improvements on the main campus since the previous APR have been in the studios. The first year studio in Brownson Hall was renovated to increase the studio space for the students. The ground floor of Bond Hall was updated to add a Building Arts studio adjacent to the woodshop. Several other facility updates have been made as well, as outlined below:

BOND HALL
SURVEY SUMMARY
2005-2009

2005-2006	Office 110 renovation		
		2005-06 Total	$ 60,000
2006-2007	Restore and display casts in Gallery		
2006-2007	Updated sound system controls in Auditorium		
2006-2007	Installed new tread in all stairwells in Bond Hall		
2006-2007	Installed shades in Rm 323		
2006-2007	Removed office walls in 110 Brownson Hall to create additional studio space		
2006-2007	Relocated podium in Auditorium		
		2006-07 Total	$73,200
2007-2008	Remodeled computer lab		
2007-2008	Opened ceiling in Rm 114 to allow natural light in		
2007-2008	Repaired upholstery and replaced blinds in Rm 114		
		2007-08 Total	$73,000
2008-2009	Installed operable windows in offices 204 and 209		
2008-2009	Updated lighting in corridor outside Café		
2008-2009	Installed additional lighting in Gallery		
2008-2009	Addition of area rug to Gallery		
		2008-09 Total	$33,500
2009-2010	Addition of Building Arts Studio on ground floor		
2009-2010	Updating door hardware for emergency egress		
2009-2010	Added window shades to G03 graduate studio		
		2009-10 Total	$52,500
		Survey Total	**$292,200**

Chicago
The Chicago design studio was opened in the summer of 2009. Its first academic use will be in the fall 2009 semester. The studio is intended to be used by design faculty for classes with projects based in the Chicago area.

Downtown South Bend Design Center
The Downtown South Bend Design Center was vacated in the summer of 2008 to allow another University department to utilize the space. In lieu of that studio, the School has redirected its resources towards the Chicago studio and the Center for Building Communities.

Rome

Several updates have been made to the Rome facility since the last APR. With the addition of the Director of Operations, there are now two Director's offices. The faculty office has been relocated to what was previously the library, and the library has been moved to a more central location. New shelving has been installed in the library, and the collection has been cataloged. The lecture and review hall has been moved to the ground floor so that reviews and special lectures can become more public events if desired. The graduate studio has been moved to the second floor, allowing for more interaction between the undergraduate and graduate students. Nearly the entire interior of the facility has been repainted. A portion of the lower level has been renovated to become a student lounge and dining area.

Beginning in the fall 2009 semester, each student's studio work space will be equipped with a task light, in compliance with the updated Italian safety laws.

3.8.3 A description of the hardware, software, networks, and other computer resources available proposed.

Computer and Digital Imaging Equipment at the School of Architecture

Computer investment and ownership is divided between two campus entities: the School of Architecture, and the Office of Information Technology (OIT). OIT ownership items are available to any student or faculty member on campus. School of Architecture offerings are focused on upperclassmen and graduate students.

A wireless network system was installed in August 2003 that allowed students, faculty, and staff with properly equipped computers, to link to the University network in classrooms, studios, and public spaces of Bond Hall. The Zoned Network initiative, launched in 2008, provides added security for users of the campus network by segregating the campus network into distinct virtual networks for faculty, staff, students and guests. It also adds encryption capabilities to Notre Dame's wireless network, protecting the privacy and confidentiality of information transmitted using the ND-secure WiFi network. As of August 2009, all University residence halls and on-campus housing wired network connections have been migrated to the new Zoned Network. Users connecting to the wired network in these locations will be required to authenticate to the network once a semester beginning Fall 2009.

In November 2003, the Office of Information Technology (OIT) approved the initiation and ongoing support of an Autodesk, unlimited user site license at a cost of $25,000 per year. The 2009-2010 cost for OIT will be $40,500, with the School of Architecture contributing $100 each for 56 seats for architecture student use. This site license allows access to a wider range of Autodesk products and updates, including AutoCAD, Revit Architecture, 3ds Max Design, Architectural Desktop, Autodesk Maps, and many more.

During the summer of 2007 Maintenance, Upgrade, and Replacement (MUR) funds were used to upgrade 30 studio computer stations. MUR funds were also used during the summer of 2009 to upgrade the memory on these computers from 2GB to 4GB.

Items accessible to fourth and fifth year students: studio

Twenty-nine (29) computers equipped with AutoCAD 2009, 3dsMax, Adobe Premier Pro, Adobe Photoshop, and a number of other architecture related and common office applications. These machines have a streamlined image, they have only software necessary for the architecture curriculum in order to facilitate better performance. The students also have access to 27 computers in the computer cluster (see below):

2400 dpi color plotter: HP DesignJet 800 42
Oce TDS 450, large format plotter/color scanner/copier (400dpi scanner)
HP Deskjet 9800 11x17 Color Printer
ScanMaker 9800XL, Microtek 11x17 Color Flatbed Scanner

Items accessible to all Notre Dame students: cluster (computer lab)

Twenty-seven (27) computers formatted identically to the studio computers listed above, and 4 additional workstations which do not include the architecture specific software, but rather all software titles available in any other OIT computer lab on campus.

2400 dpi color plotter: HP DesignJet 800ps 42
Xerox black & white laser printer with 11 x17 capabilities
Xerox color laser printer

Special items available to Faculty and Staff (Limited availability to students)

1 Canon PowerShot Pro1, 8 megapixel
1 Conon PowerShot, SD900
1 Nikon N80Qd, 35 mm
1 Flip Mino, Digital Camcorder

Nikon Digital Slide Scanner with multi slide feeder.
Xerox WorkCentre 7328 multi function copier
One HP color laserjet 5500n on the third floor, one HP color Laserjet 5500dn on the first floor
HP black and white laserjet 2200dn on the third floor.

Special Services Offered to Students and Faculty

Digital and film photography of 3D student work.

During the fall of 2002, a digital projection and sound system was installed in the Bond Hall auditorium. During the summer of 2007, the digital projection system was upgraded with an improved projector and the addition of stereo sound. At the same time, digital projection was also installed in classroom 114, and seminar rooms 303 and 323. These systems allow computer desktop projection, video, and other digital presentations to be shown to large audiences or small groups.

Current Hardware Available Only to Architecture Students: Fall 2007

30 IBM Lenovo M57 Think Centre desktop computers with CD+R+RW/DVD+R DL
30 Lenovo D221- 22 inch widescreen LCD monitors

1 HP 5200dn black and white large format laser printer
1 OCE TDS 450 black and white laser plotter
1 OCE TDS 450 36" color scanner
1 HP DesignJet 800ps 42" color plotter

Hardware and Software Availability in the Campus OIT Lab System

Bond Hall (Architecture) Hardware:

Room G022 (Architecture students have 24 hour card reader access)

30 IBM Lenovo M57 Think Centre desktops computers with CD+R+RW/DVD+R DL
30 Lenovo D221- 22 inch widescreen LCD monitors
1 Podium IBM Lenovo desktop w/DVD and 21 inch widescreen LCD monitor
1 Xerox 8560 color laser printer
1 Xerox 5550 black and white large format laser printer (duplex enabled)
4 CanoScan desktop Scanners: 3 Canon Lide100's, and 1 Canon Lide 90
1 HP DesignJet 800ps 42" color plotter
Tables with ethernet cable and power for personal laptop connection

Bond Hall (Architecture) Software:

1. Adobe Bridge CS4
2. Adobe Device Central CS4
3. Adobe Extend Script 2
4. Adobe Drive CS4
5. Adobe Extend Script Toolkit CS4
6. Adobe Extension Manager CS3
7. Adobe inDesign CS3
8. Adobe Premiere Pro CS3 (G022 only)
9. Adobe Stock Photo CS3
10. AutoCAD 2009
11. AutoDesk Architecture 2009
12. AutoDesk 3dsMax
13. AutoDesk Revit Architecture
14. Bind Maps 3D
15. Google Earth
16. Google SketchUp Pro 6
17. Microsoft Office 2007 (Access, Excel, PowerPoint, Word)
18. Real Player
19. Windows MovieMaker 2.1
20. Video Encoder

Other Campus Labs Hardware and Soft

Hardware:

The Office of Information Technologies provides public-access computer labs that are available for all Notre Dame faculty, staff and students. Software and hardware available in the labs are determined by the needs of student and faculty coursework.

College of Business Rooms L003/L004
8 IBM Lenovo (Business School Image)
1 Xerox 3600 laser printers (Black and White)
Tables with ethernet cable and power for personal laptop connection

Coleman Morse Room 107
25 Lenovo PCs
1 Xerox 5550 laser printer
1 Canon Scanner (PC) (text & images)
1 Projector
1 DVD Player (Inside Lecturn)

DeBartolo Hall Room 133
63 IBM Lenovo
12 iMac with CD-RW/DVD
2 Xerox 5550 laser printers (Black and White)
1 Xerox 8560 Color Laser Printer (does not print tabloid size documents)
2 Canon Scanner (PC) (text & images)

DeBartolo Hall Kiosks located around the circle in the hallway
12 iMac limited software computers
2 Xerox 3600 laser printers (Black and White)

Hesburgh Library Main Floor
26 IBM Lenovo
8 iMacs
8 IBM laptops available for checkout for a two hour period at the Reserve Book Desk
2 Xerox 5550 laser printers (Black and White)
1 Xerox 8560 Color Laser Printer (does not print tabloid size documents)
1 Canon Scanner (PC) (text & images)
1 Canon Scanner (MAC) (text & images)

Jordan Science Hall *Cafe Commons Area*
Xerox 3600 printer with release station kiosk

LaFortune Student Center *Room 16*
20 IBM Lenovo
10 iMac
2 iMac limited software kiosk computers
3 Xerox 5550 laser printers
1 Canon Scanner (PC) (text & images)
1 Canon Scanner (MAC) (text & images)

The Center for Creative Computing operates seven customized computer facilities in three locations on campus.

The CCC facilities support production in graphic and industrial design, multimedia projects, photography, printmaking, high definition video production, theatre lighting and set design, electronic music and sound projects.

The facilities are available to all faculty and students in the College of Arts and Letters. The departments of Art, Art History and Design or Film, Television and Theatre may regularly reserve certain studios.

Other (non-OIT) Computer Labs on Campus

- Linux Computing Labs
- Center for Creative Computing
- College of Engineering Learning Center
- Department of Psychology "Blues Room"
- Law School Computer Lab

Software

Adobe Acrobat 7 - All Classrooms, Student Labs, & Podia
Adobe Bridge
Acrobat Reader 7.0.8 by Adobe - All Classrooms, Student Labs, & Podia
Adobe Reader Download Manager
Adobe Utilities
Applescript
BBEdit 8.1 by Barebones - All Classrooms, Student Labs, & Podia
Bluetooth File Exchange - All Classrooms, Student Labs, & Podia
ChemOffice Ultra 2001 by CambridgeSoft - All Classrooms, Student Labs, & Podia
Director MX 2004 by Macromedia - All Classrooms, Student Labs, & Podia
Dreamweaver 8 by Macromedia - All Classrooms, Student Labs, & Podia
EndNote 8 by ISI ResearchSoft - All Classrooms, Student Labs, & Podia
Final Cut Pro 4 by Apple - DeBartolo Multimedia Stations Only
Fireworks 8 by Macromedia - All Classrooms, Student Labs, & Podia
Flash 8 VideoEncoder- All Classrooms, Student Labs, & Podia
Freehand MXa 11.0.1 by Macromedia - All Classrooms, Student Labs, & Podia
Fugu 1.1. by University of Michigan - All Classrooms, Student Labs, & Podia
Grab - All Classrooms, Student Labs, & Podia
Grapher - All Classrooms, Student Labs, & Podia
gNMR 3.6.5 by Adept Scientific - All Classrooms, Student Labs, & Podia
Graphical Analysis 3.1 by Vernier Software - All Classrooms, Student Labs, & Podia
iChat
iMovie - All Classrooms, Student Labs, & Podia
iPhoto - All Classrooms, Student Labs, & Podia
IllustratorCS2 by Adobe - All Classrooms, Student Labs, & Podia
Image Capture - All Classrooms, Student Labs, & Podia
Inspiration 7.6 by Inspiration - All Classrooms, Student Labs, & Podia
Internet Explorer 5.2.2 by Microsoft - All Classrooms, Student Labs, & Podia
JAVA - J2SE 5.0
Lightwave 3D 7.5 by NewTek - All Classrooms, Student Labs, & Podia
Lightwright 3o by John McKernon - All Classrooms, Student Labs, & Podia
Mac OS 10.x by Apple - All Classrooms,Student Labs, & Podia
MacMolecule 2 by Molecular Ventures - All Classrooms, Student Labs, & Podia
MacSSH - All Classrooms, Student Labs, & Podia
Maple V Release 10 by Waterloo Maple - All Classrooms, Student Labs, & Podia
MathCAD 2000 by Mathsoft - All Classrooms, Student Labs, & Podia

Mathematica 5.2 by Wolfram Research - All Classrooms, Student Labs, & Podia
Math Type 5 by Design Science - All Classrooms, Student Labs, & Podia
MATLAB 7 by Mathworks - All Classrooms, Student Labs, & Podia
Netscape - All Classrooms, Student Labs, & Podia
Peak LE 3.0 by Bias - DeBartolo 331 Only
Photoshop CS2 by Adobe - All Classrooms, Student Labs, & Podia
PowerPoint X by Microsoft - All Classrooms, Student Labs, & Podia
PowerPoint Viewer 4 by Microsoft - All Classrooms, Student Labs, & Podia
Quicktime 6.5 by Apple - All Classrooms, Student Labs, & Podia
Safari - All Classrooms, Student Labs, & Podia
Sassafras K2
Stuffit Expander 7.0.1 by Aladdin - All Classrooms, Student Labs, & Podia
Virex 7.2 by Network Associates/McAfee - All Classrooms, Student Labs, & Podia
Word X by Microsoft - All Classrooms, Student Labs, & Podia

Windows Software for Computer Labs

(AND Registrar-Controlled Classrooms with Computers)

3.8.4 Identification of any significant problem that impacts the operation of services, with a recommendation for improvements.

Capital Improvements In-Process or Planned
The primary challenge, both in Notre Dame and Rome, is the ability to meet the needs of the growing program within the current physical space. Several capital improvements are planned for both the home campus and in Rome.

Notre Dame Campus
To accommodate the growth in the School's faculty and staff, additional office space is required. A short-term solution proposed is the expansion of the main office suite into the first floor classroom. This allows the creation of two additional offices, without significantly altering the classroom for use as a review space. Additionally, the academic schedule is such that there is not an occasion when classes of 40 or more students are scheduled simultaneously, allowing the auditorium to be used for all large classes.

Longer term, the School has been granted approval to begin planning for expansion into additional space in the University, be it a new building, or expansion into an existing facility. That expansion would include additional review space, additional classroom space, and additional studio space.

Rome
During the summer of 2009, renovation on the lower level of the Rome facility was begun. It is expected to be complete during the fall 2009 semester. The remainder of the lower level is currently being renovated to create a kitchenette and snack area, as well as additional dining areas. The renovation will also include two additional emergency exits, one from the lower level, and one from the second floor.

The modifications to the layout of the building completed during the summer of 2009, along with the renovations underway, position the School adequately for its current size. However, growth in

the student body will require an alternate approach. The University is evaluating the options for acquiring a new building, or additional space in the historic center of Rome to accommodate future growth.

3.9 Information Resources

As the principal locus of information resources at the University of Notre Dame, it is the mission of the Hesburgh Libraries to advance the goals of the University by:

1. Providing access to information resources regardless of physical location.
2. Collecting library materials in all formats necessary to support coursework, research and service.
3. Preserving its important collections and unique materials for future scholarship.
4. Participating in a broad range of cooperative programs to ensure appropriate access to resources not locally owned.
5. Maintaining appropriate physical accommodations for library materials and operations, and for users of the Libraries' resources and services.
6. Educating and assisting faculty, students and staff in the identification and effective use of information resources.
7. Exercising leadership, in cooperation with other campus units, in the management of scholarly information and the utilization of information technology in the pursuit of academic goals.

The Architecture Library supports this mission by acting as a partner in education with the School of Architecture. As one of seven librarians that make up the Hesburgh Library system the Architecture Library is the most heavily used branch with over 32,000 volumes and while that is only 1% of the total library holdings it accounts for nearly 4% of overall circulation. The Architecture Library enjoys strong relationships with the Engineering Library, the Art Image Library, and the main Hesburgh Library all of whom support collections used by architecture students and faculty.

The architecture librarian, branch supervisor, and support staff strive to meet the research and educational needs of the students and faculty of the School of Architecture by providing research and collections assistance, computer and scanning assistance, and general support. Staff are highly educated and well-trained in resources relating to the visual, built, and planned environment.

During the 2008-2009 academic year the Architecture Library underwent a complete assessment and reorganization. The print and electronic collections were updated and the collections shifted and reorganized to create more space and a more user friendly environment. Particular emphasis was placed on collections related to the School's focus on classical architecture and traditional building. That endeavor concluded with expanded collections on urbanism, planning, and green building and design. Research and teaching specialties are assessed yearly and funds re-directed as appropriate to ensure thorough and up-to-date collections.

Funding for the Architecture Library remains strong. Serial and monographic funds were increased accordingly to absorb any inflationary increases. Endowments are yielding at appropriate levels and the library has been fortunate to receive outside support from generous donors to build unique collections.

Appendix B – Information Resource Assessment

Context and Institutional Relationships

1. *How do the library and information resource collections relate to the architecture program and to other libraries and collections on campus or in the community? How are these collections administered? Where are the library or information resource collections physically located? Are the visual resources or other supporting collections in the library, or a separate collection?*

   The University of Notre Dame Architecture Library is located in the center of Bond Hall, home to the School of Architecture. It is one of seven libraries that make up the Hesburgh Libraries of Notre Dame. The Architecture Library is a part of the Arts, Architecture, and Media Department, which reports to the User Services Division. The Architecture Library is headed by the architecture librarian.

   There are three main components to the Architecture Library; the Bond Hall Library, the Rare Book Room, and the Rome Architecture Reference Library. The Bond Hall Library is the main library for the School of Architecture. It is comprised of over 32,000 volumes and 80 current journal titles.

   The Rare Book Room (RBR) is comprised of approximately 550 volumes and is focused on the History of the Study of Architecture in the United States. Collections in the RBR were begun by the faculty of the School of Architecture and are used to teach the students about the history of their profession in the United States. The collections are being built and promoted as a research destination for the historic study of American architecture.
   The Rome Architecture Reference Library is located in the School's Rome Studies Center in Rome, Italy. The library is comprised of nearly 3200 volumes, over 1000 of which are available in the library's online catalog. The collection serves as a resource for students and faculty studying abroad and is focused on architecture, urbanism, and traditional building in Italy.

   The Library does not maintain an image collection but does provide access to digital image databases. In addition to that the School of Architecture maintains a small slide collection and students and faculty have access to a collection of analog and digital images maintained by the Art Image Library. The Art Image Library is also part of the Arts, Architecture and Media Department.

2. *If you discuss peer comparisons in the assessment of your collections, please describe the method used to determine peer institutions. If appropriate, note current versus aspirational peers.*

   Peer libraries are not analyzed in this report.

Library and Information Resource Collections

1. *Goals: Describe the ability of the library and other information resource collections (print, non-print, and electronic) to support the curricular and research goals of the architecture program. Are there written policy statements that describe the mission, goals and objectives of the library collections and services? Describe these goals and*

realistic plans to achieve them. Identify problem areas and strategies for resolving them. Who has input into and authority for decisions about book, visual resources, electronic resources, and other non-book selections?

The Architecture Library strives to proactively support the research and curricular goals of the School of Architecture and its mission "*to be a leading school of architecture, in the classical tradition that trains leaders for the profession and is a center of intellectual engagement in architecture*." As a partner in education, the library works to prepare students to become life-long learners, critical thinkers and contributors to the intellectual architecture community.

Written goals for the library have not been updated since 2001. The current architecture librarian assumed responsibility for the library in August 2008. Since then priorities have been to learn the culture of the institution and to become immersed in the School of Architecture through proactive outreach and library instruction. Collections have been a major focus of this project but publically available policy statements have yet to be written. They will be in place prior to the start of the 2009/2010 academic year.

While written goals have not been publicized, the Architecture Library has worked with the faculty and the central library system to create a series of objectives for the coming years. These include creation of an instruction program, space planning for the library, updating the Rome Architecture Reference Library, and building and promoting collections.

The creation of a library instruction program based on the *Information Competencies for Students in Design Disciplines* created by the Art Libraries Society of North America (available at: http://www.arlisna.org/pubs/onlinepubs/informationcomp.pdf)/ was the primary goal established by the incoming architecture librarian. The ARLIS/NA report advocates for an instruction program with increasing skills or competencies taught at each year of instruction. The librarian worked with the faculty to create a series of classes based on specific research needs to be taught at each level of instruction. While still in its early stages, this program has lead to increased participation in the library by the students.

Examples of the classes can be viewed at:
http://architecture.library.nd.edu/resources/courses.shtml. In the 2009/2010 academic year, the courses will be more tailored to each year of study.

Many instruction programs quickly become too large to maintain. It is hoped that this 5-year plan will limit the number of classes to one per year of study plus specialized courses for the graduate students. This instruction program hopes to support a number of Student Performance Criteria including speaking and writing skills, critical thinking skills, research skills, and use of precedents.

Assessing the current collection and planning for growth and promotion has been a major priority. In the AY 2008/2009, the Reference Collection was assessed and updated. The library is nearing capacity and without an off-site storage facility the library was faced with some difficult decisions regarding the current space including the possibility of materials being withdrawn. In 2009, plans were made to reorganize the collection and to

make better use of space. This reorganization has led to a more user-friendly and better organized environment with very little reduction in collection size.

The Rome Architecture Reference Library began with the inception of the program in 1969 as a place to students to leave course readings for the following years. It has grown to a collection of over 3000 volumes and become a significant resource for the students and faculty in the Rome Studies Program. During the AY 2008-2009, librarians traveled to Rome to transform the library from a book collection to a resource for reference, research, and study. The collection was organized, weeded, cataloged, and arranged according to the Library of Congress Classification System. The majority of the collection can now be searched through the libraries' online catalog and students are being taught how to do research from abroad. Future plans include the completion of the cataloging and organization, the integration of library research into the curriculum, and the creation of a website and online resources for Notre Dame students studying abroad.

During the AY 2008-2009, the librarian was charged with the task of promoting the Architecture Library to the campus community and beyond. The librarian concluded that promoting a unique aspect of the collection would not only get current students more interested in the library but gain campus involvement. The decision was made to focus on the Rare Book Room and to build on an already existing collection of materials related to the study of architecture in the U.S. The collections in the RBR were renamed "The History of the Study of Architecture in the United States" and students and faculty were encouraged to use the collection more frequently. Eight new titles were added to the collection including a first edition of Andrea Palladio's *I Quattro Libri Dell'architettura*...(1570) and Colen Campbell's *Vitruvius Britannicus or the British Architect*... (1717-1725). Student and faculty use of the collection has more than doubled as a result of this collection building and promotion. In the future the collection will be promoted nationally.

2. *Collection Description: Address particular areas of collection strengths and weaknesses. Consider the balance of material types as well as the current and retrospective breadth, scope, depth, and complexity of subjects related to the practice, history, theory, and criticism of architecture. Are the collections adequate to support the curriculum, the number of students, and the level of faculty research, instruction, and professional development specified in institutional goals*

The Architecture Library supports the School of Architecture and the Notre Dame community by providing a well-defined collection of materials related to the built and planned environment that includes resources on architecture, architectural history, theory, practice, building technologies, urban design and planning, landscape architecture, and environmental building practices. The main focus of the library is on classical architecture and traditional building in support of the School's mission. Collections in American and Italian architecture, urbanism, sacred architecture, and furniture design are also particularly strong. Non-western architecture is also collected with an emphasis on the near and far east. All time periods, geographic regions, and languages are collected but English and Italian are the primary languages of the collections.

The size and scope of the collection adequately supports the curricular needs of the School of Architecture. The librarian works with faculty and students to continuously assess and grow the collections based on the goals of the School of Architecture.

1. *Books: Are the book collections sufficient in coverage (current and retrospective) as well as in scope? Are they purchased in a timely fashion? Are reference publications readily available and up-to-date? Are they available in appropriate formats?*

   The Architecture Library accounts for 1% of the total holdings of the Hesburgh Libraries and nearly 4% of the circulation of materials. The monographic collection is heavily used and remains a priority for the Library and the School of Architecture. New materials are purchased through approval plans and firm orders based on the currently curriculum and research interests of the faculty and students. Retrospective purchases are made on an as need basis to fill in gaps in the collection and to support curricular emphasis.

2. *Serials: Are the serial collections sufficient in coverage (current and retrospective) as well as in scope? Are serial sets complete, and available inappropriate formats? What periodical indexes are available for access to the collection?*

   The Architecture Library maintains a periodicals collection that supports the curricular needs of the School of Architecture. An evaluation of the current serial subscriptions was conducted during the AY 2008-2009. The librarian worked with the faculty to cancel non-relevant titles and to gather funds to subscribe to newer publications. A wish list has been created and the librarian will be placing orders for several new titles during the AY 2009-2010. Students and faculty have access to several online periodical indices including the Avery Index to Architectural Periodicals, Art Full-Text, Art Index Retrospective, Bibliography of the History of Art, and Art Bibliographies Modern. In addition, the Hesburgh Libraries provides access to Jstor and many other interdisciplinary databases that include research material relevant to the study of architecture and related disciplines.

3. *What percentage of periodicals from the Association of Architecture School Librarians Core List is currently being received?*

   The Architecture Library currently subscribes to 79% of titles on the Core List and 14% of titles on the supplementary list either in print, online, or in aggregated databases. The nature of the School's focus, on classical and traditional architecture and building, renders some of the Core List titles obsolete.

4. *Visual and non-book resources: Are these materials (slides, videos, drawings, photos, models, material samples, electronic databases, digital image files, etc.) sufficient in coverage and scope? Are they acquired or produced in a timely fashion? Are they available in appropriate formats?*

   The Architecture Library does not maintain a slide collection, photo collection, or models. Subscriptions are maintained to the most relevant databases for researching the visual and built environment. Access to ARTstor and other digital image databases are provided to the faculty and students. The Library, in partnership with the School of Architecture, is currently investigating options for

a digital library or archive of images and related materials. In addition, the Library maintains a digital collection of Lantern slides that is available on Flickr (see: http://www.flickr.com/photos/ndalls/). During the AY 2008-2009, the majority of the Library's video collection was converted from VHS to DVD. Video materials are ordered when requested and received in a timely fashion. The Library maintains a small collection of material samples but is not currently adding to the collection.

5. *Conservation and preservation: Is there adequate physical care of the collection through appropriate housing, storage, binding or mounting, mending, encapsulation, and other means? Are there any particular concerns about the physical condition of collections?*

   Hesburgh Libraries has a preservation department and a conservator who support all conservation and preservation needs. The entire collection has been evaluated for its condition and no pressing needs were found. Special care has been given to the collection housed in the Rare Book Room. All items on the Park List have been encased in either Mylar sleeves or boxed in order to preserve the collection.

Services

1. *Reference: Describe reference services, goals, and policies. Does the staff provide knowledgeable, professional, and personal guidance in the use of library materials? Are printed and web-based reference guides or pathfinders readily available?*

   The Architecture Library staff has taken a proactive approach to reference and research services. The librarian conducts outreach and instruction and strives to assist patrons at their point of need. Staff members are knowledgeable about the collections, trained in basic research, and are available six days a week. In depth reference questions or research consultation are directed to the architecture librarian. The librarian has an open door policy when it comes to student and faculty research assistance and makes herself available when someone needs assistance. Printed and web-based guides are available for students and faculty on a variety of topics.

2. *Information Literacy: Describe the instructional services provided by library and information staff (such as orientations, instruction in information skills and research methods, etc.). Are electronic information and bibliographic instruction services incorporated into the architecture curriculum?*

   In 2008, a comprehensive five year instruction program designed by the architecture librarian in conjunction with the faculty and designed to meet several of the NAAB Student Performance Criteria was introduced to the students and faculty of the School of Architecture. While it is not officially incorporated into the curriculum the faculty have worked with the librarian to make it a priority. This program includes an orientation for the first year students and basic introductions to the library, the online catalog, and researching the visual and built environment. Second year students have instruction in precedent studies and article research. The third year students are studying abroad in Rome and have yet to receive tailored library instruction. In order to continue on the goal of creating information literate students and developing critical thinking skills the librarian worked with the Rome faculty to create a library research project. During the

AY 2009-2010, Rome students will be creating annotated bibliographies to accompany their studio projects. Fourth year students returning from Rome learn advanced research skills and fifth year students work on the thesis project with assistance from the librarian.

Graduate students enter the program with varying levels of research skills and information literacy. The incoming students receive a tour, a library research orientation, and 1-2 research courses a year tailored to specific project that they are working on.

More information about the Library's information literacy program can be found at the Architecture Library's research page
http://architecture.library.nd.edu/resources/courses.shtml
and at the Hesburgh Libraries library instruction page
http://www.library.nd.edu/instruction/.

3. *Current awareness: Does the library provide current awareness services, such as selective dissemination of information, preparation and distribution of new book and journal lists, notices and announcements, displays or exhibits? Does the library or information resource collection maintain a website?*

   The Architecture Library maintains a significant web presence which is updated on a regular basis (http://architecture.library.nd.edu/). All library instruction courses are taught from the library's homepage and students are introduced to it very soon upon their arrival. In addition to the virtual new book shelf found on the website the library maintains a new book display which is a popular browsing spot for students and faculty. The Librarian attends the all-school meetings and regularly provides updates about the library in person and via email. Rotating displays based on new or highlighted collections, special events in the School of Architecture, and rare materials frequent the library.

4. Access to collections:

   - *Does the organization and cataloging of the collections provide adequate physical, bibliographical, and intellectual access to information? Are collections organized and cataloged using national standards? Are the materials cataloged and made available within a reasonable time of receipt?*

     Materials are fully cataloged consistent with national standards and organized according to the Library of Congress Classification System. Materials that come with copy cataloging from the Library of Congress reach the library shelves within 30 days of arrival on campus. Those that require original cataloging may take a little longer. Items needed very quickly are "rushed" through the acquisitions and cataloging departments are typically arrive within two weeks.

   - *Are appropriate written circulation policies in place? Are the hours of operation and reference service convenient for faculty and students and adequate to meet needs? Is regular, timely access to collections in remote storage facilities provided? Do students have ready access to course reserve or other intensively used materials?*

Circulation policies are available on the website. With the exception of the Rare Book Room, journals and folios the entire collection in the Bond Library circulates. Special collections, including reference and course reserves circulate for two hours and are readily available to the students and faculty. The DVD/video collection circulates for three days. Borrowing privileges for the regular collection are as follows: faculty = one year, graduate students = one semester, undergraduate students = 30 days. Notre Dame does not currently have a storage facility.

Hours of operation were increased during the AY 2008-2009 to remain open one hour later Sunday–Thursday, based on student requests and usage statistics. The library is in operation seven days a week during the academic year with the exception of holidays and home football games. Reference and research assistance is available Monday through Friday from 8:00 am to 6:00 pm and by appointment.

- *Are reserves available electronically? Is there remote access to databases? Are there enough network ports to handle the traffic? Is it difficult to log on to databases when access is based on the number of simultaneous users?*

  Reserves in the Architecture Library are handled in two ways. Books placed on reserve are available in the Course Reserve Room and searchable through the Course Reserve module on the Library's website. Articles and chapters are placed on electronic reserve and are also searchable through the Course Reserve Module. Remote access to this and all library databases is available through the University's proxy server. There have no reported issues with access to these materials.

5. *Cooperative agreements: Describe formal inter-library loan and other cooperative agreements that augment or extend access to materials locally, regionally, and nationally.*

   Notre Dame is a member of the Center for Research Libraries (CRL), RAPID ILL, and the Association of Research Libraries print-on-demand services (ARL Pod). RAPID is a system that routes copy requests to appropriate member libraries. Libraries submit their holdings records to allow requests to be routed only to libraries that have self-identified as having the specific volume or issue requested. The Hesburgh Libraries have an 87% fill rate with most articles arriving within 1.5 days.

   The University is also a member of NERL (the North East Research Libraries Consortium) and ALI (Academic Libraries of Indiana). ALI members include Indiana University, Purdue University, Butler University, and, the University of Indianapolis.

Staff

1. *Structure: What is the administrative structure within the library and/or information resource collection? Describe the status of the librarians and/or visual resources professionals within the program and the institutional administrative structure. Is the staff of the library or information resource collection considered part of the architecture program's educational team?*

The architecture librarian is the head of the Architecture Library and reports to the head of the Arts, Architecture, and Media Department which is administered by the User Services Division of the Hesburgh Libraries. The architecture librarian is non-tenure track faculty holds the rank of Assistant Librarian. The branch supervisor, who reports to the architecture librarian, monitors the day-to-day operations of the library and supervises 1.5 FTE and several student employees.

2. *Professional expertise: Describe the educational and work history of the librarians and/or visual resources professionals. Are there up-to-date written position descriptions? Are there sufficient librarians and visual resources professionals with graduate degrees in library and information science, and with subject expertise in architecture or closely related fields?*

   The architecture librarian holds an MA in Art and Architectural History and an MLS in Library and Information Science. The librarian started at Notre Dame in 2008 after five years of experience in art and architecture libraries at other academic institutions. The branch supervisor also holds a Master's of Library Science degree and has worked in the Architecture Library for 15 years.

3. *Support staff: What academic preparation and job training is required of para-professionals? Are there up-to-date written position descriptions? Does the library have sufficient paraprofessional, clerical, and student staff to successfully manage the collections and services?*

   The academic preparation and job training required by paraprofessionals varies and is based on the job description and function. The University is in the process of updating and evaluating all staff position descriptions. Staffing includes 3.5 FTE and up to nine students in the academic year. This staffing level is sufficient to manage collections and services.

4. *Compensation: Are staff salaries and benefits commensurate with those of others in the institution with similar training and experience? Is funding available for staff professional development and continuing education (conferences, workshops, and courses)?*

   Compensation for library faculty and staff is commensurate with other academic institutions located in mid-sized metropolitan area with a low cost of living. Library faculty members are provided with sufficient funding for self directed professional development.Library staff have the opportunity to apply for continuing education funding.

Facilities

1. *Space: Is the location of the library or information resource collection convenient to the faculty and students? Is there an attractive, welcoming environment for users and staff? Are facilities provided for group as well as individual study? Is there adequate space for all activities and services, for collections, and for the staff? If not, are there realistic plans to relieve or compensate for these inadequacies? Are the library, visual resource collections, and other information resource centers barrier-free?*

The Bond Library is located in the center of the School of Architecture and is a hub of activity. The re-designed library was featured in the "Facilities Showcase" section of the April 1998 issue of *American Libraries*. During the daylight hours it is lit by natural light and the alcoves and group and individual study areas are lit by chandeliers. The design of the library, with its combination of large tables in alcoves and study carrels, provide flexibility for group or individual study. There are plans to create a private group study and meeting room out of one of the alcoves during the 2009/2010 academic year. Staff spaces are adequate and are in the process of reinvigoration with new organization, paint, and furniture. While the building itself is not barrier free it does contain lifts to provide access to all. The library is barrier free with elevator access to the three floors.

2. *Environmental factors and security: Are there proper environmental controls for the library collections? Is there sufficient lighting, electrical service, heating, and ventilation? Is there adequate protection from theft, fire, and natural hazards for users, staff, and materials? Are written emergency procedures and disaster plans in place?*

   The Architecture Library is well-lit and maintains a comfortable temperature year-round. The 1997 renovation provided up-do-date HVAC systems. The library has its own alarmed security system and is monitored by Notre Dame Campus security. New security gates were installed in 2009 to protect the collection against theft. The Libraries have their own disaster plan and it is available on the website at http://www.library.nd.edu/about/safety/

3. *Equipment: Are there sufficient and appropriate storage and housing systems for all types of library materials? Is there sufficient equipment (photocopiers, computer workstations, printers, scanners, slide viewers, projectors, microfilm reader-printers, etc.) for users and staff? Is there reliable access to the Internet?*

   The Architecture Library is currently at approximately 85% capacity. A reorganization completed in the summer of 2009 provided much needed space and planned for collection growth for the next 4-5 years. Hesburgh Libraries does not currently have an on- or off-site storage facility however there are plans for the building of one in the coming years. The library contains five public workstations and two public flatbed scanners. An oversized flat bed scanner is located in the staff workroom and is accessible to students and faculty. The library currently contains one photocopier but that will soon be replaced by an overhead scanner. As the library does not contain a visual resource collection they do not maintain any image-viewing equipment. The entire School of Architecture, including the library, is wireless.

Budget, Administration, and Operations

1. *Funds: Describe the source of funding (such as institutional allocations, endowments, gifts, etc.). Are funds sufficient to maintain the collections and services? Does the librarian have adequate input into, or authority for, budget development and expenditures?*

   The Architecture Library is funded through endowments and generous donations. As a private institution Notre Dame does not receive state funding. The Libraries have been a priority to the administration of the University of Notre Dame and have been relatively unaffected by the current economic climate. While no library is overfunded the

Architecture Library is supported enough to make are relevant purchases and occasional special purchases. The librarian has complete authority over the library expenditures but relies heavily on support from the faculty and students.

Budgets for the last three years are included in Appendix C. It should be noted that there was not a full-time architecture librarian at the library for four years. Unlike many academic institutions, unspent funds at the end of each academic year are rolled over into the next fiscal year. This would account for the appearance of larger budgets for the previous two fiscal years. The budget for the 2009-2010 fiscal year actually reflects an 8% increase in the serials and a 5% increase in monographs. The 2008-2009 budget was completely expended and no funds were carried over into 2009-2010. Approximately 40% of the budget is devoted to serial purchases.

2. *Efficiency of operations and services: Does the library or resource collection function smoothly and systematically? Describe any operations or services not yet mentioned.*

   The Architecture Library functions very well within the School of Architecture and the Hesburgh Libraries of the University of Notre Dame.

3. *Participation of faculty and students: Is there a library or resource collection advisory committee or other means for user participation in the development and evaluation of policies, services, resources and programs?*

   The School of Architecture does not have an advisory committee that works with the Library. However, the librarian makes every effort to include the faculty on all relevant decisions by regular attendance at faculty meetings and announcements and discussions via the faculty email listserv. During the AY 2008-2009, a small group with faculty was organized to evaluate possible additions to the collections in the Rare Boor Room. Staff of the architecture library make every effort to include the students in the development and operations of the library. Through outreach and instruction the librarian works to create a welcoming environment and encourages students to be active participants.

Appendix C. Statistics Report

	Types of Collections	Number of Volumes or Linear Feet	Budget 2007-2008 $65,018.00	Budget 2008-2009 $78,559.00	Budget 2009-2010 $81,531.00
Books classed in LC-NA or Dewey 720's		16,470 vols.			
Other Books		10,478 vols.			
Periodical Subscriptions		82 subscriptions, 6794 volumes			
Other Serial Subscriptions		20			
Microfilm Reels		244			
Microfiche		2643			
Slides		N/A			
Videos		310			
CD-ROMs		N/A			
Photo-CDs		N/A			
Digital Image Files		2675			
Other Electronic Publications		N/A			
Drawings		N/A			
Photographs					
Other (specify)					
Total		39,634			

Staffing

Types of Positions	(FTE's) Year Before Last	(FTE's) Last Year	(FTE's) This Year
Librarians / VR Professionals (Degreed)	.5	1	1
Paraprofessionals	2.5	2.6	2.6
Clerks			
Student Assistants	.86	1.0	1.1
Volunteers			
Other (specify)			
Total	3.86	4.6	4.7

3.10 Financial Resources - Confidential

3.10.1 Annual Budgets and Expenditures

The table below shows the annual budget and expenditures for the School of Architecture. With the growth in the graduate program since the previous APR, the School has dramatically increased enrollment, and seen a corresponding increase in budget and expense as a result.

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
University Funding for the School of Architecture (k)	Budget	$ 1,941	$ 2,062	$ 2,115	$ 2,278	$ 2,505
	Expense	$ 2,012	$ 2,210	$ 2,131	$ 2,254	$ 2,482
University Funding for the Rome Studies Program (k)	Budget	$ 1,276	$ 1,282	$ 1,384	$ 1,334	$ 1,338
	Expense	$ 1,128	$ 1,141	$ 1,317	$ 1,358	$ 1,354
University Funding for Studios (k)	Budget	$ 33	$ 33	$ 33	$ 33	$ 33
	Expense	$ 34	$ 37	$ 34	$ 35	$ 33
School of Architecture Revenue from the Graduate Program (k)	Budget	$ -	$ 298	$ 684	$ 948	$ 1,011
	Expense	$ -	$ 228	$ 590	$ 517	$ 979
Total (k)	Budget	$ 3,250	$ 3,675	$ 4,216	$ 4,593	$ 4,887
	Expense	$ 3,174	$ 3,616	$ 4,072	$ 4,164	$ 4,848

3.10.2 Annual Budgets and Expenditures in Comparison to Other Professional Degree Programs

The School of Architecture is not able to provide this data to the Accreditation Team. This type of information is not shared between Colleges at the University. If additional information is required, the Office of the Provost is prepared to discuss this with the Accreditation Team, and provide University level information. The University of Notre Dame believes that the evaluation of the School of Architecture should be based on its assessment and performance against the NAAB's standard for Schools of Architecture, and not other professional degree programs within the University.

The table below shows the annual expenditures for the School of Architecture on a per student basis. In many cases, there is no clear delineation between expenses that are attributable to either the undergraduate or graduate program, and therefore the population used is the aggregate.

	2008 -2009
Total Expenditures (K)	$ 4,848
Undergraduate Students	183
Graduate Students	45
Per Capita Expenditures (K)	$ 21.3

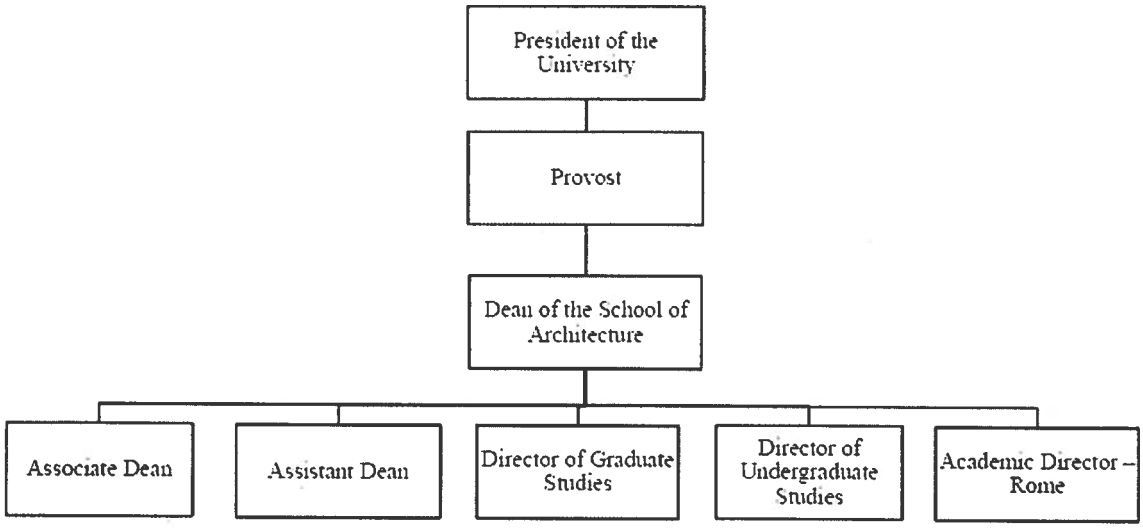
3.11 Administrative Structure

A description of the program's administrative structure, a comparison of this structure with those of the other professional programs in the institution.

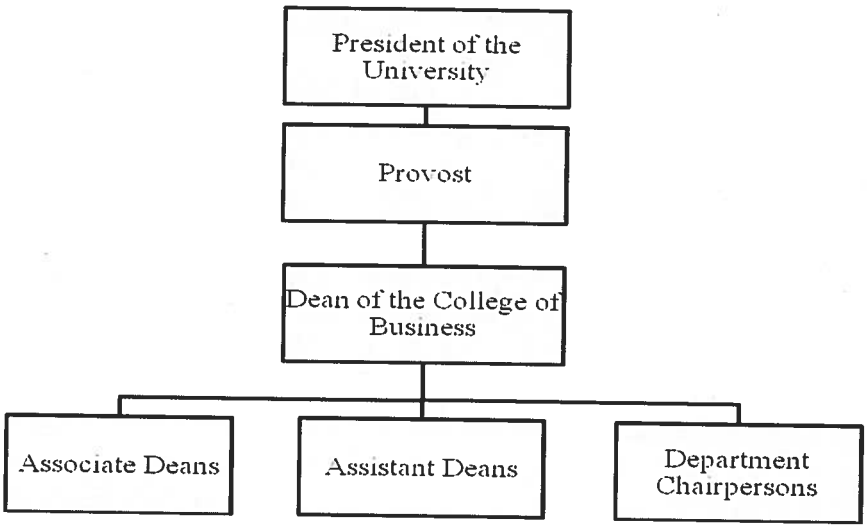
The School of Architecture is a free standing school within the University of Notre Dame. The Dean of the School reports directly to the Provost's office, and is a member on the Provost's Advisory Committee (PAC).

The School Administration consists of the Dean: Michael Lykoudis, the Associate Dean and Director of Undergraduate Studies: John Stamper, the Assistant Dean: Rev. Richard Bullene, C.S.C., the Director of Graduate Studies: Philip Bess, and the Academic Director of Rome Studies Program: Steven Semes. The descriptions for each administrative position can be found in section 3.6.4.

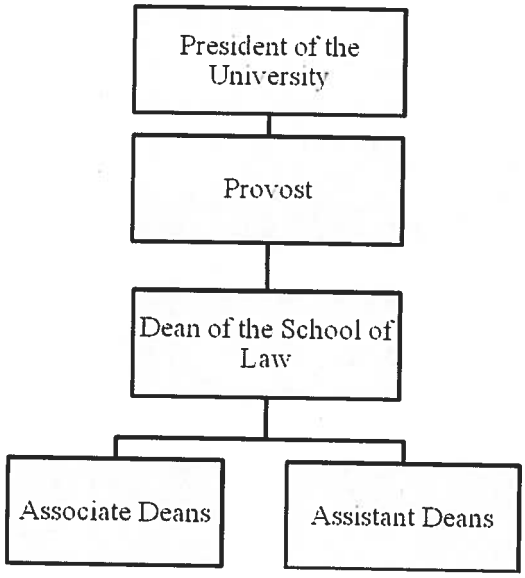
The administrative structure is as follows:



The College of Business Administration has the following administration structure:



The School of Law has the following administration structure:



3.12 Professional Degrees and Curriculum

3.12.1 ***General Studies (Undergraduate Degrees only)*: A professional degree must include general studies in the arts and sciences, either as an admission requirement or as part of the curriculum. While this work is traditionally governed by guidelines established by the institution, the program must insure that students have the prerequisite general studies to undertake professional studies.**

Professional Degrees and Curriculum

General Studies Courses required for a professional degree are as follows:

University Seminar.....	1 semester
Math 10250.....	1 semester
Physics 10111.....	1 semester
Social Science.....	1 semester
Phys Ed/ROTC.....	1 semester
First Year Comp.....	1 semester
Math 10270 or 10260.....	1 semester
Science.....	1 semester
Italian 10105.....	1 semester
Italian 10106.....	1 semester
Theology.....	2 semesters
Elective.....	4 semesters
History.....	1 semester
Philosophy.....	2 semesters

3.12.2 ***Professional Studies*: The core of a professional degree consists of the required courses that satisfy the NAAB Student Performance Criteria. The program may require additional core courses to address its mission or institutional context, but no more than 60% of the student's required post-secondary education can be devoted to professional studies. For Masters' students, this calculation includes course work taken for an undergraduate degree within or outside the program.**

Professional Curriculum courses required for a Bachelor of Architecture degree are as follows:

ARCH 10011: Graphics I: Drafting (required for freshmen architecture intents only)
ARCH 11021: Graphics II: Drawing
ARCH 10311: Analysis of Architectural Writings
ARCH 21111: Design I
ARCH 20211: Architectural History I
ARCH 20411: Building Technology I
ARCH 21121: Design II
ARCH 20511: Structural Mechanics
ARCH 20221: Architectural History II
ARCH 34112: Design III (Rome)
ARCH 34312: Architectural History III (Rome)
ARCH 34012: Graphics III: Freehand Drawing (Rome)

ARCH 34212: Roman Urbanism & Architecture I (Rome)
ARCH 34122: Design IV (Rome)
ARCH 34322: Architectural History IV (Rome)
ARCH 34022: Graphics IV: Watercolor (Rome)
ARCH 34222: Roman Urbanism & Architecture II (Rome)
ARCH 41111: Design V
ARCH 40511: Structural Design
ARCH 41011: Graphics V: Computers
ARCH 40411: Environmental Systems I
ARCH 40421: Building Technology II
ARCH 41121: Design VI
ARCH 40521: Applied Structural Systems
ARCH 50419: Environmental Systems II
ARCH 51111: Design VII
ARCH 50711: Design VIII (Thesis)
ARCH 50711: Professional Practice

Professional curriculum courses required for the 3-year M.Arch degree:

The following eighteen (18) courses (63 credits) are required of all 3-year M.Arch students:

ARCH 60211: Architectural History I
ARCH 60221: Architectural History II
ARCH 60411: Building Technology I / Masonry and Timber
ARCH 60421: Building Technology II / Concrete, Steel and Glass
ARCH 60431: Environmental Systems I / Acoustics and Illumination
ARCH 60511: Structures I / Introduction to Structures
ARCH 60521: Structures II / Concrete
ARCH 61011: Introduction to Architectural Representation
ARCH 61021: Introduction to CAD
ARCH 61111: Architectural Design I
ARCH 61121: Architectural Design II
ARCH 70211: History of Rome
ARCH 70311: Urban Elements and Principles
ARCH 70441: Environmental Systems II
ARCH 70531: Structures III / Wood and Steel
ARCH 71131: Architectural Design III
ARCH 80711: Professional Practice
ARCH 81161: Terminal Design Project

In addition to the eighteen courses required of all 3-year M.Arch students, the following four (4) courses (21 credits) are required of all 3-year M.Arch students selecting a concentration in Classical Architecture:

ARCH 71141: Classical Architecture I
ARCH 73321: Architectural Treatises
ARCH 84152: Classical Architecture II
ARCH 84312: Italian Classicism

In addition to the eighteen courses required of all 3-year M.Arch students, the following four (4) courses (21 credits) are required of all 3-year M.Arch students selecting a concentration in Urban Design:

ARCH 74142: Urban Design I
ARCH 74322: Italian Urbanism
ARCH 81151: Urban Design II
ARCH 83311: After Urbanism

Professional curriculum courses required for the 2-year M.Arch degree, for students with a 4-year pre-professional major in architecture:

The following five (5) courses (18 credits) are required of all 2-year M.Arch students:

ARCH 61011: Introduction to Architectural Representation
ARCH 70211: History of Rome
ARCH 70311: Urban Elements and Principles
ARCH 71111: Elements and Principles of Classical Architecture
ARCH 81161: Terminal Design Project

In addition to the five courses required of all 2-year M.Arch students, the following four (4) courses (21 credits) are required of all 2-year M.Arch students selecting a concentration in Classical Architecture:

ARCH 71141: Classical Architecture I
ARCH 73321: Architectural Treatises
ARCH 84152: Classical Architecture II
ARCH 84312: Italian Classicism

In addition to the five courses required of all 2-year M.Arch students, the following four (4) courses (21 credits) are required of all 2-year M.Arch students selecting a concentration in Urban Design:

ARCH 74142: Urban Design I
ARCH 74322: Italian Urbanism
ARCH 81151: Urban Design II
ARCH 83311: After Urbanism

Finally, all 2-year M.Arch students are required to take fifteen–to-twenty-one (15-21) credits in addition to the required courses above, some of which must be taken from the following courses when necessary to address deficiencies in the student's undergraduate experience:

ARCH 60211: Architectural History I
ARCH 60221: Architectural History II
ARCH 60411: Building Technology I / Masonry and Timber
ARCH 60421: Building Technology II / Concrete, Steel and Glass
ARCH 60431: Environmental Systems I / Acoustics and Illumination
ARCH 60511: Structures I / Introduction to Structures
ARCH 60521: Structures II / Concrete
ARCH 61021: Introduction to CAD

ARCH 70441: Environmental Systems II
ARCH 70531: Structures III / Wood and Steel
ARCH 80711: Professional Practice

3.12.3 Electives: A professional degree program must allow students to pursue their special interests. The curriculum must have sufficient flexibility so that the students can complete minors or develop areas of concentration, either within or outside the program.

The School of Architecture offers a Master's degree, M.Arch, and one undergraduate degree, the five-year professional degree, Bachelor of Architecture, B.Arch. In addition, there are four concentrations available for students to take, each of which requires four elective courses to be taken in the fourth and fifth years. A concentration or second major in another discipline within the University requires the approval of the Chairperson of the co-operating department.

ELECTIVES TAUGHT SINCE LAST NAAB REPORT (2004):

FALL 2004

ARCH 41811	Beginning Furniture	Brandt
ARCH 47619	Special Studies: Environment	Crowe
ARCH 50211	Grecian Architecture & Furniture	Smith
ARCH 50218	Teaching Concepts: Architectural History	Stamper
ARCH 50221	Architecture: Twentieth Century	Doordan
ARCH 50418	Teaching Concepts: Building Technology	Lykoudis/Sakal
ARCH 50518	Teaching Concepts: Structural Design	DeFrees
ARCH 51018	Teaching Concepts: Drawing	Bullene
ARCH 51058	Teaching Concepts: Graphics	Huderwitz
ARCH 57121	Special Studies	Amico
ARCH 57811	Special Projects: Furniture	Brandt

SPRING 2005

ARCH 35413	Mexico Service Project	Bullene
ARCH 41821	Advanced Furniture	Brandt
ARCH 43221	Christianity & Architecture	Westfall
ARCH 50228	Teaching Concepts: Architectural History	Doordan
ARCH 50318	Teaching Concepts: Architectural Writings	Bullene
ARCH 50411	Restoration & Historic Preservation	Uplekar
ARCH 50528	Teaching Concepts: Structural Mechanics	DeFrees
ARCH 51011	Advanced Classical Drawing	Mayernik
ARCH 51028	Teaching Concepts: Graphics	Hood/Sakal
ARCH 51368	Teaching Concepts: Graphics	Huderwitz
ARCH 51818	Teaching Concepts: Advanced Furniture	Brandt
ARCH 53111	The Classical Interior	Semes
ARCH 53211	Science in Renaissance Architecture	Kenda
ARCH 53311	Issues in Sacred Architecture	Stroik
ARCH 57011	Advanced Studies in Computers	As
ARCH 57821	Special Studies in Furniture Design	Brandt

FALL 2005

ARCH 41811	Beginning Furniture	Brandt
ARCH 43211	Topics in Ancient Art	Rhodes
ARCH 47619	Special Studies: Environment	Crowe
ARCH 50211	Grecian Architecture & Furniture	Smith
ARCH 50218	Teaching Concepts: Architectural History	Stamper
ARCH 50221	Architecture: Twentieth Century	Doordan
ARCH 50418	Teaching Concepts: Building Technology	Lykoudis/Sakal
ARCH 50518	Teaching Concepts: Structural Design	DeFrees
ARCH 51018	Teaching Concepts: Drawing	Bullene
ARCH 51058	Teaching Concepts: Graphics	Huderwitz
ARCH 57121	Special Studies	Amico
ARCH 57141	Competitions	Amico
ARCH 57811	Special Projects: Furniture	Brandt

SPRING 2006

ARCH 35413	Mexico Service Project	Bullene
ARCH 40211	Greek Architecture	Rhodes
ARCH 41821	Advanced Furniture	Brandt
ARCH 43221	Christianity & Architecture	Westfall
ARCH 50228	Teaching Concepts: Architectural History	Doordan
ARCH 50318	Teaching Concepts: Architectural Writings	Bullene
ARCH 50411	Restoration & Historic Preservation	Uplekar
ARCH 50528	Teaching Concepts: Structural Mechanics	DeFrees
ARCH 50611	Region, Tradition & Environment	Crowe
ARCH 51011	Advanced Classical Drawing	Mayernik
ARCH 51028	Teaching Concepts: Graphics	Hood/Sakal
ARCH 51368	Teaching Concepts: Graphics	Huderwitz
ARCH 51818	Teaching Concepts: Advanced Furniture	Brandt
ARCH 53111	The Classical Interior	Semes
ARCH 53211	Science in Renaissance Architecture	Kenda
ARCH 53311	Issues in Sacred Architecture	Stroik
ARCH 57011	Advanced Studies in Computers	As
ARCH 57821	Special Studies in Furniture Design	Brandt

FALL 2006

ARCH 37411	Directed Research: Technology	Crowe
ARCH 41811	Beginning Furniture	Brandt
ARCH 47411	Independent Research: Urban	Crowe/DeFrees
ARCH 50211	Grecian Architecture & Furniture	Smith
ARCH 50218	Teaching Concepts: Architectural History	Stamper
ARCH 50221	Architecture: Twentieth Century	Doordan
ARCH 50418	Teaching Concepts: Building Technology	Creech
ARCH 50518	Teaching Concepts: Structural Design	DeFrees
ARCH 51018	Teaching Concepts: Drawing	Bullene
ARCH 51058	Teaching Concepts: Graphics	As
ARCH 57121	Special Studies	Amico
ARCH 57811	Special Projects: Furniture	Brandt

SPRING 2007

ARCH 35413	Mexico Service Project	Bullene
ARCH 41821	Advanced Furniture	Brandt
ARCH 41831	Introduction to Carving	Brandt
ARCH 50228	Teaching Concepts: Architectural History	Doordan
ARCH 50318	Teaching Concepts: Architectural Writings	Bullene
ARCH 50411	Restoration & Historic Preservation	Uplekar
ARCH 50528	Teaching Concepts: Structural Mechanics	DeFrees
ARCH 51011	Advanced Classical Drawing	Mayernik
ARCH 51028	Teaching Concepts: Graphics	Hood/Sakal
ARCH 51368	Teaching Concepts: Graphics	Huderwitz
ARCH 51818	Teaching Concepts: Advanced Furniture	Brandt
ARCH 53111	The Classical Interior	Semes
ARCH 53321	Principles of Architectural Composition	Economakis
ARCH 53331	Architectural Journalism	Keegan
ARCH 53621	Nature & the Built Environment	Crowe
ARCH 57011	Advanced Studies in Computers	As
ARCH 57211	Research: Architectural Elements	Mayernik
ARCH 57821	Special Studies in Furniture Design	Brandt
ARCH 57831	Special Studies: Seaside	Amico

FALL 2007

ARCH 30211	Etruscan & Roman Art & Architecture	Rhodes
ARCH 37011	Special Studies: Drawing	Bullene
ARCH 37411	Directed Research: Technology	Crowe
ARCH 41811	Beginning Furniture	Brandt
ARCH 41831	Introduction to Carving	Brandt
ARCH 41841	Advanced Carving	Brandt
ARCH 47411	Independent Research: Urban	Crowe/DeFrees
ARCH 50211	Grecian Architecture & Furniture	Smith
ARCH 50218	Teaching Concepts: Architectural History	Stamper
ARCH 50221	Architecture: Twentieth Century	Doordan
ARCH 50311	Proportion in Architecture	Bass
ARCH 50418	Teaching Concepts: Building Technology	Creech
ARCH 50518	Teaching Concepts: Structural Design	DeFrees
ARCH 51018	Teaching Concepts: Drawing	Bullene
ARCH 51058	Teaching Concepts: Graphics	As
ARCH 51411	Research & Documentation of Historic Bldgs	Uplekar
ARCH 51828	Teaching Concepts: Beginning Furniture	Brandt
ARCH 53221	Chicago Architecture	Keegan
ARCH 53331	Architectural Journalism	Keegan
ARCH 53621	Nature & the Built Environment	Crowe
ARCH 57121	Special Studies	Amico
ARCH 57811	Special Projects: Furniture	Brandt

SPRING 2008

ARCH 35413	Mexico Service Project	Bullene
ARCH 41821	Advanced Furniture	Brandt
ARCH 41831	Introduction to Carving	Brandt
ARCH 50228	Teaching Concepts: Architectural History	Doordan

ARCH 50318	Teaching Concepts: Architectural Writings	Bullene
ARCH 50428	Teaching Concepts: Building Technology	DeFrees
ARCH 50528	Teaching Concepts: Structural Mechanics	DeFrees
ARCH 51011	Advanced Classical Drawing	Mayernik
ARCH 51028	Teaching Concepts: Graphics	Hoyt
ARCH 51368	Teaching Concepts: Graphics	Huderwitz
ARCH 51818	Teaching Concepts: Advanced Furniture	Brandt
ARCH 53311	Issues in Sacred Architecture	Stroik
ARCH 53341	Architectural Theory	Westfall
ARCH 53411	History of American Architecture 1630-1915	Stamper
ARCH 57011	Advanced Studies in Computers	As
ARCH 57021	Advanced Wash Rendering	Mayernik
ARCH 57121	Special Studies	Amico
ARCH 57421	Special Studies: Documentation & Preservation	Uplekar
ARCH 57611	Special Studies: Environmental Issues	DeFrees
ARCH 57821	Special Studies in Furniture Design	Brandt
ARCH 57831	Special Studies: Carving	Brandt
ARCH 57841	Special studies: Carving	Brandt

FALL 2008

ARCH 41811	Beginning Furniture	Brandt
ARCH 41831	Introduction to Carving	Brandt
ARCH 41841	Advanced Carving	Brandt
ARCH 47411	Independent Research: Urban	Crowe/DeFrees
ARCH 50211	Grecian Architecture & Furniture	Smith
ARCH 50218	Teaching Concepts: Architectural History	Stamper
ARCH 50418	Teaching Concepts: Building Technology	Buccellato
ARCH 50438	Teaching Concepts: Environmental Systems I	DeFrees
ARCH 50518	Teaching Concepts: Structural Design	DeFrees
ARCH 51018	Teaching Concepts: Drawing	Bullene
ARCH 51058	Teaching Concepts: Graphics	As
ARCH 51828	Teaching Concepts: Beginning Furniture	Brandt
ARCH 53221	Chicago Architecture	Keegan
ARCH 53231	History & Theory of Preservation	Zeiger
ARCH 53331	Architectural Journalism	Keegan
ARCH 57111	Special Studies: Taiwan Design	Doordan
ARCH 57121	Special Studies	Amico
ARCH 57131	Special Studies: Accessibility	Ponko
ARCH 57811	Special Projects: Furniture	Brandt
ARCH 57831	Special Projects: Carving	Brandt

SPRING 2009

ARCH 41821	Advanced Furniture	Brandt
ARCH 41831	Introduction to Carving	Brandt
ARCH 50228	Teaching Concepts: Architectural History	Doordan
ARCH 50318	Teaching Concepts: Architectural Writings	Economakis
ARCH 50428	Teaching Concepts: Building Technology	DeFrees
ARCH 50528	Teaching Concepts: Structural Mechanics	DeFrees
ARCH 51811	history of Design: Form, Values & Tech.	Doordan
ARCH 51021	Trad Arch Rendering: Ink Wash	Bullene

ARCH 51028	Teaching Concepts: Graphics	Hoyt
ARCH 51368	Teaching Concepts: Graphics	Huderwitz
ARCH 51811	Design & Const. of Arch. Elements	Buccellato
ARCH 51818	Teaching Concepts: Advanced Furniture	Brandt
ARCH 53311	Issues in Sacred Architecture	Stroik
ARCH 53341	Architectural Theory	Westfall
ARCH 53421	Historic Construction & Preservation	DeFrees
ARCH 53621	Nature & the Built Environment	Salden
ARCH 57011	Advanced Studies in Computers	Huderwitz
ARCH 57021	Advanced Wash Rendering	Mayernik
ARCH 57121	Special Studies	Amico
ARCH 57131	Special Studies: Accessibility	Ponko
ARCH 57421	Special Studies: Documentation & Preservation	Uplekar
ARCH 57611	Special Studies: Environmental Issues	DeFrees
ARCH 57821	Special Studies in Furniture Design	Brandt
ARCH 57831	Special Studies: Carving	Brandt
ARCH 57841	Special studies: Carving	Brandt

FALL 2009

ARCH 41811	Beginning Furniture	Brandt
ARCH 41831	Introduction to Carving	Brandt
ARCH 41841	Advanced Carving	Brandt
ARCH 43851	Space, Place & Landscape	Rotman
ARCH 50211	Grecian Architecture & Furniture	Smith
ARCH 50218	Teaching Concepts: Architectural History	Stamper
ARCH 50418	Teaching Concepts: Building Technology	Buccellato
ARCH 50438	Teaching Concepts: Environmental Systems I	DeFrees
ARCH 50518	Teaching Concepts: Structural Design	DeFrees
ARCH 51018	Teaching Concepts: Drawing	Bullene
ARCH 51058	Teaching Concepts: Graphics	Huderwitz
ARCH 51411	Research & Documentation of Historic Bldgs	Uplekar
ARCH 51811	Design & Construction of Arch. Elements	Buccellato
ARCH 51828	Teaching Concepts: Beginning Furniture	Brandt
ARCH 53111	The Classical Interior	Popadopolus
ARCH 57131	Special Studies: Accessibility	Ponko
ARCH 57811	Special Projects: Furniture	Brandt
ARCH 57831	Special Projects: Carving	Brandt
ARCH 57841	Special Projects: Carving	Brandt

Table 3-1 Minimum Credit Distribution

General (non-architecture) Studies 45 Semester Credit-Hour minimum	Professional Studies
Required courses with other than Architectural content – **45**	Courses with architectural content required Of all students – **106**
Elective courses with other than architectural content	Elective courses (at students' discretion for content – **12**

3.12.4 Titles of the degrees offered

Bachelor of Architecture

Master of Architecture

3.12.5 An outline for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses, required courses, professional electives, and other electives.

Electives

Bachelor of Architecture **open electives**

Courses listed in *italics* are courses which need not be taken in the semester as indicated:

First Semester	CH
University Seminar	3
Math 10250	3
Science-Physics 10111	3
Social Science	3
ARCH 11011: Graphics I – Drawing	3
Phys ED/ROTC	
	15

Second Semester	CH
FYC	3
Math 10270 (or 10260)	3
Science	3
ARCH 11021: Graphics II – Drafting	3
ARCH 10311: Analysis of Arch Writings	4
Phys ED/ROTC	
	16

Third Semester	
ARCH 21111: Design I	6
ARCH 20411: Building Tech I	3
ARCH 20211: Arch History I	3
ROIT 10105: Beginning Italian I	3
Introduction to Philosophy	3
	18

Fourth Semester	
ARCH 21121: Design II	6
ARCH 20221: Arch History II	3
ARCH 20511: Structural Mechanics	3
ROIT 10106: Beginning Italian II	3
Introduction to Theology	3
	18

Fifth Semester (Rome)	
ARCH 34112: Design III	6
ARCH 34312: Architectural History III	3
ARCH 34212: Roman Urbanism & Arch I	3
ARCH 34012: Graphics III – Freehand	3
	15

Sixth Semester (Rome)	
ARCH 34122: Design IV	6
ARCH 34322: Architectural History IV	3
ARCH 34222: Roman Urbanism&Arch II	3
ARCH 34022: Graphics IV – Watercolor	3
	15

Seventh Semester	
ARCH 41111: Design V	6
ARCH 40511: Structural Design	3
ARCH 41011: Graphics V – Computers	3
ARCH 40411: Environmental Systems I	3
	18

Eighth Semester	
ARCH 41121: Disgn VI	6
ARCH 40521: Applied Structural Sys	3
ARCH 40421: Building Tech II	3
Philosophy	3
Elective	3
	18

Ninth Semester	
ARCH 50411: Environmental Systems II	3
ARCH 51111: Design VII	6
Theology	3
Elective	3
	15

Tenth Semester	
ARCH 51121: Design VIII (Thesis)	6
ARCH 50711: Professional Practice	3
History	3
Elective	3
	15

Total of **163** Credit Hours

PATH B.1: **2-YEAR M.Arch / CLASSICAL ARCHITECTURE CONCENTRATION**
Total Requirements 54 credits (63 max.)

Pre-Arch **(Summer)**
61011 Introduction to Architectural Representation (0 credit)
Credit: 0

Fall

First Term
71111 Elements & Principles of CA (6 cr)
70211 History of Rome (3 cr)
70311 Urban Elements and Principles (3 cr)
***** Required Course TBD (3 cr)
Credits: 15

Third Term **(Rome)**
84152 Classical Architecture II (6 cr)
84312 Italian Classicism (6 cr)
84211 Arch. History of Rome (3 cr) – rec
Credits: 12-15

Spring

Second Term
71141 Classical Architecture I (6 cr)
73321 Architectural Treatises (3 cr)
***** Required Course TBD (3 cr)
***** Architectural Elective (3 cr)
Credits: 15

Fourth Term
81161 Terminal Design Project (6 cr)
80711 Professional Practice (3 cr)
***** Required Course TBD (3 cr)
Credits: 12

PATH B.2: 2-YEAR M.Arch / URBAN DESIGN CONCENTRATION
Total Requirements 54 credits (63 max.)

Pre-Arch **(Summer)**
61011 Introduction to Architectural Representation (0 credit)
Credit: 0

Fall

First Term
71111 Elements & Principles of CA (6 cr)
70211 History of Rome (3 cr)
70311 Urban Elements and Principles (3 cr)
***** Required Course TBD (3 cr)
Credits: 15

Third Term
81151 Urban Design II (6 cr)
***** Architectural Elective (3 cr)
***** Required Course TBD (3 cr)
Credits: 12

Spring

Second Term **(Rome)**
74142 Urban Design I (6 cr)
74322 Italian Urbanism (6 cr)
74211 Urban History of Rome (3 cr) – rec.
Credits: 12-15

Fourth Term
81161 Terminal Design Project (6 cr)
80711 Professional Practice (3 cr)
***** Required Course TBD (3 cr)
83311 After Urbanism (3 cr)
Credits: 15

***PATH C:* 3-YEAR M.Arch / FOUNDATIONAL COURSES**
First 54 of 90 Total Required credits (99 max.)

Pre-Arch **(Summer)**
61011 Introduction to Architectural Representation (0 credit)
Credit: 0

Fall
First Term
61111 Architectural Design I (6 cr)
60211 Architectural History I (3 cr)
60411 Building Technology I (3 cr)
60511 Structures I (3 cr)
60431 Environmental Systems I (3 cr)
Credits: 18

Spring
Second Term
61121 Architectural Design II (6 cr)
60221 Architectural History II (3 cr)
60421 Building Technology II (3 cr)
60521 Structures II (3 cr)
61021 Introduction to CAD (3 cr)
Credits: 18

Third Term
71131 Architectural Design III (6 cr)
70211 History of Rome (3 cr)
70311 Urban Elements and Principles (3 cr)
70441 Environmental Systems II (3 cr)
70531 Structures III (3 cr)
Credits: 18

***PATH C.1:* 3-YEAR M.Arch / CLASSICAL ARCHITECTURE CONCENTRATION**
Final 36 of 90 Total Required credits (99 max.)

Fall

Spring
Fourth Term
71141 Classical Architecture I (6 cr)
73321 Architectural Treatises (3 cr)
***** Architectural Elective (3 cr)
Credits: 12

Fifth Term **(Rome)**
84152 Classical Architecture II (6 cr)
84312 Italian Classicism (6 cr)
84211 Arch. History of Rome (3 cr) – rec
Credits: 12-15

Sixth Term
81161 Terminal Design Project (6 cr)
80711 Professional Practice (3 cr)
***** Architectural Elective (3 cr)
Credits: 12

***PATH C.2:* 3-YEAR M.Arch / URBAN DESIGN CONCENTRATION**
Final 36 of 90 Total Required credits (99 max.)

Fall

Spring
Fourth Term **(Rome)**
74142 Urban Design I (6 cr)
74322 Italian Urbanism (6 cr)
74211 Urban History of Rome (3 cr) – rec.
Credits: 12-15

Fifth Term
81151 Urban Design II (6 credits)
***** Architectural Elective (3 credits)
***** Architectural Elective (3 credits)
Credits: 12

Sixth Term
81161 Terminal Design Project (6 credits)
80711 Professional Practice (3 credits)
83311 After Urbanism (3 credits)
Credits: 12

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

Furniture Concentration
The furniture concentration requires four courses in beginning and advanced furniture, plus special projects. The list of courses is:

ARCH 41811 BEGINNING FURNITURE
ARCH 41821 ADVANCED FURNITURE
ARCH 57811 SPECIAL PROJECTS: FURNITURE
ARCH 57821 SPECIAL PROJECTS: FURNITURE

Practice and Enterprise Concentration
The Concentration in Practice and Enterprise consists of four courses offered by the Mendoza College of Business to be taken one per semester during your fourth and fifth years. The list of possible courses is:

Introductory Courses
ACCT 20100 ACCOUNTANCY I
ACCT 20200 ACCOUNTANCY II (ACCT 20100 prerequisite)

BAMG 20100 BUSINESS STATISTICS

FIN 20100 CORPORATE FINANCE ESSENTIALS (prerequisite ACCT I)
MGT 20200 PRINCIPLES OF MANAGEMENT
MGT 20600 COMPUTER BUSINESS APPLICATIONS

BALW 20150 BUSINESS LAW
ECON 20011 INTRODUCTORY MICROECONOMICS
ECON 20010 INTRODUCTORY MICROECONOMICS

Advanced courses
MGT 30300 MANAGEMENT COMPETENCIES prerequisite MGT 20200)
BAMG 30505 MICRO VENTURING

Anyone entering the Concentration is required to take Acct. 20100, Accountancy I and Mgt 20200, Principles of Management. The remaining two courses may be chosen from the above list. The four courses in the Business College must be taken in addition to the Professional Practice course required by the School of Architecture.

None of the four courses in the Concentration can be taken Pass/Fail.

Preservation/Restoration Concentration
Historic Preservation as an educational course is a relatively new field and advance methods are being generated everyday which could help in betterment of preservation of old structures. Restoration and Historic Preservation courses are needed to further an understanding of the need for preserving traditional architecture and in some cases studying the art of restoration of traditional building which have degenerated due to various reasons.

Analysis of Historic Buildings offers the most needed, detailed, and immediate use information on the materials, calculation methods, and design techniques used by architects and engineers of the nineteenth and early twentieth centuries. It provides today's building professionals with information needed to analyze, modify, and certify historic buildings for modern use.

These courses provide a detailed reference to the recording methods and techniques that are fundamental tools for examining any existing structure. Also included is information on recent technological advances such as laser scanning, new case studies, and material on the documentation of historic monuments.

The Preservation/ Restoration Concentration is composed of the following four courses:

1) ARCH 51411 RESEARCH & DOCUMENTATION OF HISTORICAL BUILDINGS
   The course provides a detailed reference to the recording methods and techniques that are fundamental tools for examining any existing structure. It also includes information on recent technological advances such as laser scanning, new case studies, and material on the documentation of historic monuments. – *Krupali Uplekar.*

2) ARCH 53411 HISTORY OF AMERICAN ARCHITECTURE (1630-1915)
   This course is seminar on the history of architecture in the United States from the colonial period in the 1600s until World War I. The purpose of this course is to introduce some of the formative ideas, major monuments, and characteristic experiences of different building cultures in the United States and to investigate various problems of interpretation raised by the material under review. – *John Stamper*

3) ARCH 53421 HISTORIC PRESERVATION AND TRADITIONAL CONSTRUCTION
   This course explores the materials, methods and resources available to American architects of the eighteenth through the early twentieth centuries, and the means to preserve their structures today. Historic Construction and Preservation will provide preservation professionals with information needed to analyze, modify, and certify historic buildings for modern use. – *Al Defrees*

4) ARCH 53231 HISTORY AND THEORY OF PRESERVATION
   This class will introduce students to the history, theory, and practice of historic preservation in Europe and the United States, beginning with the origins of the movement in the late eighteenth century, classic theoretical statements of the nineteenth, and its application by means of legislation and regulation worldwide in the twentieth. – *Todd Zeiger*

Architecture and Building Arts Concentration

The Architecture and Building Arts Concentration aspires to reinforce the students' understanding and the craft of building in contemporary design. Through the experience of executing projects from the research stage through design and fabrication, students establish a strong understanding of traditional and contemporary methods of assembly while gaining critical problem-solving skills associated with determining how one's design will ultimately be constructed.

The courses offered within the Architecture and Building Arts Concentration create multiple opportunities for students to develop their design skills and understanding of the craft of building through focused research and documentation of emblematic architectural masterworks and the

fabrication of fine architectural models and details, including full-size details of important architectural elements.

1) ARCH 51831 INTRODUCTION TO ARCHITECTURAL MODELS
This course includes the production of as-built drawings and the commencement of fabrication of a scaled model of a pre-selected emblematic architectural masterwork that represents or was influenced by classical architecture. In this introductory course students are instructed in the fundamentals of woodworking with power tools, hand tools, and the physical properties of wood.

2) ARCH 51841 ADVANCED ARCHITECTURAL MODELS
In this continuation of Beginning Architectural Models students will further their knowledge of woodworking through the completion of the scaled model begun in the prerequisite course, while completing the historical research component of the Introduction to Architectural Models course by preparing presentation watercolor rendered drawings, at the same scale as the model, of the subject architectural work.

3) ARCH 51811 DESIGN AND CONSTRUCTION OF ARCHITECTURAL ELEMENTS I
This course, taught in a studio format, will focus on design and construction of full scale architectural details. Presented with an architectural detail design project, students work as a team through the typical stages of professional design to develop construction drawings from which they fabricate their design solution.

4) ARCH 51821 DESIGN AND CONSTRUCTION OF ARCHITECTURAL ELEMENTS II
This continuation of Design and Construction of Architectural Elements I is taught in a similar course format with the precedent research and design focusing on a more complex architectural element.

Bachelor of Architecture & **Furniture Design Concentration**

Courses listed in *italics* are courses which need not be taken in the semester indicated:

First Semester	CH
University Seminar	3
Math 10250	3
Science-Physics 10111	3
Social Science	3
ARCH 11011: Graphics I – Drawing	3
Phys ED/ROTC	
	15

Second Semester	CH
FYC	3
Math 10270 (or 10260)	3
Science	3
ARCH 11021: Graphics II – Drafting	3
ARCH 10311: Analysis of Arch Writings	4
Phys ED/ROTC	
	16

Third Semester	
ARCH 21111: Design I	6
ARCH 20411: Building Tech I	3
ARCH 20211: Arch History I	3
ROIT 10105: Beginning Italian I	3
Introduction to Philosophy	3
	18

Fourth Semester	
ARCH 21121: Design II	6
ARCH 20221: Arch History II	3
ARCH 20511: Structural Mechanics	3
ROIT 10106: Beginning Italian II	3
Introduction to Theology	3
	18

Fifth Semester (Rome)	
ARCH 34112: Design III	6
ARCH 34312: Architectural History III	3
ARCH 34212: Roman Urbanism & Arch I	3
ARCH 34012: Graphics III – Freehand	3
	15

Sixth Semester (Rome)	
ARCH 34122: Design IV	6
ARCH 34322: Architectural History IV	3
ARCH 34222: Roman Urbanism&Arch II	3
ARCH 34022: Graphics IV – Watercolor	3
	15

Seventh Semester	
ARCH 41111: Design V	6
ARCH 40511: Structural Design	3
ARCH 41011: Graphics V – Computers	3
ARCH 40411: Environmental Systems I	3
ARCH 41811: Beginning Furniture	3
	18

Eighth Semester	
ARCH 41121: Design VI	6
ARCH 40521: Applied Structural Sys	3
*History**	3
ARCH 40421: Building Tech II	3
ARCH 41821: Advanced Furniture	3
	18

Ninth Semester	
ARCH 50411: Environmental Systems II	3
ARCH 51111: Design VII	6
Philosophy	3
ARCH 51811: Special Studies in Furn I	3
	15

Tenth Semester	
ARCH 51121: Design VIII (Thesis)	6
ARCH 50711: Professional Practice	3
Theology	3
ARCH 51821: Special Studies in Furn II	3
	15

* ARCH 50211, Grecian Architecture and Furniture, is highly recommended for students in the concentration, but it does not fulfill the University history requirement. A history which does must also be taken.

Total of **163** Credit Hours

Bachelor of Architecture & **Architectural Practice/Enterprise Concentration**

Courses listed in *italics* are courses which need not be taken in the semester indicated:

First Semester	CH
University Seminar	3
Math 10250	3
Science-Physics 10111	3
Social Science	3
ARCH 11011: Graphics I – Drawing	3
Phys ED/ROTC	
	15

Second Semester	CH
FYC	3
Math 10270 (or 10260)	3
Science	3
ARCH 11021: Graphics II – Drafting	3
ARCH 10311: Analysis of Arch Writings	4
Phys ED/ROTC	
	16

Third Semester	
ARCH 21111: Design I	6
ARCH 20411: Building Tech I	3
ARCH 20211: Arch History I	3
ROIT 10105: Beginning Italian I	3
Introduction to Philosophy	3
	18

Fourth Semester	
ARCH 21121: Design II	6
ARCH 20221: Arch History II	3
ARCH 20511: Structural Mechanics	3
ROIT 10106: Beginning Italian II	3
Introduction to Theology	3
	18

Fifth Semester (Rome)	
ARCH 34112: Design III	6
ARCH 34312: Architectural History III	3
ARCH 34212: Roman Urbanism&Arch I	3
ARCH 34012: Graphics III – Freehand	3
	15

Sixth Semester (Rome)	
ARCH 34122: Design IV	6
ARCH 34322: Architectural History IV	3
ARCH 34222: Roman Urbanism&Arch II	3
ARCH 34022: Graphics IV – Watercolor	3
	15

Seventh Semester	
ARCH 41111: Design V	6
ARCH 40511: Structural Design	3
ARCH 41011: Graphics V – Computers	3
ARCH 40411: Environmental Systems I	3
ACCT 20100: Accountancy I	3
	18

Eighth Semester	
ARCH 41121: Design VI	6
ARCH 40521: Applied Structural Sys	3
History	3
ARCH 40421: Building Tech II	3
Mgt 20200: Principles of Managment	3
	18

Ninth Semester	
ARCH 50411: Environmental Systems II	3
ARCH 51111: Design VII	6
Philosophy	3
3rd course *	3
	15

Tenth Semester	
ARCH 51121: Design VIII (Thesis)	6
ARCH 50711: Professional Practice	3
Theology	3
4th course	3
	15

* See following page for acceptable 3rd and 4th courses

Total of **163** Credit Hours

Bachelor of Architecture & **Architecture and Building Arts Concentration**

Courses listed in *italics* are courses which need not be taken in the semester indicated.

First Semester	CH
University Seminar	3
Math 10250	3
Science-Physics 10111	3
Social Science	3
ARCH 11011: Graphics I – Drawing	3
Phys ED/ROTC	
	15

Second Semester	CH
FYC	3
Math 10270 (or 10260)	3
Science	3
ARCH 11021: Graphics II – Drafting	3
ARCH 10311: Analysis of Arch Writings	4
Phys ED/ROTC	
	16

Third Semester	
ARCH 21111: Design I	6
ARCH 20411: Building Tech I	3
ARCH 20211: Arch History I	3
ROIT 10105: Beginning Italian I	3
Introduction to Philosophy	3
	18

Fourth Semester	
ARCH 21121: Design II	6
ARCH 20221: Arch History II	3
ARCH 20511: Structural Mechanics	3
ROIT 10106: Beginning Italian II	3
Introduction to Theology	3
	18

Fifth Semester (Rome)	
ARCH 34112: Design III	6
ARCH 34312: Architectural History III	3
ARCH 34212: Roman Urbanism&Arch I	3
ARCH 34012: Graphics III – Freehand	3
	15

Sixth Semester (Rome)	
ARCH 34122: Design IV	6
ARCH 34322: Architectural History IV	3
ARCH 34222: Roman Urbanism&Arch II	3
ARCH 34022: Graphics IV – Watercolor	3
	15

Seventh Semester	
ARCH 41111: Design V	6
ARCH 40511: Structural Design	3
ARCH 41011: Graphics V – Computers	3
ARCH 40411: Environmental Systems I	3
ARCH 51831: Intro to Arch Models	3
	18

Eighth Semester	
ARCH 41121: Design VI	6
ARCH 40521: Applied Structural Sys	3
History	3
ARCH 40421: Building Tech II	3
ARCH 51832: Adv Architectural Models	3
	18

Ninth Semester	
ARCH 50411: Environmental Systems II	3
ARCH 51111: Design VII	6
Philosophy	3
ARCH 51811: Dsgn&Const Arch Elmts I	3
	15

Tenth Semester	
ARCH 51121: Design VIII (Thesis)	6
ARCH 50711: Professional Practice	3
Theology	3
ARCH 51812: Dsgn&Const Arch Elmts I	3
	15

Total of **163** Credit Hours

Bachelor of Architecture & **Historic Preservation / Restoration Concentration**

Courses listed in *italics* are courses which need not be taken in the semester indicated. The preservation course will be offered in alternating years. Each student in the concentration will have only one semester in which to take each course.

First Semester	CH
University Seminar	3
Math 10250	3
Science-Physics 10111	3
Social Science	3
ARCH 11011: Graphics I – Drawing	3
Phys ED/ROTC	
	15

Second Semester	CH
FYC	3
Math 10270 (or 10260)	3
Science	3
ARCH 11021: Graphics II – Drafting	3
ARCH 10311: Analysis of Arch Writings	4
Phys ED/ROTC	
	16

Third Semester	
ARCH 21111: Design I	6
ARCH 20411: Building Tech I	3
ARCH 20211: Arch History I	3
ROIT 10105: Beginning Italian I	3
Introduction to Philosophy	3
	18

Fourth Semester	
ARCH 21121: Design II	6
ARCH 20221: Arch History II	3
ARCH 20511: Structural Mechanics	3
ROIT 10106: Beginning Italian II	3
Introduction to Theology	3
	18

Fifth Semester (Rome)	
ARCH 34112: Design III	6
ARCH 34312: Architectural History III	3
ARCH 34212: Roman Urbanism&Arch I	3
ARCH 34012: Graphics III - Freehand	3
	15

Sixth Semester (Rome)	
ARCH 34122: Design IV	6
ARCH 34322: Architectural History IV	3
ARCH 34222: Roman Urbanism&Arch II	3
ARCH 34022: Graphics IV – Watercolor	3
	15

Seventh Semester	
ARCH 41111: Design V	6
ARCH 40511: Structural Design	3
ARCH 41011: Graphics V – Computers	3
ARCH 40411: Environmental Systems I	3
ARCH 53231: Hist&Theory Preservation	3
	18

Eighth Semester	
ARCH 41121: Design VI	6
ARCH 40521: Applied Structural Sys	3
History	3
ARCH 40421: Building Tech II	3
ARCH 53421: Historical Const&Preserv	3
	18

Ninth Semester	
ARCH 50411: Environmental Systems II	3
ARCH 51111: Design VII	6
Philosophy	3
ARCH 51411: Research&Doc Hist Bldgs	3
	15

Tenth Semester	
ARCH 51121: Design VIII (Thesis)	6
ARCH 50711: Professional Practice	3
Theology	3
ARCH 53411: Hist Amer Arch 1630-1915	3
	15

Total of **163** Credit Hours

3.12.7 A list of the minimum number of credit hours of the equivalent number of quarter credit hours required for each semester or quarter.

Bachelor of Architecture

First Semester	15	Second Semester	16
Third Semester	18	Fourth Semester	18
Fifth Semester	15	Sixth Semester	15
Seventh Semester	18	Eighth Semester	18
Ninth Semester	15	Tenth Semester	15

Master of Architecture – 2-year Program

First Semester	15	Second Semester	15
Third Semester	12	Fourth Semester	12

Master of Architecture – 3-Year Program

First Semester	18	Second Semester	18
Third Semester	18	Fourth Semester	12
Fifth Semester	12	Sixth Semester	12

3.12.8 A list identifying the courses and their credit hours required from professional content and the courses and their credit hours required for general education for each accredited degree program offered.

Professional Curriculum courses and their credit hours required for a Bachelor of Architecture degree are as follows:

ARCH 10011:	Graphics I: Drafting (see 3.12.2)	(3) cr.
ARCH 11021:	Graphics II: Drawing	3
ARCH 10311:	Analysis of Architectural Writings	4
ROIT 10105:	Beginning Italian I	(3)
ROIT 10106:	Beginning Italian II	(3)
ARCH 21111:	Design I	6
ARCH 20211:	Architectural History I	3
ARCH 20411:	Building Technology I	3
ARCH 21121:	Design II	6
ARCH 20511:	Structural Mechanics	3
ARCH 20221:	Architectural History II	3
ARCH 34112:	Design III (Rome)	6
ARCH 34312:	Architectural History III (Rome)	3
ARCH 34012:	Graphics III: Freehand Drawing (Rome)	3
ARCH 34212:	Roman Urbanism & Architecture I (Rome)	3
ARCH 34122:	Design IV (Rome)	6
ARCH 34322:	Architectural History IV (Rome)	3
ARCH 34022:	Graphics IV: Watercolor (Rome)	3
ARCH 34222:	Roman Urbanism & Architecture II (Rome)	3
ARCH 41111:	Design V	6
ARCH 40511:	Structural Design	3
ARCH 41011:	Graphics V: Computers	3
ARCH 40411:	Environmental Systems I	3
ARCH 40421:	Building Technology II	3
ARCH 41121:	Design VI	6

ARCH 40521:	Applied Structural Systems	3
ARCH 50419:	Environmental Systems II	3
ARCH 51111:	Design VII	6
ARCH 50711:	Design VIII (Thesis)	6
ARCH 50711:	Professional Practice	3
	Total	106

General Studies Courses required for a professional degree are as follows:

Graphics I: Drafting (see 3.12.2)	3 cr.
University Seminar.....	3
Math 10250.....	3
Physics 10111.....	3
Social Science.....	3
Phys Ed/ROTC.....	3
First Year Comp.....	3
Math 10270 or 10260.....	3
Science.....	3
Italian 10105.....	3
Italian 10106.....	3
Theology.....	3
Elective.....	3
History.....	3
Philosophy.....	3
Total	45

Professional curriculum courses required for the 3-year M.Arch degree

The following eighteen (18) courses (63 credits) are required of all 3-year M.Arch students:

ARCH 60211: Architectural History I	3 cr.
ARCH 60221: Architectural History II	3
ARCH 60411: Building Technology I / Masonry and Timber	3
ARCH 60421: Building Technology II / Concrete, Steel and Glass	3
ARCH 60431: Environmental Systems I / Acoustics and Illumination	3
ARCH 60511: Structures I / Introduction to Structures	3
ARCH 60521: Structures II / Concrete	3
ARCH 61011: Introduction to Architectural Representation	3
ARCH 61021: Introduction to CAD	3
ARCH 61111: Architectural Design I	6
ARCH 61121: Architectural Design II	6
ARCH 70211: History of Rome	3
ARCH 70311: Urban Elements and Principles	3
ARCH 70441: Environmental Systems II	3
ARCH 70531: Structures III / Wood and Steel	3
ARCH 71131: Architectural Design III	6
ARCH 80711: Professional Practice	3
ARCH 81161: Terminal Design Project	6

In addition to the eighteen courses required of all 3-year M.Arch students, the following four (4) courses (21 credits) are required of all 3-year M.Arch students selecting a concentration in Classical Architecture:

ARCH 71141: Classical Architecture I	6 cr.
ARCH 73321: Architectural Treatises	3
ARCH 84152: Classical Architecture II	6
ARCH 84312: Italian Classicism	3

In addition to the eighteen courses required of all 3-year M.Arch students, the following four (4) courses (21 credits) are required of all 3-year M.Arch students selecting a concentration in Urban Design:

ARCH 74142: Urban Design I	6 cr.
ARCH 74322: Italian Urbanism	3
ARCH 81151: Urban Design II	6
ARCH 83311: After Urbanism	3

Professional curriculum courses required for the 2-year M.Arch degree, for students with a 4-year pre-professional major in architecture:

The following five (5) courses (18 credits) are required of all 2-year M.Arch students:

ARCH 61011: Introduction to Architectural Representation	3 cr.
ARCH 70211: History of Rome	3
ARCH 70311: Urban Elements and Principles	3
ARCH 71111: Elements and Principles of Classical Architecture	3
ARCH 81161: Terminal Design Project	6

In addition to the five courses required of all 2-year M.Arch students, the following four (4) courses (21 credits) are required of all 2-year M.Arch students selecting a concentration in Classical Architecture:

ARCH 71141: Classical Architecture I	6 cr.
ARCH 73321: Architectural Treatises	3
ARCH 84152: Classical Architecture II	6
ARCH 84312: Italian Classicism	3

In addition to the five courses required of all 2-year M.Arch students, the following four (4) courses (21 credits) are required of all 2-year M.Arch students selecting a concentration in Urban Design:

ARCH 74142: Urban Design I	6 cr.
ARCH 74322: Italian Urbanism	3
ARCH 81151: Urban Design II	6
ARCH 83311: After Urbanism	3

Finally, all 2-year M.Arch students are required to take fifteen–to-twenty-one (15-21) credits in addition to the required courses above, some of which must be taken from the following courses when necessary to address deficiencies in the student's undergraduate experience:

ARCH 60211: Architectural History I	3 cr.
ARCH 60221: Architectural History II	3
ARCH 60411: Building Technology I / Masonry and Timber	3
ARCH 60421: Building Technology II / Concrete, Steel and Glass	3
ARCH 60431: Environmental Systems I / Acoustics and Illumination	3
ARCH 60511: Structures I / Introduction to Structures	3
ARCH 60521: Structures II / Concrete	3
ARCH 61021: Introduction to CAD	3
ARCH 70441: Environmental Systems II	3
ARCH 70531: Structures III / Wood and Steel	3
ARCH 80711: Professional Practice	3

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

Rome Studies Program (See sections: 3.8, 3.11, and 3.12)

3.13 Student Performance Criteria – The accredited degree programs ensure that each graduate possesses the knowledge and skills defined by the criteria indicated below. It is understood that the knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The criteria encompass two levels of accomplishment:

- **Understanding** – means the assimilation and comprehension of information without necessarily being able to see its full implication.

- **Ability** – means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

3.13.1 Undergraduate Program – 34 Criteria

(Note: In the interest of conforming to the 250-page limit for the APR, a comprehensive explanation of the curricular goals and content for each of the 34 criteria, including lists of the applicable courses, is not included here. It will be available for the team members at the time of the School visit.)

Curricular Goals and Content

The architecture curriculum in all our degree programs is structured so that each year builds on the foundation of the one before. In the undergraduate B.Arch curriculum, the first year features the liberal arts program common to all Notre Dame students, as well as introductory courses in architectural drawing and theory. Second year courses in design, technology and history become the basis by which the principles of construction and their relationship to architectural form are examined. The third year, which takes place in Rome, explores traditional urbanism and how traditional architecture facilitates a humane way of life. By the fourth year, issues of regionalism and cross-cultural values are explored through the typological understanding of the city and its architecture developed during the previous three years. By the fifth year, the students have forged individual viewpoints about architecture and engage a diversity of issues that culminate in their spring comprehensive design thesis studio.

First-year students are asked to observe the world as a connected whole – full of conflicting and complementary views with diverse and powerful forces acting upon it. They discover ideas that they thought were unconnected and often mutually exclusive are now suddenly complementary parts of a greater construct. In addition to two drawing courses, the first-year students take an architectural theory class that introduces them to much of the vocabulary that will be employed during the next four years of architectural studies. Students examine typology, urbanism, basic geometrical and volumetric theories, and the relationships between the attainment of manual and intellectual skills as articulated by Vitruvius in his well-known dictum.

In their second year, their focus turns to "how we build," taking into account how we "ought" to build. Ideas of permanence, environmental sustainability, long-term utility, physical accessibility as well as beauty and legibility are given high priorities in both studio and technical classes. These criteria are examined from functional, environmental and social perspectives. They also focus on the dialectic between the continuity and circumstance of time and place. The concept of a typological spectrum that contains the urban, building, and structural elements of the city and its architecture is at the heart of the design studio's philosophical direction.

As juniors at the School of Architecture's Rome Studies Center, the students live within the cultural framework of an urban center that exemplifies a place where people live together in search of the good life. They also discover how the city can be a place where culture begins when they open their eyes in the morning rather than just when they go to the theater. The layering of millennia in a single city provides the best evidence possible of the relationship between things enduring with things circumstantial. The students explore the interconnected network of streets, squares and blocks, and study how this network facilitates the integration of the social, economic, cultural and political interaction of the citizens. They study individual buildings – residential, civic, commercial, and religious – looking at their plan and façade composition, their structural systems, and their relation to the city as a whole.

As fourth years, upon their return to the United States, students learn about the American city and its architecture. In the fall semester, an emphasis on regional characteristics of traditional architecture in the United States has the fourth year studios looking at such cities as Chicago, IL, Marshall, MI, Columbus, IN, and other cities, towns, and villages that demonstrate exemplary American urban contexts. In the spring semester, in addition to the focus on American urbanism, the students pursue the translation of the lessons of the previous three years in a variety of overseas cultural contexts. This provides them with further comparative experiences that amplify their Rome experience to greater cultural inclusion. Projects in Thanjavur, Kyoto, Bokhara and other sites around the world are explored along with the importance of a cross-cultural understanding. The relationship of nature to human endeavors and habitat is examined through environmental concerns, as well as observing how nature provides the common reference points for traditional architectural expression through time and place.

In the fifth year, the design studios explore more focused philosophical issues such as reconciling the demands of a technological society with the needs of a sustainable culture. With their thesis projects they bring the sum total of their academic experiences to focus on resolving their own dilemmas related to architecture. Often the students select a blighted urban area or a town that has been crippled by suburban sprawl and they offer solutions to real problems. These are comprehensive design projects in which students write the program, formulate the design solution, assess code requirements and ADA requirements for accessibility, plus design the structural, HVAC and electrical systems. Several of the students' projects have been published and have won competitions on national and international levels.

5-Year B.ARCH

U Indicates Understanding

A Indicates Ability

KEY: A-U Primary a-u Secondary	1 ABILITY: Speaking & Writing	2 ABILITY: Critical Thinking Skills	3 ABILITY: Graphic Skills	4 ABILITY: Research Skills	5 UNDERSTANDING: Formal Ordering System	6 ABILITY: Fundamental Design Skills	7 ABILITY: Collaborative Skills	8 UNDERSTANDING: Western Traditions	9 UNDERSTANDING: Non-Western Traditions	10 UNDERSTANDING: National & Regional Traditions	11 ABILITY: Use of Precedents	12 UNDERSTANDING: Human Behavior	13 UNDERSTANDING: Human Diversity	14 ABILITY: Accessibility	15 UNDERSTANDING: Sustainable Design	16 ABILITY: Program Preparation	17 ABILITY: Site Conditions	18 UNDERSTANDING: Structural Systems	19 UNDERSTANDING: Environmental Systems	20 UNDERSTANDING: Life-Safety	21 UNDERSTANDING: Building Envelope Systems	22 UNDERSTANDING: Building Service Systems	23 ABILITY: Building Systems Integration	24 UNDERSTANDING: Building Materials & Assemblies	25 UNDERSTANDING: Construction Cost Control	26 ABILITY: Technical Documentation	27 UNDERSTANDING: Client Role in Architecture.	28 ABILITY: Comprehensive Design	29 UNDERSTANDING: Architect's Administrative Roles	30 UNDERSTANDING: Architectural Practice	31 UNDERSTANDING: Professional Development	32 UNDERSTANDING: Leadership	33 UNDERSTANDING: Legal Responsibilities	34 UNDERSTANDING: Ethics and Practical Judgement
ITALIAN 10105 & 10106	A			A									U																					
ARCH 11021 Graphics II: Drafting			A		U	a	A				a																							
ARCH 11011 Graphics I: Drawing			A		U		A																											
ARCH 10311 Analysis of Architectural Writing	A	A		A	U			u		u		u	u																					U
ARCH 21111 Design I	a	a	A	A	U	A	a				A	u		A	U		A	u	u	U	u			u		a	u							
ARCH 21121 Design II	a	a	A	A	U	A	a				A	u		A	U		A	u	u	U	u			u		a	u							
ARCH 20411 Building Technology I	a		A	a		a	a			u	a			a	u		a	u			U		a	U	u	a		a					u	
ARCH 20211 Architectural History I	A	a		A	u			U	u	U	a	u	U		u			u						u										
ARCH 20221 Architectural History II	A	a		A	u			U	u	U	a	u	U		u			u						u										
ARCH 20511 Structural Engineering															u			U					a											
ARCH 34112 Design III	a	A	A	a	U	A	A	u		u	A	u	u	A	U	a	A	u	u	U	U	u	a	U		A	u	a						
ARCH 34122 Design IV	a	A	A	a	U	A	A	u		u	A	u	u	A	U	a	A	u	u	U	U	u	a	U		A	u	a						
ARCH 34312 Architectural History III	a	A		A	u			U		U	a	U	U																					
ARCH 34322 Architectural History IV	a	A		A	u			U		U	a	U	U																					
ARCH 34212 Roman Urbanism & Architecture I	A	A	A	A	U			U		U	A	u	u					u			u													u
ARCH 34222 Roman Urbanism & Architecture II	A	A	a	A	U			U		U	A	u	u		u			u			u		a	U									u
ARCH 34012 Graphics III: Freehand Drawing			A		U																												
ARCH 34022 Graphics IV: Watercolor			A		U																												
ARCH 40411 Env. Systems I / Systems Integration				a						u				a	U		a		U	U	u	U	A	U	u			a					
ARCH 41111 Design V	a	A	A	a	u	A	A	u		u	A	u	u	A	U	a	A	U	u	U	U	u	a	U	u	A	U	A			u	u		u
ARCH 41121 Design VI	a	A	A	a	u	A	A	u	U	u	A	u	u	A	U	a	A	U	u	U	U	u	a	U	u	A	U	A			u	u		u
ARCH 41011 Graphics V: Computers			A	a		a	a														u			u		A							
ARCH 40511 Structural Design					u										u		a	U			u	u	a	u	u			a					
ARCH 40521 Applied Structural Systems					u													U					a	u									
ARCH 40421 Building Technology II			a					u	u	u				a	U		A	u			U		A	U	u	a		a			u		
ARCH 50419 Env. Systems II / Acoustics & Illumination												u		a	U		a		U	u	u	U	a	u	u			a					
ARCH 51111 Design VII	a	A	A	A	u		A	u	u	u	A	u	u	A	U	A	A	U	U	U	U	U	A	U	u	A	U	A	u	u	u	u	u	u
ARCH 51121 Design VIII (Thesis)	a	A	A	A	u			u	u	U	A	u	u	A	U	A	A	U	U	U	U	U	A	U	u	A	U	A	u	u	u	u	u	u
ARCH 50711 Professional Practice	A	A		a			A					U	u	A	u	a				u					U	a	U	a	U	U	U	U	U	U

Revised February 16, 2010

3.13.2 Graduate Program – 34 Criteria

Curricular Goals and Content

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a 4-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon both classical architecture and traditional urbanism, with a concentration in one or the other. Studio course work includes a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the N.A.A.B.'s substantive curricular requirements for accredited professional architecture degree programs, which vary from student to student depending upon their undergraduate architectural education.

The 3-year Master of Architecture professional degree is intended for students with a four-year undergraduate degree in a field other than architecture. An intensive three-semester sequence of studio, history, theory and technology courses prepares students for the final three semester concentration / terminal design project and public defense sequence mentioned above and described below.

In addition to the new 3-year M.Arch course of study, the new graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a two-semester-concentration + terminal-design-project-based advanced curriculum. The new curriculum is organized as follows:

All students begin with foundational courses; spend one year in a concentration; and end with a one-semester terminal project that is defended publicly. In their foundational courses, all Notre Dame graduate students receive instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education: one semester for 2-year M.Arch students and three semesters for 3-year M.Arch students.

In the final three semesters of each professional degree program the studio courses "track" with one another – i.e., 2-year M.Arch and 3-year M.Arch students take studios with each other in their final three semesters. Each course of study requires the student to engage a concentration in either Classical Architecture or Urban Design for the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, with the semester they spend in Rome depending upon which concentration they elect. Students in the 3-year M.Arch program select their concentration a year after beginning their course of study; 2-year M.Arch students indicate when they apply for the program whether they intend to concentrate in Classical Architecture or in Urban Design. The concentrations are as follows:

Classical Architecture Concentration: Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and ancillary course work that develop their knowledge of and ability to participate in the 2500-year-old tradition of western classical architecture descending from Greece and Rome.

Urban Design Concentration: Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome – and travel extensively to other towns and cities as well – learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design workshops.

The independent semester-long terminal design project is required of all students in their final semester. M.Arch student projects in particular are exercises in *comprehensive* design. Such projects may include an urban design component, but *must* include the in-depth design of a building; and all terminal design projects are subject to a final public presentation and defense.

2-year M.ARCH / Path B

KEY: A - U Primary a - u - Secondary	1 ABILITY: Speaking and Writing Skills	2 ABILITY: Critical Thinking Skills	3 ABILITY: Graphic Skills	4 ABILITY: Research Skills	5 UNDERSTANDING: Formal Ordering Systems	6 ABILITY: Fundamental Design Skills	7 ABILITY: Collaborative Skills	8 UNDERSTANDING: Western Traditions	9 UNDERSTANDING: Non-Western Traditions	10 UNDERSTANDING: National and Regional Traditions	11 ABILITY: Use of Precedents	12 UNDERSTANDING: Human Behavior	13 UNDERSTANDING: Human Diversity	14 ABILITY: Accessibility	15 UNDERSTANDING: Sustainable Design	16 ABILITY: Program Preparation	17 ABILITY: Site Conditions	18 UNDERSTANDING: Structural Systems	19 UNDERSTANDING: Environmental Systems	20 UNDERSTANDING: Life-Safety	21 UNDERSTANDING: Building Envelope Systems	22 UNDERSTANDING: Building Service Systems	23 ABILITY: Building Systems Integration	24 UNDERSTANDING: Building Materials and Assemblies	25 UNDERSTANDING: Construction Cost Control	26 ABILITY: Technical Documentation	27 UNDERSTAND: Client Role in Architecture	28 ABILITY: Comprehensive Design	29 UNDERSTANDING: Architect's Administrative Roles	30 UNDERSTANDING: Architectural Practice	31 UNDERSTANDING: Professional Development	32 UNDERSTANDING: Leadership	33 UNDERSTANDING: Legal Responsibilities	34 UNDERSTANDING: Ethics and Professional Judgment				
60211 Arch. History I / Pre-Renaissance	A	a		A	u			U	u	U	a	u	U	a	u			u							u													
60221 Arch. History II / Renaissance/Post-Renaissance	A	a		A	u			U	u	U	a	u	U	a	u			u							u													
60411 Building Tech I / Masonry and Timber	a		A	a		a	a			u	a			a	u		a	u			U	a	U	u	a							u						
60421 Building Tech II / Concrete, Steel, and Glass			a					u	u	u				a	U		A	u			U	A	U	u	a													
60431 Env. Systems I / Acoustics and Illumination												u		a	U		a		U	u	u	U	a	u	u													
60511 Structures I / Intro to Structures					u													U						a	u													
60521 Structures II / Concrete					u													U						a	u													
61011 Introduction to Architectural Representation			A		u	a																															
61021 Introduction to CAD	a		A		u	a																			u												
70211 History of Rome	a	a	A	A	U			U		u	A											u						u										
70311 Urban Elements and Principles	A	A	a	a	u			U		u		u	u		u																							
70441 Env. Systems II / Systems Integration				a						u				a	U		a		U	U	u	U	u	u					a									
70531 Structures III / Wood and Steel					u										u		a	U		u	u	a	u	u					a									
71111 Elements & Principles of Classical Architecture	u	A	A	a	U	A		U		u	A	u	u	a	u		A	u	u	u	u	a	u		a					u								
71141 Classical Architecture I	a	A	A	a	U	A	a	U		u	A		u	a	u	a	A	u	u	u	u	a	u		a	u					u		u					
73321 Architectural Treatises	A	A		a	u			U		u	a																											
74142 Urban Design I	a	A	A	a	u	A	a	U		U	A	u						u		a																		
74322 Italian Urbanism	A	a	A	a	U	a		U		U	A	u	u					u		a							u											
80711 Professional Practice	A	A		a			A					U	u	A	u	a					u						U	a	U	a	U	U	U	U	U			
81151 Urban Design II	A	A	A	A	U	A	A	U		U	A	U	U		u		A											U				U		U		U		
81161 Terminal Design Project	A	A	A	A	U	A		u	u	u	A	u	u	A	u	A	A	u	u	u	u	u	a	u			a		A						U		
83311 After Urbanism	A	A		A				U				U	u																						U		
84152 Classical Architecture II	a	A	A	a	U	A	a	U		U	A	u	u	a	u		A	u	u	u	u	u	a	u					a						u		
84312 Italian Classicism	A	a	A	a	U	a		U		U	A				u		a								u												

3-year M.ARCH / Path C

KEY: A-U Primary a-u Secondary	1 ABILITY Speaking & Writing	2 ABILITY Critical Thinking Skills	3 ABILITY Graphic Skills	4 ABILITY Research Skills	5 UNDERSTANDING Formal Ordering System	6 ABILITY Fundamental Design Skills	7 ABILITY Collaborative Skills	8 UNDERSTANDING Western Traditions	9 UNDERSTANDING Non-Western Traditions	10 UNDERSTANDING National & Regional Traditions	11 ABILITY Use of Precedents	12 UNDERSTANDING Human Behavior	13 UNDERSTANDING Human Diversity	14 ABILITY Accessibility	15 UNDERSTANDING Sustainable Design	16 ABILITY Program Preparation	17 ABILITY Site Conditions	18 UNDERSTANDING Structural Systems	19 UNDERSTANDING Environmental Systems	20 UNDERSTANDING Life-Safety	21 UNDERSTANDING Building Envelope Systems	22 UNDERSTANDING Building Service Systems	23 ABILITY Building Systems Integration	24 UNDERSTANDING Building Materials & Assemblies	25 UNDERSTANDING Construction Cost Control	26 ABILITY Technical Documentation	27 UNDERSTANDING Client Role in Architecture.	28 ABILITY Comprehensive Design	29 UNDERSTANDING Architect's Administrative Roles	30 UNDERSTANDING Architectural Practice	31 UNDERSTANDING Professional Development	32 UNDERSTANDING Leadership	33 UNDERSTANDING Legal Responsibilities	34 UNDERSTANDING Ethics and Practical Judgement
60211 Arch. History I / Pre-Renaissance	A	a		A	u			U	u	U	a	u	U		u			u						u										
60221 Arch. History II / Renaissance/Post-Renaissance	A	a		A	u			U	u	U	a	u	U		u			u						u										
60411 Building Tech I / Masonry and Timber	a		A	a		a	a			u	a			a	u		a	u			U		a	U	u	a		a					u	
60421 Building Tech II / Concrete, Steel, and Glass			a					u	u	u				a	U		A	u			U		A	U	u	a		a					u	
60431 Env. Systems I / Acoustics and Illumination												u		a	U		a		U	u	u	U	a	u	u			a						
60511 Structures I / Intro to Structures					u													U					a	u										
60521 Structures II / Concrete					u													U					a	u										
61011 Introduction to Architectural Representation			A		u	a																												
61021 Introduction to CAD	a		A		u	a																		u										
61111 Architectural Design I	a	A	A	a	U	A	a	U	u	u	A	u	u	a	u		A							u										
61121 Architectural Design II	a	A	A	a	U	A	a	U	u	u	A	u	u	a	u		A	u	u	u	u			u				a						
70211 History of Rome	a	a	A	A	U			U		u	A																u							
70311 Urban Elements and Principles	A	A	a	a	u			U		u		u	u		u															u				u
70441 Env. Systems II / Systems Integration				a						u				a	U		a		U	U	u	U	A	U	u			a						
70531 Structures III / Wood and Steel					u										u		a	U			u	u	a	u	u			a						
71111 Elements & Principles of Classical Architecture	a	A	A	a	U	A		U		u	A	u	u	a	u		A	u	u	u	u	u	a	u		a		a						u
71131 Architectural Design III	a	A	A	a	U	A		u		u	A	u	u	A	u		A	U	U	U	U	U	A	U		A		A						u
71141 Classical Architecture I	a	A	A	a	U	A	a	U		u	A		u	a	u	a	A	u	u	u	u	u	a	u		a	u	a		u		u		u
73321 Architectural Treatises	A	A		a	u			U		u	a																							u
74142 Urban Design I	a	A	A	a	u	A	a	U		U	A	u			u		a																	
74322 Italian Urbanism	A	a	A	a	U	a		U		U	A	u	u		u		a										u							
80711 Professional Practice	A	A		a			A					U	u	A	u	a				u					U	a	U	a	U	U	U	U	U	U
81151 Urban Design II	A	A	A	A	U	A	A	U		U	A	U	U		u		A										U			U		U		U
81161 Terminal Design Project	A	A	A	A	U	A		u	u	u	A	u	u	A	u	A	A	u	u	u	u	u	a	u		a		A						U
83311 After Urbanism	A	A		A				U				U	u																					U
84152 Classical Architecture II	a	A	A	a	U	A	a	U		U	A	u	u	a	u		A	u	u	u	u	u	a	u				a						u
84312 Italian Classicism	A	a	A	a	U	a		U		U	A				u		a							u			u							

PART 4

SUPPLEMENTAL INFORMATION

July 22, 2004

Edward A. Malloy, CSC, President
University of Notre Dame
300 Main Building
Notre Dame, IN 46556

NAAB

Dear President Malloy:

At the July 2004 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the University of Notre Dame School of Architecture.

The board noted the concerns of the visiting team regarding deficiencies in several areas. As a result, the professional architecture program:

Bachelor of Architecture (5 years)

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Public Information, Building Service Systems, Building Systems Integration, and Comprehensive Design and the progress that has been made in those areas. The accreditation term is effective January 1, 2004. The program is scheduled for its next full accreditation visit in 2010. The focused evaluation is scheduled for the calendar year 2007.

Also, regarding the graduate program, the board noted the concerns of the visiting team regarding the development of the graduate program. As a result, the professional architecture program:

Master of Architecture (preprofessional + 2 years)

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Public Information, Professional Degrees and Curriculum, Building Service Systems, Building Systems Integration, and Comprehensive Design and the progress that has been made in those areas. The accreditation term is effective January 1, 2004. The program is scheduled for its next full accreditation visit in 2010. The focused evaluation is scheduled for the calendar year 2007.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and **must** include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the Annual Report process can be found on pages 41-42 of the *1998 Conditions and Procedures.* (Changes to the process are included in the *2002 Addendum to the 1998 Conditions and Procedures.*)

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NAAB encourages public dissemination of information about each school contained in both the school's Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Joseph P. Giattina, Jr., FAIA
President

Enc. Visiting Team Report

cc: Michael Lykoudis, AIA, Chair
Thomas L. McKittrick, FAIA, Team Chair
Visiting Team Members

University of Notre Dame
School of Architecture

Visiting Team Report

Bachelor of Architecture (5 years)
Master of Architecture (preprofessional degree + 2 years)

The National Architectural Accrediting Board
February 25, 2004

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

Table of Contents

I. Summary of Team Findings

1. Team Comments

The School of Architecture and the Rome Studies Center were very well prepared for the visit. The Architectural Program Report (APR) and its appendix were very thorough, and the exhibits of student and faculty work were very well organized and impressive. We thank all of those involved in the preparations for their obvious hard work and for great hospitality that the team enjoyed.

Relevance of the school's focus—Notre Dame's focus on traditional and classical architecture and traditional urbanism allows the school to contribute to current discourses on architecture by providing three key forums. The first, traditional architecture, addresses the challenges posed by increasingly globalized design practice and the need for architects to understand how to respect and respond to traditions in cultures other than their own. The second, classical architecture, provides a rigorous examination of a single cultural tradition in a way that addresses the implementation of a design language and its associated values. The third, traditional urbanism, supports and advances the tenets of "new urbanism," which aim to reconcile values found in traditional urban places with contemporary community and building design practice.

Graduates of the program are sought by architectural firms that have developed fertile practices in traditional and classical architecture and traditional urbanism. International graduate students reported that they chose Notre Dame because it is one of the few architecture schools in the world where classical design and urbanism are emphasized.

The value of service learning—Service-learning projects conducted through the South Bend Downtown Design Center and at the request of various Italian towns during the Rome program provide strong examples of socially conscious design that benefits the larger community. These projects also simulate the experience of working with real clients, sites, and communities and the pressures to meet their objectives, not just one's own.

Student's intentions to practice architecture—By a show of hands in meetings with them, the students indicated almost unanimous intention to become registered architects and to practice architecture. This is exceptional, and suggests that they have been motivated, through positive experiences and exposure to excellent role models, to respect and aspire to the profession of architecture.

The role of graduate students—Undergraduate students reported that they valued the opportunity to have graduate students working with them as teaching assistants. They indicated that it was easier to argue their positions with the TAs than with their professors, to whom they ascribe a degree of infallibility, certainty, or, at least, power.

The value of the Rome Studies Program—Removing any young people from a comfortable and highly supportive environment where there is little uncertainty to a place where almost everything is uncertain (language, food, transportation, and the like) is a life-changing event and an opportunity to grow and develop self-sufficiency. Removing those people to Rome, Italy exposes them to a place and a culture that has developed over millennia, layer upon layer, all there to see. It is a unique way to learn about one's place in history and in the world and appears to be cherished by the School of Architecture and the University of Notre Dame.

2. Progress Since the Previous Site Visit

Condition 4, Social Equity

Previous Team Report: *The lack of women and minority faculty members concerns the team (a concern also expressed by the student body), as do two other faculty-related issues. First, the program and its new administration needs to review staffing, assignment, and support policies to ensure that all faculty have equitable loads so that all can reach their fullest potential. For example, it is not equitable if one new faculty member is given all lower-division courses to prepare for and teach (lecture courses that have the largest student enrollment and take more time to prepare and grade), while another is given a studio or seminar or if one faculty member is given a preparation that requires going beyond his or her current knowledge base to do it, whereas another may not be. How are assignments made when no one on the faculty has the expertise in a content area, and what accommodations are made to provide him or her that content knowledge? Do faculty members rotate in their teaching assignments so that they can experience students of different year levels? Are new faculty given release time for course preparation and the development of their research, scholarly, or creative agenda, thus assisting in ensuring success in the position? Are service and committee assignments distributed and evaluated for retention and tenure equitably? These are items that need inspection if one is to have and develop a diverse faculty.*

In this vein, intellectual diversity further ensures and encourages a diverse faculty. Within a program that establishes a theoretical position or foundation, it cannot take too narrow of a view, or exclude the deep and rich traditions, of that position. As Notre Dame is the only architecture school that teaches classicism and traditionalism in its way, this alone makes it an important program. Classicism and traditionalism are broad and rich traditions in both architecture and urbanism, and the school should be a place celebrating the richness and diversity of intellectual inquiry in these traditions. No other school is.

> With the exception that the concern over the lack of women and minority faculty members is being addressed, the team concluded that the other issues noted above are still a major concern. See further comments in Section II.

Criterion 12.2 Graphic Skills: Ability to *employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process.*

Previous Team Report: *The program engages in certain graphic techniques at the expense of others. The X under the "Met" heading refers to the students' ability to do watercolor and sketching with exceptional skill, whereas the X under the "Deficient" heading denotes the lack of physical modeling and use of other graphic media and techniques.*

> The deficiency noted above has been largely addressed. See the team comments in Section II.

Criterion 12.6: *Ability to identify and assume divergent roles that maximize individual talents and to cooperate with other students when working as members of a design team and in other settings.*

Previous Team Report: *Whereas student teams are used in the research and analysis portions of the design sequence, teams are not employed as part of the design work engaged in by the students.*

The noted deficiency has been addressed. See comments in Section II.

Criterion 12.8: *Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures and the implications of this diversity for the societal roles and responsibilities of architects.*

Previous Team Report: *The work shown illustrates a limited range of problem types, resulting in a limited set of building realizations: civic or public buildings or an object of a monumental nature. Lacking was a range of program types that addresses the issues of human diversity and the 20th-century human condition. Although the student work indicated its ability to address selected issues, problem and program types that would enrich the language and vocabulary of classicism and traditionalism in the contemporary milieu were not evident.*

- The noted deficiency has been addressed. See comments in Section II.

Criterion 12.14: *Ability to design both site and building to accommodate individuals with varying physical abilities.*

Previous Team Report: *The design work did not demonstrate, incorporate, or indicate an understanding of issues of accessibility. This is particularly odd, given the civic, public, and urbanistic nature of the work exhibited.*

Student work indicates that this concern has largely been addressed.

Criterion 12.19: *Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.*

Previous Team Report: *This criterion was not evidenced in the student work exhibited.*

While the team considers the criterion to be met, a deficiency continues to exist in the integration of life-safety systems into studio projects.

Criterion 12.22: *Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.*

Previous Team Report: *While building envelope systems, discussed in 12.20, are examined as part of design studio assignments, the same cannot be said of building systems integration. The technique of using sectional poché, while describing the crafting of spaces, is seldom allowed to reveal how the systems are integrated in the building. At some time, large-scale sections could be done to indicate the integration of systems with techniques of space-making.*

This deficiency still exists.

Criterion 12.34: *Understanding of the role of internship in professional development and the reciprocal rights and responsibilities of interns and employers.*

Previous Team Report: *Students seemed to lack true understanding of the role of internship, and there might need to be a program assessment on where content regarding internship is placed in the curriculum.*

This deficiency has been addressed.

3. Conditions Well Met

1.5 Architecture Education and Society
2. Program Self-Assessment
12.2 Graphic Skills
12.9 Use of Precedents
12.10 Western Traditions
12.27 Detailed Design Development

4. Conditions Not Met

3 Public Information
12.21 Building Service Systems
12.22 Building Systems Integration
12.29 Comprehensive Design

5. Causes of Concern

The Master of Architecture Degree Program—The school has admitted a number of students to its Master of Architecture (M.Arch.) program without the requisite preprofessional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M. Arch. students. The school is reminded that NAAB accredits a 3½-year M. Arch. degree for students with an undergraduate degree in a different discipline in order to have adequate architecture-related coursework and design studio experience included in the curriculum.

Conditions Not Met—The public information requirement of the NAAB has not been met. Several critical Student Performance Criteria have not been met, including those very closely related to the responsibilities of registered architects: Building Service Systems, Building Systems Integration, and Comprehensive Design. The latter deficiencies have serious implications for the accreditation or reaccreditation of a program.

Equity of Teaching-Load Distribution—The team is concerned about the issue of teaching load distribution as it relates directly to the time available for course preparation and for the creative and scholarly work of all members of the faculty, including those seeking tenure or promotion. Within a small faculty, particularly with some members approaching the age of retirement, it is important to attend carefully to the preparation of the next generation through mentoring and development opportunities.

Viability of the Rome Studies Program—Given the importance of the Rome Studies Program to the success of the school, it should go without saying that efforts must be made to ensure the future viability of the program, perhaps through an endowment. Other options mentioned to the team included moving to a less expensive location in Rome, even though that would make access to some important teaching sites more difficult.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school is a longstanding and well-recognized unit within the university that consistently benefits from and contributes to its institutional context. Students report high satisfaction with their experiences at the University of Notre Dame, and faculty members have initiated or sponsored cross-disciplinary events on campus. There is demonstrated support for the school from the upper administration of the university.

Although this condition appears to be met, the visiting team observed that the school is somewhat isolated from its academic context. Undergraduate students report that it is extremely difficult to meet requirements for minors in other departments due to the high percentage of required professional coursework. Undergraduates report that their first-year common curriculum enables them to develop friendships with students in other disciplines, but that they also tend to lose their social connections with peers outside architecture because of limitations in the numbers of electives they can fit into their curriculum and the third year spent away from campus in the Rome Program. Few graduate students have the time to take courses outside architecture.

Faculty members report that it takes a great deal of effort to organize interdisciplinary activities that may or may not be successful at attracting the interest of faculty members in other units. There are also some concerns about whether faculty members and administrators from outside the school understand assessments of professional practice achievement submitted in tenure and promotion cases. The recent inclusion of the department chair on the university PAC (Provost's Advisory Council) has improved the communications between the school and other university units. Currently the university is deciding whether or not to shift the head of the school from a chair's position to a dean's position. If the academic council approves this proposal, it will further increase the stature and visibility of the architecture program at the university and ensure that the department will continue to have representation on the PAC.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Students conveyed that they are very satisfied with and invested in the culture and curriculum of the school. Weli aware of the program's unique strengths and attributes, they are remarkably articulate and thoughtful, both verbally and through their course writing.

A collegial and supportive atmosphere is readily apparent among all students and also between students and faculty/staff. Undergraduate and graduate students alike expressed satisfaction with the level and frequency of interaction through both undergraduate and graduate teaching assistantships. And despite year-level classes and studios, students appear to have ample opportunity to interact with students of other levels, particularly through the AIAS-coordinated mentoring program. The student body did, however, express a strong desire to have the first-year students return to Bond Hall.

The students noted that while personal relationships grow stronger during the third-year Rome program, many cited challenges readjusting back into campus life after an entire year abroad. Some suggested that students returning from the Rome program could be encouraged to counsel second-year students about this problem.

Without exception, faculty members were described as very approachable and responsive to student needs and interests. Although a decision was made not to include students in faculty meetings, this seemed to be understood and accepted by students. The school has provided increased opportunities for students to participate on various committees, such as the Curriculum, Honesty, Information Resource, and Undergraduate Studies Committees.

Coordinated by the AIAS, the annual Firm Fair plays a critical role in introducing students to prospective employers, internships, and post-graduation jobs. The current coordinators have expressed a desire for both the school and the university to play greater roles in coordinating the event, conceived and relied upon as an important fundraiser for the AIAS, to ensure that it is sustained for years to come.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Although this condition is met, there is still a lack of thorough dissemination of information. It is again recommended that a portion of a professional practice course be the vehicle for spreading information about opportunities to prepare for registration throughout the curriculum.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team recognized that the curriculum of the degree programs, including the courses in Rome, and the diverse student body contribute to adequate preparation of students to enter the profession. In fact, some professionals seek out graduates of these programs because of their preparation.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This condition is well met. Service-learning projects conducted through the South Bend Downtown Design Center and at the request of various Italian towns through the Rome program provide strong examples of socially conscious design that benefits the larger community.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This condition is well met, but with a word of caution. The school has received great value from its external review process and is poised to pursue its objectives with a strategic plan that includes a time-line and budgetary requirements. *The 1999 Visiting Team Report included a comment about a strategic plan that is still relevant: "...The chair needs to engage the entire faculty, student body, and staff in its realization. This would be a good time to revisit policies, procedures, and governance processes. It is important that all develop a sense of their role and responsibilities. It is also important to involve all constituencies and provide opportunity for all voices to participate in this process."* This team stresses that this plan must become the vision of all constituents of the school if it is to be accomplished.

3. Public Information

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

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

Students, both undergraduate and graduate, did not appear to be familiar with the Student Performance Criteria or the *Conditions and Procedures* generally. School and university publications for the public failed to include the required NAAB language.

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The university maintains clearly stated policies that prevent discrimination against student, faculty, or staff members and promote equal opportunity and affirmative action. Students report that the "Notre Dame family is real" and that they receive consistent, caring support and encouragement from their peers and their teachers.

The concerns expressed by the previous visiting team about the lack of representation for women on the faculty have been addressed, although the department reports having difficulty attracting and retaining women and minority candidates for its faculty positions. Currently, three out of 25 faculty members are women; one is a recently tenured associate professor, one is a tenure-track assistant professor, and one is a professional specialist. Graduate students from foreign countries add to the cultural diversity of the department.

There are some concerns about the equity of teaching loads for faculty members and study loads for students, particularly in cases when the credit hours or teaching load assigned to a course is not consistent with the number of out-of-class hours required for teachers and students to prepare. One of the clearest examples of this problem is Arch. 132, Graphics II, taught in the second semester of the first year. It is a three-credit course with an enrollment of approximately 70 students and has a workload that exceeds that of Arch. 144, Analysis of Architectural Writing, a four-credit course taught in the same semester. Students consider the seven credit hours they receive for the combined workload in the two courses to be unfair.

The team noted an apparent rift between senior and junior faculty members around issues of collegiality, voices heard in decision making, equity in course assignments, and recognition of contributions in school publications. The team noted the prominence of the senior faculty in architectural education, practice, and scholarship and the potential of junior faculty to achieve similar prominence. The small size and obvious quality of the faculty should enable mentoring relationships that will result in continuity of wisdom and leadership for the program.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school is blessed with a dedicated staff, including the four recent appointments within the school since the previous visit, as well as two new staff positions to support the Rome program. The current size of the faculty and staff appears to be reasonable given the size of the student body. However, additional faculty lines will be required as the graduate program expands.

6. Human Resource Development

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Faculty

While it is evident that the process and criteria for faculty advancement have not always been clearly understood by school leadership and faculty candidates, there has been an effort to improve in this area. The school is developing its first set of written criteria that provides a clearer "description of the policies, procedures, and criteria for appointment, promotion, and tenure." This document serves to bridge the school's expectations to university requirements for tenure and promotion and provides opportunity for the two entities to confirm their points of agreement and/or disagreement regarding requirements for advancement and to convey this back to faculty candidates. The chair's role or authority in communicating to each candidate the university's assessment of the 3rd-year reappointment should be clarified.

The chair's role as a voting member of the PAC strengthens the school's understanding of and voice in university expectations for advancement. To ensure continued school involvement in university-level discussion, the chair's appointment to PAC should become continuous (or "by right" rather than "by invitation," which might require elevation of the position of chair to dean).

There is some lack of understanding among faculty members regarding "policies, procedures, and criteria…for assessing faculty development opportunities." Faculty members should have equitable access to research and professional development opportunities, to allotment of space in school publications, and to courses where creative teaching might be demonstrated. It appears that faculty members do not have equal opportunities to shape course content or projects around their research interests.

Course load distribution in the first 2 years also presents a challenge for both students and faculty. Particularly with regard to Graphics II, course demands are much greater than the credit allotment in order to achieve the skill level required for advancement. With the exception of heavy loading in the early courses, practices that foster and support student development are strong within the school and effectively advance the school's success in attracting and retaining a diverse group of talented students. Implementing stronger faculty development practices could help attract and retain an increasingly diverse faculty.

The chair has embarked upon a yearly review of the junior faculty's performance, as was recommended by the university. The chair also conducts a 3-year review of each candidate for reappointment, which is forwarded to the university. A formal written review of this document at the university level would help ensure consistency in advisement to the candidate. These annual and reappointment reviews should inform candidates of their progress, as well as areas that need greater attention in order for them to advance.

Both the chair and a selected senior faculty member mentor advise each junior faculty regarding tenure and promotion requirements; there is no stipulation that disallows these mentors from serving as voting members of the School Committee on Appointments and Promotion (CAP), which could potentially influence the sincerity of mentorship and representation a candidate receives. The role of the assigned mentor is fairly symbolic. A culture of mentorship in the areas of teaching and/or research is not evident among the school faculty members.

Recent records of sabbatical leaves and financial support for faculty development activities indicate that tenure-track faculty members have access to support for their teaching and scholarly work. Concerns expressed by the last visiting team about access to resources for faculty members appear to have been adequately addressed.

Students

For undergraduate students, the Rome Studies Program provides a unique opportunity for personal growth and professional development. Many students report that the opportunity to spend their third year in Rome is the greatest strength of Notre Dame's undergraduate architecture program.

For graduate students, the semester in Rome has a less clear role in their curriculum. The school has plans to address this issue as part of its current efforts to revise the curricula of its graduate programs, and has recently hired a new director of graduate studies.

Both graduate students and undergraduate students have the opportunity to teach and report that teaching contributes significantly to the development of their critical thinking and communication skills. Upper-division undergraduates assist teachers of 100- and 200-level courses for academic credit. Graduate students receive assistantships as part of their financial support package. It is notable that all graduate students receive full financial support for the full term of their studies.

7. Physical Resources

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The physical facilities in restored Bond Hall are excellent, illustrating the level of support that the school receives from the university. The team was particularly impressed with the quality of the library in Bond Hall. However, the students expressed their desire for more and better computers and for the most recent software. They also expressed their concern over being separated from the 1st-year students due to lack of space in Bond Hall, for this limits their ability to act as mentors to these students. The wireless data connection system now in place will help to ensure state-of-the-art usage of the space as students develop greater reliance on computer technologies to aid their learning.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Placed prominently in Bond Hall, the library benefits greatly from an enthusiastic staff, ever-growing collection, and excellent facilities.

Despite commendable gains from its endowments, the library's acquisitions budget has increased just 6.7 percent over the past 7 years, lagging behind inflation. To its credit, the library has also started to develop a video collection, although further thinning the acquisitions budget. Also, as a function of its stagnant or decreasing general budget allotment over the past few years, the library was forced to cut one half-time staff person during 2003. Currently, the staff complement includes only one halftime librarian, whose responsibilities include three other collections. The architecture library would benefit greatly from a full-time librarian solely for this collection.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The level and quality of support for graduate students is commendable and nearly unprecedented among architecture programs around the country.

Although the program has experienced some budget cuts in the past year, financial resources on the Notre Dame campus are adequate to support the current curricular needs of the school, scholarly activity of the faculty, and extracurricular efforts including a robust lecture series. In addition to the base budget provided by the university, the school receives financial support from endowments and annual fundraising contributions.

The Richard H. Driehaus Prize, established by the school in 2003 to recognize achievements in contemporary classicism, is a unique resource that will contribute to raising the visibility of the school and its mission.

Financial resources that support the Rome Program are somewhat strained because of the volatility of expenses that fluctuate with currency exchange rates; the increase in costs associated with leasing and maintaining facilities in Rome's historic city center; and paying taxes and other regulatory fees. Space constraints make it difficult for the school to accommodate fluctuating class sizes and are a limiting factor in the school's plans to increase the size of its graduate program.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

While the University of Notre Dame has recognized the need for the program's autonomy of the Program by granting it status as the School of Architecture, it is still the smallest academic unit on campus. The team was told that some deans of much larger academic units on campus believe

that the disparity in size suggests that it might diminish their own stature if the title of the head of the School of Architecture were changed from "chair" to "dean." The current chair indicates that he has access to decision making and authority equivalent to the deans', even though his current appointment to the PAC is temporary. However, elevation of the title would simply indicate that the program held academic stature equivalent to that of other professional disciplines in the university. Such decisions should not be based merely on relative size.

11. Professional Degrees and Curriculum

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[ ]	[X]

Bachelor of Architecture

The school offers a well-developed B. Arch. program that provides students with a clearly sequenced series of educational experiences that focus on the exploration of classical and traditional architecture and urban design.

Recent adjustments to the curriculum that shifted portions of the professional curriculum to the fourth year of study and brought more of the general education into the second year appear to be an effective strategy for developing a foundation in liberal studies before the year of study in Rome.

The year-long program in Rome is unique among American schools of architecture and provides students with a significant formative experience that includes immersion in another culture, development of teamwork skills, experience with service-based learning, and extended exposure to the buildings and urban context of a great city that has had a profound effect on the development of Western architectural traditions.

Professional coursework constitutes approximately 67 percent of the B. Arch. curriculum. This exceeds the 60 percent maximum required by the NAAB. The team observed that courses taught in Rome are considered to be part of the professional curriculum, although they incorporate a substantive general education experience. The team feels that the intent of the NAAB general education requirement has been met. However, the problems with flexibility identified by the prior visiting team still exist. The limited number of free electives for architecture students throughout the Notre Dame campus restricts their ability to pursue minors in other academic units. Several undergraduate students reported that they wanted to complete minors but were unable to do so.

Master of Architecture

It appears that the school is currently offering an ad hoc version of a 3-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so. In the school's published *Bulletin of Information for Graduate Programs*, the professional M. Arch. degree is described as "intended for students entering the University of Notre Dame with a 4-year preprofessional degree in architecture and seeking a professional degree."

A meeting with graduate students revealed problems with communications to prospective students about the program requirements and their eligibility to apply. Some without preprofessional architecture degrees are being encouraged to apply to the program and are being admitted. A related problem is determination of course requirements for those incoming students who lack an undergraduate prearchitecture degree. Although these students are required to take some of the technical courses they are missing, the team concluded that the remedial coursework is not sufficient to compensate for the lack of a preprofessional degree. The team's greatest concern is that students are receiving a professional degree in architecture with insufficient preparation in design.

The 2-year component of the school's accredited M.Arch. program is not clearly defined. The prior visiting team expressed concern that the needs of graduate students were not supported as effectively as those of undergraduates. This visiting team observed that concerns raised by the prior team about the graduate program do not appear to have been addressed.

The accredited M. Arch. degree program is currently in transition and faculty members are discussing the possibility of expanding their degree offerings to include a 3½-year first professional degree for graduate students with undergraduate degrees in other disciplines.

The school needs to take action to bring its admissions practices into alignment with its accredited degree offerings.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to *speak and write effectively on subject matter contained in the professional curriculum*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The students are exceptionally articulate, both verbally and through their writing.

12.2 Graphic Skills

Ability to *employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The program shows continued excellence in two-dimensional representation, including the representation of building elements and spaces through the use of computer-generated 3D modeling. This is addressed quite well through the instruction of Assistant Professor Dino Marcantonio, particularly in exploring interior spaces with day lighting and artificial lighting simulation. The two-dimensional graphic skills of the students are among

the best in architectural education, particularly given the expansion of the curriculum and faculty to include computer-aided design.

Accomplishment of these skills, however, comes at a high price in terms of the commitment of time by both students and faculty. There remains an imbalance in the types of representation used, with watercolor greatly outweighing all other forms. Physical models at all phases of the design process remain an anomaly and are lacking in both quantity and quality.

12.3 Research Skills

Ability to *employ basic methods of data collection and analysis to inform all aspects of the programming and design process*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.4 Critical Thinking Skills

Ability to *make a comprehensive analysis and evaluation of a building, building complex, or urban space*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.5 Fundamental Design Skills

Ability to *apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.6 Collaborative Skills

Ability to *identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

In addition to continued collaborative opportunities within the research and analysis aspects of the design process, teams are used to good effect in fourth-year service learning projects conducted through the South Bend Downtown Design Center and in 3rd-year urban design projects in Italian towns conducted through the Rome Studies Program.

12.7 Human Behavior

Awareness of *the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Although student work displays a general awareness of human behavior, awareness of theories and research methods for assessing the effect of environmental factors on human perception was not evident.

12.8 Human Diversity

Awareness of *the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The awareness of human diversity is developed through studio projects such as the Three Cities Project in which buildings are designed for cities in three different cultures, including a non-Western city. It is also developed through the interaction of students from a broad range of cultures, including African and Chinese. The Rome Studies Program experience fosters an awareness of human diversity. A recent studio assignment included travel to Slovenia and design of projects for that culture. In addition, precedent studies in an array of building types within diverse cultures is evident.

12.9 Use of Precedents

Ability to *provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met. Precedent studies are a clear and fundamental component of every design project, honing students' research, analysis, and critical thinking skills. The ability to apply traditional and classical precedents in design for today is a very positive outcome of the curriculum.

12.10 Western Traditions

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is well met. Students gain an exceptional understanding of Western traditions through their regular coursework, design studios, and travel associated with the Rome Studies program.

12.11 Non-Western Traditions

Awareness of *the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

These traditions are addressed through such studio projects as the Three Cities project and interactions among students from non-Western nations.

12.12 National and Regional Traditions

Understanding of *the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The program places strong emphasis on traditions—including the vernacular and classical—in architecture and urbanism. However, examples of work in the modernist tradition were also evident in the display of student work, including work from the furniture design option.

12.13 Environmental Conservation

Understanding of *the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Although student work does reflect an understanding of the basic principles of ecology and environmental conservation, increased dialogue regarding current sustainability movements, such as the debate between approaches of permanence and touching the earth lightly, would expand student understanding. Students could benefit from more emphasis on passive energy techniques. (This content is planned for the Environmental Systems course that will be moved to the 4th year.)

These subjects are addressed sufficiently in courses, but could be better integrated into design studios. Some studios are more effective at integrating environmental systems than others.

12.14 Accessibility

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Individual course descriptions presented a clearer understanding of the issues than the design work. Drawing examples were minimal given the number of projects displayed.

12.15 Site Conditions

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.16 Formal Ordering Systems

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This understanding is a fundamental and integral aspect of this program's emphasis on drawing, watercolor renderings, ordering systems in classical design, and urban design.

12.17 Structural Systems

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

These subjects are addressed sufficiently in courses, but should be better integrated into design studios. Some studios are more effective at integrating structural systems than others.

12.18 Environmental Systems

Understanding of *the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

These subjects are addressed sufficiently in courses, but could be better integrated into design studios. Some studios are more effective at integrating environmental systems than others.

12.19 Life-Safety Systems

Understanding of *the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This subject is addressed sufficiently in coursework, but could be better integrated into design studios. Some studios are more effective at integrating life-safety systems than others.

12.20 Building Envelope Systems

Understanding of *the basic principles that inform the design of building envelope systems*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The principles of building envelope design are focused primarily on traditional and classical designs in which load-bearing masonry construction is used. Additional emphasis should be placed on other kinds of building envelope systems, given the rarity of load-bearing wall construction in the United States, even when the building is of classical design.

12.21 Building Service Systems

Understanding of *the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

There was virtually no evidence presented of such systems in either coursework or studio work.

12.22 Building Systems Integration

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

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

There was virtually no evidence of the integration of these systems into studio design projects.

12.23 Legal Responsibilities

Understanding of *architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.24 Building Code Compliance

Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

These subjects are addressed in courses, but could be better integrated into design studios. Some studios are more effective at addressing building code compliance than others. It is imperative that a code analysis become a standard component of every thesis project.

12.25 Building Materials and Assemblies

Understanding of *the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

It appears that rendered sectional axonometric drawings are the primary method of presenting construction methods, materials, and assemblies. These drawings tend to be based on the assumption of load-bearing masonry construction, rather than a broader range of construction types and assemblies.

12.26 Building Economics and Cost Control

Awareness of *the fundamentals of development financing, building economics, and construction cost control within the framework of a design project*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.27 Detailed Design Development

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Many of the student projects exhibited their ability to resolve the details of design projects at every scale, including the design of such things as flooring patterns, lighting fixtures, and other interior finishes and furnishings.

12.28 Technical Documentation

Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is minimally met. There were very few examples of attempts at drawings that resembled dimensioned and noted construction drawings. This is in contrast with the level of understanding of construction knowledge displayed in the rendered sectional drawings noted earlier. The program should create a studio that has as a product a thorough set of dimensioned and noted construction drawings.

12.29 Comprehensive Design

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

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

While the team was impressed with the high quality of the presentation drawings and the thorough attention to detailed development of programmatic spaces in the design of the thesis projects, there appeared to be little effort made to address the integration of structural, environmental, or life-safety systems in the designs. One thesis by an M. Arch.

student had interior stairs with no direct means of egress and only a perfunctory space labeled "mechanical." In questioning this issue, the team was led to believe that there was an absence of interest in pursuing such integration by faculty assigned as instructors for the thesis projects or in some cases a lack of qualifications.

12.30 Program Preparation

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

This criterion is minimally met. It needs more attention from students and instructors, particularly during the prethesis course and the thesis projects.

12.31 The Legal Context of Architectural Practice

Understanding of *the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design forms and related legal entities.*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.32 Practice Organization and Management

Awareness of *the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Many of the students have had experience in an architect's office and have become aware of some aspects of how an office works.

12.33 Contracts and Documentation

Awareness of *the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team noted the absence of a thorough grounding in the development of construction documents in the curriculum.

12.34 Professional Internship

Understanding of *the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.35 Architects' Leadership Roles

Awareness of *architects' leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management.*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

12.36 The Context of Architecture

Understanding of *the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Rome program exposes students to a city that has developed over millennia and that reflects through its many layers the factors noted in this criterion. Lectures by the faculty in Rome were observed to be effective in conveying this understanding.

12.37 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgments in architecture design and practice*

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team was impressed with the level of discourse among faculty members and students about the ethical issues related to the creation of viable urban development and about the critical relationship of places that architects design to the quality of life of the people who will live there.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2003 University of Notre Dame Architecture Program Report.

In 1842 the Reverend Edward Sorin founded the University of Notre Dame. By the end of the Civil War he had augmented the University's classical curriculum of humanities, poetry, rhetoric, and philosophy with a college of science. Sorin's death in 1893 brought the founding era to an end and Father John A. Zahm, C.S.C. continued Sorin's leadership by promoting growth in science and research. Father James A. Bums, C.S.C. furthered this tradition of visionary leadership in the 1920s by upgrading the Law School and establishing the University's first endowment.

Father John J. Cavanaugh, C.S.C., tightened entrance requirements and increased faculty hiring in the 1940s. This was enhanced by dramatic growth at Notre Dame after World War II. Father Theodore M. Hesburgh, C.S.C., began a 35-year tenure as president in 1952. Notre Dame gained national prominence under his leadership, and internally the library grew dramatically. Then expansion of physical facilities was particularly evident, growing from 48 buildings to 88. Perhaps one of Father Hesburgh's principal accomplishments was the admission of women as undergraduates in 1972.

Since 1987, the University of Notre Dame has continued to grow in stature under the leadership of Father Edward A. Malloy, C.S.C. Chaired faculty positions currently number 88, and the student body of 7,857 undergraduates and 1,399 graduates has become one of the 20 most highly selective in the United States. Notre Dame's $1.4 billion plus endowment ranks in the top 20 in American higher education. Under Father Malloy's leadership, the University has a 15.6 percent minority student population and has expanded the presence of women at all levels. Father Malloy has also undertaken a major effort in international outreach coordinated by the Reverend Timothy Scully, C.S.C. the administrator and School of Architecture's "Dean," until June 1998.

Notre Dame is much more than its statistics. Historically, it has grown from the vision of its founder, Father Edward Sorin, who sought to establish a great Catholic University in America. The School Sorin founded has been faithful to both its religious and intellectual traditions. Over the years, Notre Dame has been a place where the Catholic Church could do its thinking. The first national study of Catholic elementary and secondary education was done at Notre Dame, as was the most extensive study of Catholic parish life and a landmark historical study of the Hispanic Catholic community in the United States.

The aerodynamics of glider flight and the transmission of wireless messages were pioneered at the University in the past, and today researchers are achieving breakthroughs in laser technology and the creation of new semiconductor materials. The formulae for synthetic rubber were discovered at Notre Dame, and today the University is a world leader in radiation chemistry. The combination of groundbreaking research and a long tradition of excellence in undergraduate and graduate education has attracted world-class professors and scholars in theology, philosophy, accountancy, nuclear physics, Latin American Studies, Medieval Studies and other disciplines. The University's most recent commitment to teaching is the Kaneb Center for Teaching and Learning based in DeBartolo Hall, an 84-classroom complex with state-of-the-art computer and audiovisual

equipment that makes it among the most technologically advanced teaching facilities in higher education.

Notre Dame always has been a heavily residential campus, with more than four in five undergraduates living on campus. Students come to Notre Dame to learn not only how to think but also how to live, and often the experiences alumni/ae carry from residence hall communities at Notre Dame remain vivid over a lifetime. The University has always attracted scholars who are interested in teaching and scholarship, men and women who know that a Notre Dame education is more than what is taught in classrooms and laboratories.

Notre Dame has a unique spirit. It is traditional, yet open to change. It is dedicated to religious belief no less than scientific knowledge. It has always stood for values in a world of fact. It has kept faith with Father Sorin's vision.

2. Institutional Mission

The following text is taken from the 2003 University of Notre Dame Architecture Program Report.

(from the *University of Notre Dame Faculty Handbook, 2002–2003*, pp. 1 and 2, last modified Feb. 11, 2002)

The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university one of its distinctive goals is to provide a forum where through free inquiry and open discussion, the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.

The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students. The Catholic identity of the University depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals. This ideal has been consistently maintained by the University leadership throughout its history. What the University asks of all its scholars and students, however, is not a particular creedal affiliation, but a respect for the objectives of Notre Dame and a willingness to enter into the conversation that gives it life and character. Therefore, the University insists upon academic freedom that makes open discussion and inquiry possible.

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

Notre Dame also has a responsibility to advance knowledge in a search for truth through original inquiry and publication. This responsibility engages the faculty and students in all areas of the University but particularly in graduate and professional education and research. The University is committed to constructive and critical engagement with the whole of human culture.

The University encourages a way of living consonant with a Christian community and manifest in prayer, liturgy, and service. Residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in building a society that is at once more human and more divine.

Notre Dame's character as a Catholic academic community presupposes that no genuine search for the truth in the human or the cosmic order is alien to the life of faith. The University welcomes all areas of scholarly activity as consonant with its mission, subject to appropriate critical refinement. There is, however; a special obligation and opportunity, specifically as a Catholic university, to pursue the religious dimensions of all human learning. Only thus can Catholic intellectual life in all disciplines be animated and fostered and a proper community of scholarly religious discourse be established.

In all dimensions of the University, Notre Dame pursues its objectives through the formation of an authentic human community graced by the Spirit of Christ.

3. Program History

The following text is taken from the 2003 University of Notre Dame Architecture Program Report.

The School of Architecture of the University of Notre Dame was the first architecture program in the United States to be founded by a Catholic university. Courses in the subject were offered as early as 1869, with the degree-granting program being formally initiated in 1898. The College of Architecture was designed in 1906, offering Bachelor and Master of Science degree programs in Architecture and in Architectural Engineering. Due to a lack of students during World War I, the autonomous college became a department in the College of Engineering. During the 1930s the undergraduate program, like most others in the United States, was expanded to five years. In 1969 the School of Architecture initiated a junior year abroad program in Rome, and it remains the only compulsory year-long program of architectural studies in Italy among American schools of architecture.

The history of how architecture was taught at Notre Dame is closely linked to architectural developments in the United States. This has always been influenced, however, by the unique qualities of the University's administration, faculty and students. As noted in the University of Notre Dame Mission Statement, there has been a consistent blend of cultural and ethical values molded by the Catholic foundation of Notre Dame. In addition, there has also been a keen interest in how European traditions affect American culture.

Henry J. Schlacks, a prominent Chicago architect who came to South Bend weekly to supervise the incipient program, taught the first formal courses in Architecture at Notre Dame in the 1890s. Francis Xavier Ackerman, head of the Department of Mechanical Drawing, nurtured the students' work. As the Department of Architecture developed, its quarters were moved to the double-height spaces on the fifth floor of the University's Administration Building.

Early architectural design courses in the Department consisted of rendering the elements of Classical, Renaissance and Gothic architecture in pen and ink and watercolors. Principles of planning and composition, the design of monumental structures and contemporary problems of design were also studied. Construction courses complemented the design studio and study of materials and methods used by all trades

extended to the writing of specifications. Graphic methods of determining stresses in beams, girders and trusses were also studied.

Under Francis Kervick's chairmanship during the late 1920s, the Department began to participate in the Beaux-Arts Institute of Design program. Students engaged in national design programs with competitive juries. Such inter-school competition raised the standards of architectural education in the United States and improved the curriculum at Notre Dame. Analytiques issued by the Institute were used in the first and second years in conjunction with sketch problems written by the faculty. In the later years of the 1920s Beaux-Arts Institute programs continued to be used throughout the curriculum with initial juries done locally and the winners submitted to be judged in New York.

When a new building for the University's Law School was constructed in 1930, the Architecture Department moved into Hoyne Hall. A lecture room and a library containing 1,000 volumes were located on the first floor and studios were housed above. In 1930 Notre Dame Professor William W. Turner published *Fundamentals of Architectural Design*, a commonly used text for a considerable time thereafter.

In 1939, Francesco (Frank) Montana, FAIA, joined the faculty as an instructor in Architecture. He had won the Paris Prize in 1936 and he received his diploma from the Ecole des Beaux-Arts in 1939. He became chairman of the Department at Notre Dame in 1950. His accomplishments included moving the Department of Architecture into the former University Library in 1965. In 1969 he established the Rome Studies Center. He stepped down from the chairmanship in 1972, and he then served as Director of the Rome Studies Program until 1986.

Professor Ambrose Richardson, FAIA, was Chair at Notre Dame from 1972 to 1978. He had been chief of design for Skidmore, Owings and Merrill, in Chicago and directed a graduate program in architecture at the University of Illinois, Urbana-Champaign. One of his most noted accomplishments is his design of the Snite Museum of Art. Professor Richardson retired in 1978 from the University of Notre Dame as Chairman of the School of Architecture.

Professor Robert Amico accomplished elevating Architecture from a Department to the status of a School within the College of Engineering in 1983. Amico also instituted curriculum changes and established the School's computer laboratory. During his tenure in 1985, the University solidified its support for the Rome Studies Program by purchasing the principal floors of two adjacent palazzi in the Centro Storico of Rome. This building provides offices and studio facilities for the Rome Studies Program. Also during Amico's chairmanship, a new graduate program was established in 1984 with the focus on urban design.

The Architecture program discontinued its graduate programs in 1919, but between 1968 and 1981 a Master of Environic Design was offered under the direction of Patrick Horsbrugh, FAIA. In 1985 the School initiated a new graduate program leading to a Master of Architecture degree.

In 1989 Thomas Gordon Smith became Chair of the School of Architecture. He proposed the goal of instituting a curriculum that would revive the classical method of teaching architecture as the foundation of Notre Dame's program. Several elements to support this were perceived to be in place, principally the Rome Program and strong direction in urban design based on principles espoused by Colin Rowe. With avid administrative support for this new direction, new faculty lines were created, the administration in the Rome Studies Program was revamped, and the Master of Architecture program was

expanded to integrate studies in architecture with urban design. The graduate curriculum was also expanded to two years.

Since the last APR in 1998 for the School of Architecture and the Accreditation Visit of 1999, the faculty has developed the classical curriculum to a much higher degree. Thanks to endowment growth the graduate program (NAAB accredited in 1994) has grown and the Library has been expanded and has gained an art and architecture specialist at its head. The School has also become officially autonomous from the College of Engineering. The School's building was thoroughly renovated, expanded and rededicated as Bond Hall in March 1997.

In initiating the search for a new Chair in the fall of 1997, Provost Nathan Hatch stated his desire to find an individual who would provide continuity and further growth for the special niche of classical and traditional education established by the School of Architecture. By selecting Carroll William Westfall, this goal was met. The School of Architecture received its first Endowed Professorship in 1997, which has been held by Westfall since July 1998. He served as the School's Chairman from 1998 to 2002. The NAAB team visiting in 1999 was able to assess the growth of the Notre Dame program during the past five years and evaluate its potential for continued success under a new administration.

Professor Westfall's administration focused on making significant strides with the interaction and integration of computers in the curriculum, and establishing the South Bend Downtown Design Center. Other enhancements to the program under Bill Westfall were a strengthening of the focus on urbanism and the initiation of a publications program.

Faculty, undergraduate and graduate students have participated in academic programs with the Prince of Wales's Institute, the University of Miami, The University of Maryland and the Academy of St. Petersburg in Russia. These experiences have forged strong ties between like-minded directions internationally both enriching our offerings and gaining graduate students for the Notre Dame program. Faculty have also initiated international conferences, and faculty and student work has been widely published.

The School's current Chairman, Michael Lykoudis, has stated his desire for the School's faculty and students to engage in a broader, more diverse dialogue with professional architects and educators as the School plays an increasing role as a leader in architectural education. Lykoudis initiated the South Bend Downtown Design Center providing an option for 4th- and 5th-year students to engage in challenging projects in South Bend and the surrounding community. Under his tenure the annual Richard H. Driehaus Prize for Classical Architecture was established last year, a sum of $100,000 given to an individual who has made a significant contribution to classical architecture or historic preservation. The award is funded by Richard H. Driehaus, the founder and chairman of Driehaus Capital Management in Chicago. The award program was founded through Notre Dame's School of Architecture because of its reputation as a national leader in incorporating the ideals of traditional and classical architecture into the task of modern urban development. The Prize and the events surrounding the award have helped the School engage other academic and civic institutions that are crucial for the School in its quest to participate fully in the discussions about the built environment and to make a significant contribution to architectural education.

Lykoudis' further goals are to expand the graduate program, raise the quality of teaching in the areas of building technology, professional practice, and architectural history, and to continue, in general, to raise the School's profile and expand the means necessary to make its mission and its values known to a broader public.

4. Program Mission

The following text is taken from the 2003 University of Notre Dame Architecture Program Report.

(Adopted by the faculty in the Fall of 1998, revised in the Fall of 2003.)

To be the leading school of architecture, in the classical tradition, that trains leaders for the profession and is a center of intellectual engagement in architecture.

The mission of the School of Architecture at the University of Notre Dame is to make available the best possible professional degree training at the undergraduate and graduate levels and postprofessional degree studies while contributing to the work of the university of which it is a part. We seek to form ourselves, faculty and students alike, into men and women who can bring to the built world effective insights that tap into the deepest meanings and aspirations of that world.

The ability to articulate the rational basis for a building design allies architecture with all those disciplines that seek truth in nature and human affairs. A rational discourse can connect architecture with other disciplines both in the University and in the civil and sacred life of the polis and its citizens. For example, in justice pursued through civil discourse and law, in the exploration of the natural world through the physical sciences, in the human search for meaning and community through the arts, letters, and in religion. Reason lifts architecture from the level of a merely personal act to that of a civic, cultural, ethical act and mediates between the legacy of tradition and the promise of innovation.

Memory is embodied in tradition. Tradition brings into play the experience of the past in integrating the three realms constituting architecture, namely, the technical, the formal, and the civil. The traditions of the art of building or of technology inform us about how we might build, what materials we might use, and how we might use these in different circumstances and in different times. Tradition guides the making of buildings and settings toward the establishment and maintenance of a civil life. Tradition brings a legacy of architectural form from which we draw and upon which we build.

Our personal gifts are our individual endowments, cultivated by study, practice, and learned guidance. In that study we not only develop the gifts but we also learn to guide their use by reason and memory and to integrate intellectual prowess with manual skill.

We believe that this emphasis on the integration of reason, memory, and the individual's unique gifts and the important role of tradition in guiding the architect confronting present contingencies sets Notre Dame's program apart from most others. Here, individuals are encouraged to respond to the imperative to embody a civic purpose in their work and to manifest moral responsibility in their conduct.

The principle animating the School's program is the proposition that the faculty have something valuable to teach, that they teach it as a team, and that the student is here to learn as he or she grows and eventually assumes equal status with those who served as instructors. Thus, although respect for what the faculty have to teach is assumed and expected, there is no place for dogmatism here. The faculty teach what they know, but they must be able to articulate why and how what they have teamed and are now teaching is valuable for the student's intellectual and professional growth. While there is no dogmatism, there is unity. The faculty are unified in their agreement that the past has something rich to teach and that there can be no valid actions in the present unless they are informed by the legacy of those in the past who have grappled with similar problems. There is unity, but there is also diversity. What each person makes of the legacy will be

as different as one person is from another. Tradition is a personal possession, but what each person possesses is rooted in the same legacy and the same world.

Thus, the program in architecture at the University of Notre Dame poses three challenges:

- The student is challenged to draw out the best from the past, from the faculty, from colleagues, and from the other resources of the University in order to make the best possible contributions to architecture and the best possible service to the community and the profession.

- The faculty and others involved in the School's work are challenged to hone to the sharpest edge possible each student's unique talent and abilities.

- Finally, everyone involved in this enterprise, whether students, faculty, or staff, is challenged to draw out the best from themselves as they perfect the unique gifts God has given them.

5. Program Strategic Plan

The following text is taken from the 2003 University of Notre Dame Architecture Program Report.

The faculty of the School of Architecture adopted this strategic plan in the Fall of 2002. The faculty adopted the following mission statement after a retreat with the School's Advisory Council in the Spring of 2000:

> To be the leading school of architecture, in the classical tradition, that trains leaders for the profession and is a center of intellectual engagement in architecture.

1. To accomplish this goal we will focus our efforts on the expansion of our Graduate Program both in numbers and in programs.

2. We will also continue to develop and expand programs in three areas that we have built a foundation for:

   - Undergraduate programs
   - Communications
   - Technology.

3. As a School of Architecture within a Catholic university we see our unique mission as being dedicated to community service and outreach as well as participating in the discussion on sacred architecture.

   1. Importance of community
      Urbanism, urban design and classical/traditional architecture
   2. Urban Center
      Local presence
      Contribution to poorer neighborhoods
   3. The Urban Studio
      Students to design homes for needy people
      Homes are to be better quality than Habitat for Humanity

Students to build homes in the summer months
4. Continued participation in the discussion on sacred architecture where many views can be brought together.
5. Participation in the establishment of a University Center for Liturgical Studies (requires significant new resources).

The above programs will be phased over a period of five to ten years.

A. The Graduate Program:

1. Expansion of the Graduate Program from 10 students per class to 20 (35 to 40 if program changes to a 4 + 2 B.A. + M.Arch.)
2. Expansion of the Graduate Program to two complementary concentrations:
   a. Classical and traditional architecture and urbanism
   b. American classical architecture and interiors
3. Additional financial aid to partially support an increased number of students (10 stipends of $5,000 each).
4. The filling of the new Director of Graduate Studies position ($80,000)
5. The addition of a model shop for the concentration on classical architecture and interiors ($80,000 for the shop equipment and renovations)
6. The addition of a new professional specialist position to contribute to the new concentration of the Graduate Program ($50,000 for the salary of a professional specialist)
7. The addition of two visiting endowed chairs (distinguished practitioners) ($200,000)

The Plan will continue to develop the School niche as the top school focused on classical architecture and urbanism while at the same time engaging the mainstream of the academy and the profession.

B. The Undergraduate Program:

1. Modernization of the Rome Program
   a. The change of the half-time logistical coordinator and student advisor to a full-time position ($19,000 more than is currently budgeted)
   b. Elevating the salaries of the three adjunct professor positions to be more competitive with more comparable senior positions ($60,000 more than is currently budgeted)
   c. The addition for a full-time historian position ($75,000)
   d. Change of the current half-time administrative assistant to full time ($13,000)
   e. Raise for full-time secretary and other staff ($6,000)
   f. Additional funds to augment current faculty salaries ($70,000)
   g. Capital improvements to the facilities. Modernization of equipment, furniture and renovations
      $500,000 for studios and $150,000 for the Director's apartment

The Plan will improve the quality of life for students in Rome as well as integrate the academic, social and spiritual aspects of the Rome experience. The teaching will become more consistent and provide greater direction for students and faculty that will use the facility.

2. Development of the Urban Center

a. Expansion, enhancement and relocation of current facilities spaces for 20 students (15 undergraduate and 5 graduate) ($24,000/year in rent)
b. Development of an urban housing studio which will help design and build houses for needy families. This will require the hiring of a designated faculty member for this program and a $5,000 development fund ($85,000)
c. Hiring of a full-time Director for the Urban Center ($70,000)

The Plan provides meaningful outreach programs on several levels that will enhance the Catholic Mission of the University

3. Additional faculty positions in order of priority:
   a. Building Technology
   b. Structures
   c. Design
   d. Landscape
   ($75,000 for each faculty position)

The Plan provides additional training for students in various related disciplines and provides opportunities for a broader dialogue for the faculty.

C. Communications:

1. The creation of an endowed symposium, exhibition and publication program ($50,000 every two years for a symposium and $50,000 every year for publications)
2. The continued development of a working communication strategy to engage the leaders in the mainstream of the academy and the profession.
   a. Academics (Deans of Schools of Architecture)
   b. Practitioners
   c. Architectural Critics
   d. Political leaders
   e. The lay public

The Strategic Plan raises the visibility of the School of Architecture giving students and faculty greater exposure to the issues surrounding the mainstream of the profession and bringing the dialogue to the School.

D. Technology:
1. The creation of a School of Architecture Information Technologies Department
2. The addition of two full-time computer consultants to advise on the technological issues facing the school and carry out the hardware and software needs of the School of Architecture ($140,000)

The Plan keeps the School of Architecture and its specialized needs up to date with the rest of the academic and professional worlds.

Concluding Notes:

The Plan provides a minimum amount of resources to reach the next level of excellence as defined by our mission and vision statements.

With no additional resources no gains will be made and some ground will be lost as the world changes and we fall behind.

With significant new resources the School could develop a three-year-plus professional degree graduate program for nonarchitecture undergraduate majors. An urban architectural center in Chicago with national standing and sphere of influence could offer substantial benefits to this program and the undergraduate side of the School.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Visit to the Rome Studies Program

Monday, February 9, 2004

8:30 a.m.–9:00 a.m. Meeting with Program Director Samir Younes

9:10 a.m.–10:30 a.m. Visit to Ettore Mazzola's class, 20th-Century Roman Architecture and Urbanism

11:00 a.m.–12:00 p.m. Visit to the Rome Studies Center

12:30 p.m.–2:00 p.m. Lunch with Samir Younes

2:00 p.m.–3:00 p.m. Meeting with undergraduate and graduate students

3:00 p.m.–6:00 p.m. Review of student work and visit to undergraduate and graduate studios

Tuesday, February 10, 2004

9:10 a.m.–10:30 a.m. Visit to Victor Deupi's class, History & Theory, Renaissance to the 17th Century

11:00 a.m.–12:00 p.m. Visit a painting class with Richard Piccolo, Leo Casas, and Michael Mesko

12:30 p.m.–2:00 p.m. Lunch meeting with faculty members:

Campus faculty:
Samir Younes, Associate Professor and Director, Rome Studies Program
Victor Deupi, Assistant Professor

Visiting faculty:
Braulio Casas, Visiting Assistant Professor
Ettore Mazzola, Visiting Assistant Professor
Michael Mesko, Visiting Assistant Professor
Richard Piccolo, Visiting Assistant Professor (not able to attend)

2:30 p.m.–4:00 p.m. Review of student and faculty work

8:00 p.m. Dinner with Maria and Samir Younes

Visit to the Notre Dame Campus, South Bend, Indiana

Saturday, February 21, 2004

4:30 p.m.–6:00 p.m. Meeting of Team Chair and Michael Lykoudis at the airport; introductory tour of Bond Hall; meeting and transportation of team members to the Spring Hill Suites Hotel

7:00 p.m.–9:30 p.m. Dinner at the Cedar House with Vice President and Associate Provost Carol Mooney and the administrative team of the School of Architecture and spouses

Sunday, February 22, 2004

7:30 a.m. –8:30 a.m. Team breakfast

Sunday, February 22, 2004 (Cont'd)

8:30 a.m.–9:00 a.m.	Review of team assignments and schedule
9:30 a.m.–10:30 a.m.	Attendance at Mass on campus, optional
11:00 a.m.–12:15 p.m.	Tour of Bond Hall and overview of Team Room and exhibits
12:30 p.m.–1:45 p.m.	Lunch at the Morris Inn with School Administrators (Lykoudis, Stamper, Bullene, Crowe, and Bess)
2:00 p.m.–3:00 p.m.	Transfer of team to the Morris Inn on campus (space became available after Parent's Weekend)
3:30 p.m.–5:00 p.m.	Meeting with faculty in Room 114, Bond Hall
5:30 p.m.–6:45 p.m.	Tour of the Downtown South Bend Design Center
7:00 p.m.	Dinner with faculty and spouses at Tippecanoe Place restaurant

Monday, February 23, 2004

7:30 a.m.–8:30 a.m.	Team breakfast with school administrators at the Morris Inn Donors Room
9:00 a.m.–10:00 a.m.	Meeting with Vice President and Associate Provost Carol Mooney in the Main Building
10:15 a.m.–11:15 a.m.	Meeting with President Edward A. Malloy, C.S.C. and Provost Nathan Hatch in the Main Building
12:15 p.m.–1:15 p.m.	Lunch with school administrators and faculty members in Room 114, Bond Hall
1:30 p.m.–3:30 p.m.	Team visit to studios or work in Team Room
3:30 p.m.–5:00 p.m.	Meeting with undergraduate students in Room 114, Bond Hall
5:00 p.m.–6:00 p.m.	Meeting with graduate students in Room 114, Bond Hall
7:00 p.m.	Team dinner at the Morris Inn

Tuesday, February 24, 2004

7:30 a.m.–8:30 a.m.	Team breakfast with Graduate Director Norman Crowe and Director-Designate Philip Bess at the Morris Inn Donors Room
8:45 a.m.–12:00 a.m.	Visit to lecture classes and work in the Team Room or where needed
12:00 p.m.–1:15 p.m.	Lunch with AIAS officers and Tau Sigma Delta members in Room 114, Bond Hall
1:30 p.m.–6:30 p.m.	Team work in the Team Room or visit with individuals
7:00 p.m.–8:30 p.m.	Team dinner at the Morris Inn
8:45 p.m.–11:00 p.m.	Work in the Team Room

Wednesday, February 25, 2004

8:00 a.m.–9:30 a.m.	Team breakfast with Carol Mooney and school administrators
10:00 a.m.–10:45 a.m.	Meeting with President Edward A. Malloy, C.S.C. and Provost Hatch in the Main Building
11:00 a.m.–11:30 a.m.	Open meeting with students and faculty members and staff
11:30 a.m.	Beginning of team departures

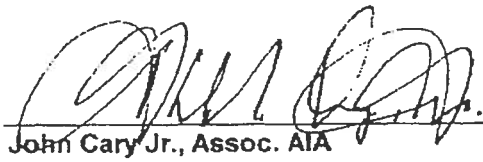
IV. Report Signatures

Respectfully submitted,

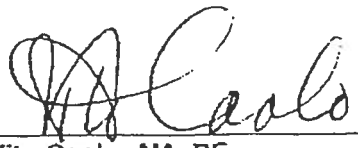
Thomas L. McKittrick, FAIA — Representing the AIA
Team Chair

Shannon Massie Chance — Representing the ACSA
Team member

Christine Theodoropoulos, AIA, PE — Representing the ACSA
Team member



John Cary Jr., Assoc. AIA — Representing the AIAS
Team member



Vito Caolo, AIA, PE — Representing the NCARB
Team member

Program Response to the Final Draft Visiting Team Report

The School of Architecture has the following clarifications, updates and comments with respect to the February 25, 2004 Visiting Team Report:

On page 4 of the VTR, under "Causes of Concern, The Master of Architecture Degree Program":

The VTR states: "The School has admitted a number of students to its Master of Architecture (M.Arch.) program without the requisite pre-professional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M.Arch. students."

After extensive conversation both among ourselves and with the University administration, The School of Architecture faculty voted in early May to adopt a three-year, 96-semester credit Master of Architecture Degree program to be offered to students with a Bachelors degree in disciplines other than architecture. This has been initiated primarily to fulfill the objectives of the school's strategic plan to expand its graduate program, a plan adopted by the faculty two years ago. We also anticipate however that the adoption of this program will address the Visiting Team's concerns about our M.Arch offering, as expressed above and on page 12 of the VTR (see below). The program will begin to admit its first students in the Fall of 2005.

After discussions with the Executive Director of the NAAB, it is our understanding that the addition of the three-year graduate degree program in accordance with NAAB Performance Criteria is an enhancement to the existing two-year professional degree program and therefore will not require a period of candidacy.

On page 7 of the VTR, under "Public Information":

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

The VTR states: "Students, both undergraduate and graduate, did not appear to be familiar with the Student Performance Criteria or the *Conditions and Procedures* generally. School and university publications for the public failed to include the required NAAB language."

The School of Architecture has now inserted in their entirety the statements required by the NAAB in all of its public information, bulletins and web site publications. For the record, at the beginning of the academic year 2003-2004 the school did send via e-mail the 37 criteria to all students enrolled in the school. For the academic year 2004-2005 and henceforth, the school will pass out the 37 criteria to all students in addition to the e-mail version at the all school meetings held at the beginning of each semester.

On page 12 under "Section 11: Professional Degrees and Curriculum":

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

The VTR states under Master of Architecture: "It appears that the school is currently offering an ad-hoc version of a 3-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so."

> Our admissions criteria for the Master of Architecture Degree Program have required an undergraduate degree and that this degree should be with a major in Architecture. It has been our good faith understanding that schools have latitude to augment admissions deficiencies with additional courses in the architectural curriculum that satisfy pertinent NAAB curricular requirements; and on occasion we have admitted students without a pre-professional degree in architecture who demonstrated to our satisfaction that they possessed an equivalent body of knowledge through office experience and coursework from other institutions. We understand however why this is a source of concern to the NAAB. In implementing our proposed three-year M.Arch course of study, we presume and intend to eliminate any existing and inadvertent ambiguity about the kind, substance and duration of our M.Arch offerings. We have already begun to rewrite our bulletins and public information to clarify the distinction between our professional Masters degree programs and our post-professional degree program. As noted above, we are also including in their entirety the statements required by the NAAB in these publications.

The School of Architecture is committed to excellence in all facets of its mission and providing for the development and success of its students, faculty and staff. In the past the school has dealt with the issues raised by its accreditation reviews in a positive and constructive manner. We will use this opportunity to address the issues raised by the Visiting Team and continue the pursuit of our goals and aspirations.

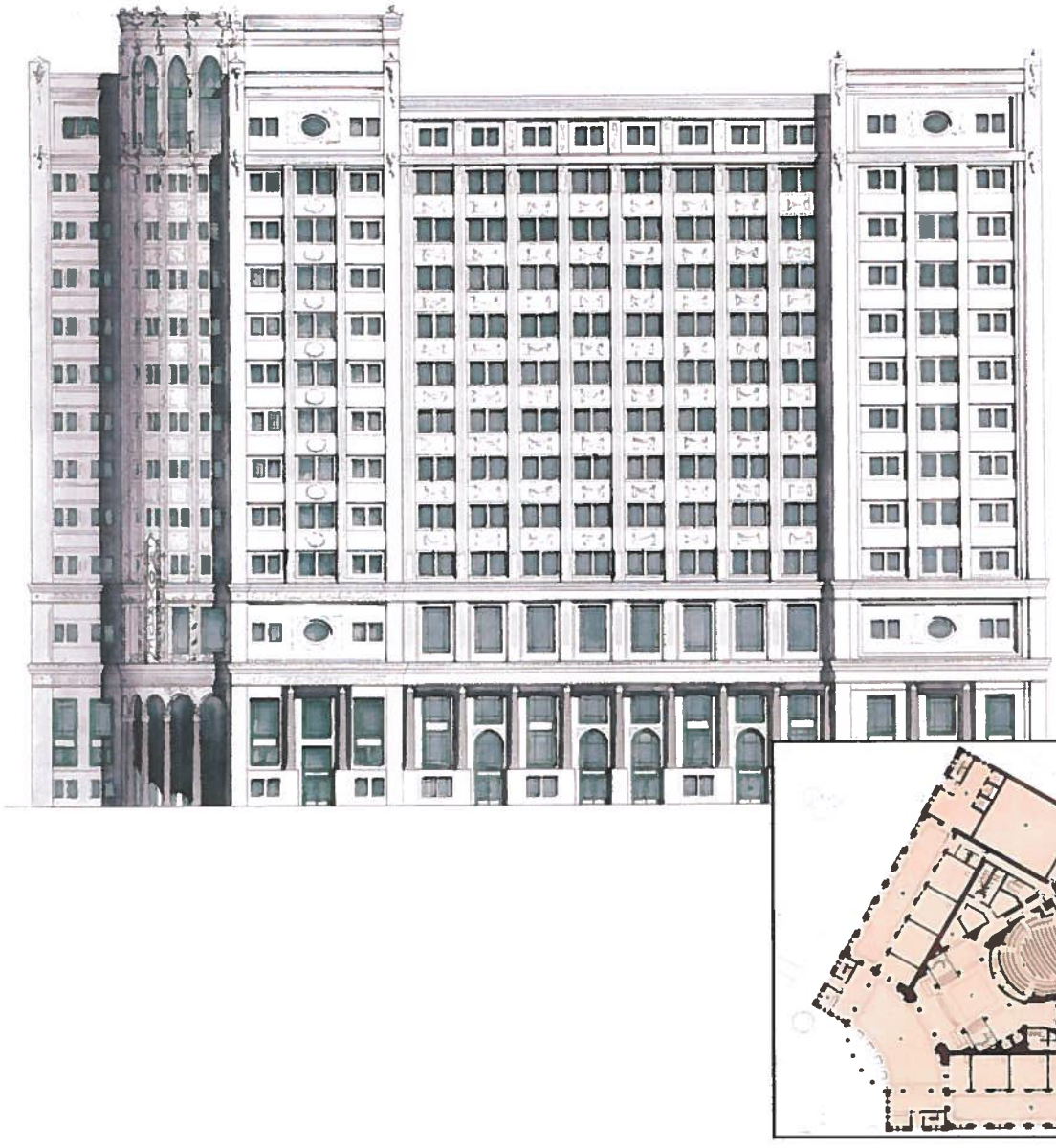
Respectfully submitted,

Michael Lykoudis
Dean and Professor of Architecture

Cc: Rev. Edward M. Malloy, C.S.C., President
Dr. Nathan O. Hatch, Provost

4.6

ANNUAL REPORTS



University of Notre Dame
School of Architecture

Program Annual Report

September 1, 2005

The School of Architecture has begun to address the deficiencies outlined in the 2004 Visiting Team Report (hereinafter VTR) and has implemented changes that will correct all of them by the conclusion of the academic year 2007-2008. Spring 2008 is the term in which the first 3-year Master of Architecture class will graduate and the new and revised undergraduate and graduate curricula will have been taught in their entirety.

Part I of this report is a description of the actions initiated by the School to address the causes of concern and the deficiencies outlined in the VTR. The deficiencies listed in the VTR are quoted in their entirety verbatim, and the program response follows in bold and italics. Part II is a narrative of the School's activities in the past year.

PART I

PROGRAM RESPONSE TO CONDITIONS NOT MET, PROGRAM DEFFICIENCIES AND CAUSES OF CONCERN

I. Summary of Team Findings

5. Causes of Concern (page 4 of the VTR)

The Master of Architecture Degree Program – The School has admitted a number of students to its Master of Architecture (M.Arch.) program without the requisite pre-professional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M.Arch. students. The School is reminded that the NAAB accredits a three-year M. Arch. Degree for students with an undergraduate degree in a different discipline in order to have adequate architecture-related coursework and design studio experience included in the curriculum.

Program Action and Response:

> ***The School of Architecture has added a three-year M.Arch program to its two-year Professional degree program. This program addresses the issues raised by the NAAB Visiting Team. Included with this report is a copy of the new three-year M.Arch curriculum***

Conditions Not Met – The public information requirement of the NAAB has not been met. Several critical Student Performance Criteria have not been met, including those very closely related to the responsibilities of registered architects: Building Service Systems, Building Systems Integration, and Comprehensive Design. The latter deficiencies have serious implications for the accreditation of a program.

Program Action and Response:

> ***Immediately following the Visiting Team's report the School of Architecture updated all of its public information to include the required statements of the NAAB regarding licensure and professional degree programs, which now comply completely with the NAAB criteria and procedural requirements.***
>
> ***The School of Architecture has revised its building technology and studio design sequences with respect to course content and new offerings to address the issues raised by the VTR in the areas of Building Service Systems, Building Systems Integration, and Comprehensive Design. Specific changes are discussed below in this report.***

Equity of Teaching-Load Distribution – The team is concerned about the issue of teaching load distribution as it relates directly to the time available for course preparation and for the creative and scholarly work of all members of the faculty, including those seeking tenure or promotion. Within a small faculty, particularly with some members approaching the age of retirement, it is important to attend carefully to the preparation of the next generation through mentoring and development opportunities.

Program Action and Response:

> ***Faculty members of the School of Architecture are asked each semester about their interests with respect to teaching assignments. Loads are determined in consultation with individual faculty members with their scholarly agenda in mind. Junior faculty are given relief from service in committee work unless they specifically request to participate on a project.***
>
> ***A new mentoring program has been in place for two years. As the program matures it becomes more and more part of the School's culture.***

Viability of the Rome Studies Program – Given the importance of the Rome Studies Program to the success of the School, it should go without saying that efforts must be made to ensure the future viability of the program, perhaps through an endowment. Other options mentioned to the team included moving to a less expensive location in Rome, even though that would make access to some important teaching sites more difficult.

Program Action and Response:

The School is working with its advisory council to locate new or additional facilities in the historic center of Rome to house the students. Solving the housing issues will relieve the financial stress on the school's budget as funds that are currently used to house students can be used for operating costs for additional buildings.

II. Compliance with the Conditions for Accreditation

3. Public Information (page 7 of the VTR)

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

B. Arch. - Not met
M. Arch - Not met

At the time of the Visiting Team Report the school was publishing out-dated verbatim statements about accredited degrees. Since the accreditation visit, the School has placed in all of its bulletins and catalogues the most up to date verbatim statements about accreditation.

11. Professional Degrees and Curriculum (page 12 of the VTR)

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

M.Arch. – Not Met

Master of Architecture

It appears that the school is currently offering an ad hoc version of a three-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so. In the school's published *Bulletin of Information for Graduate Programs*, the professional M.Arch degree is described as "intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture and seeking a professional degree."

A meeting with the graduate students revealed problems with communications to prospective students about the program requirements and their eligibility to apply. Some without pre-professional architecture degrees are being encouraged to apply to the program and are being admitted. A related problem is determination of course requirements for those incoming students who lack an undergraduate pre-architecture degree. Although these students are required to take some of the technical courses they are missing, the team concluded that the remedial coursework is not sufficient to compensate for the lack of a pre-professional degree. The team's greatest concern is that students are receiving a professional degree in architecture with insufficient preparation in design.

The two-year component of the School's accredited M.Arch. program is not clearly defined. The prior visiting team expressed concern that the needs of graduate students were not supported as effectively as those of undergraduates. The visiting team observed that concerns raised by the prior team about the graduate program do not appear to have been addressed.

The accredited M.Arch. degree program is currently in transition and faculty members are discussing the possibility of expanding their degree offerings to include a 3-1/2 year first professional degree for graduate students with undergraduate degrees in other disciplines.

The School needs to take action to bring its admissions practices into alignment with its accredited degree offerings.

Program Action and Response:

After the VTR was received by the School of Architecture, the Dean and Director of Graduate Studies met with the Executive Director of the NAAB to discuss the protocol and procedural correctness of expanding our accredited two-year program to a three-year program. The School was advised that such an expansion could indeed occur within the framework of our existing NAAB-accredited Master's Degree and would not require a new accreditation process.

The Notre Dame School of Architecture subsequently initiated in academic year 2004-2005 significant changes in the graduate architecture curriculum, in an effort to: 1) make graduate education in classical and traditional architecture and urbanism more widely available; 2) increase both the size and the profile of the graduate program in architecture; 3) address the concerns of the NAAB visiting tea; and 4) expand the financial resources of the School of Architecture. Until this fall, the School of Architecture has offered two degrees in two 2-year courses of graduate study—the post-professional Master of Architectural Design and Urbanism (M.ADU), and the professional Master of Architecture (M.Arch)—that engage a total of sixteen graduate students annually. To these existing graduate programs the School of Architecture has now added a 3-year Master of Architecture degree program that will expand the program from sixteen students to approximately forty students over the course of three years. The addition of this new program means that the School of Architecture graduate degree offerings now include the following three courses of study:

Path A / Master of Architectural Design and Urbanism (M.ADU)
Total Requirements: 45 credits

The two-year Master of Architectural Design and Urbanism post-professional degree is intended for students who already hold an accredited professional degree and are seeking to further develop their design skills and critical thinking in the disciplines of classical architecture and traditional urban design. The studio course work consists of a foundational first semester spent in South Bend introducing students to classical architectural design, urban principles and history, and the history of Rome; this is followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by an independent terminal design project and public defense in the student's fourth semester. 45 credit-hours are required for graduation, and M.ADU students are limited to 12 credit-hours per semester. M.ADU students also serve as teaching assistants in undergraduate courses in their three semesters in South Bend, for which they receive a stipend.

Path B / Master of Architecture
Total Requirements: 57 credits (minimum)

Notre Dame's two-year Master of Architecture degree is intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon classical architecture and traditional urbanism. Studio course work is identical to that of the two-year Path A M.ADU program, with a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the NAAB's substantive curricular requirements for accredited professional architecture degree programs, which will vary from student to student depending upon their undergraduate architectural education, and which will be determined by cross-referencing the student's undergraduate course of study with the Path C / three-year M.Arch curriculum and matrix that have been designed to ensure compliance with NAAB accreditation criteria. A minimum of 57 credit-hours are required for graduation, and the normal course load for Path B / two-year M.Arch students is 15 credit-hours per semester.

Path C / 3-Year Master of Architecture
Total Requirements: 96 credits

The three-year Master of Architecture professional degree is intended for students entering the University of Notre Dame with a four-year undergraduate degree in a field other than architecture. An intensive three semester sequence of studio, history, theory and technology courses prepare students for the final three semester

concentration/terminal design project and public defense sequence described above. 96 credit-hours are required for graduation, including a normal load of 18-credit hours each of the first three semesters.

A New Curricular Approach
In addition to the new three-year M.Arch course of study, the new graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a two-semester-concentration + terminal-design-project-based advanced curriculum. The new curriculum, in Paths A, B and C, is organized as follows:

Foundations: All students in all paths begin with foundational courses, spend one year in a concentration, and end with a one-semester terminal project that is defended publicly. In their foundational courses, all Notre Dame graduate students receive instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education--one semester for Path A and B students, three semesters for Path C students.

Concentrations: In the final three semesters of each path the studio courses "track" with one another: i.e., Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design in the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, and which semester they spend in Rome depends upon which concentration they select. (Note: this means that beginning in academic year 2006-2007 there will be graduate students in Rome in both the fall and the spring of every year; in the old curriculum there were graduate students in Rome only in the spring semester.) Students in the three-year M.Arch program select their concentration a year after beginning their course of study; two-year M.Arch and M.ADU candidates indicate when they apply whether they intend to concentrate in Classical Architecture or in Urban Design.

Classical Architecture Concentration: Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and ancillary course work that develop their knowledge of and ability to participate in the 2500-year old tradition of western classical architecture descending from Greece and Rome.

Urban Design Concentration: Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome—and travel extensively to other towns and cities as well--learning in their design studios the formal principles of good urban design and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design workshops.

Terminal Design Project: The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own

choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design component, but must include the in-depth design of a building. All terminal design projects are subject to a final public presentation and defense.

We believe the above curricular changes address the deficiencies and concerns of the NAAB VTR.

12.21 Building Service Systems (page 18 of the VTR)

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

B.Arch. – Not Met
M.Arch – Not Met

There was virtually no evidence presented of such systems in either coursework or studio work.

Program Action and Response:

The former Environmental Systems (ARCH 541) has been expanded to two courses: Environmental Systems I (ARCH 40411) – taught in the fall semester of the fourth year, and Environmental Systems II (ARCH 50411 – taught in the fall semester of the fifth year.

ARCH 40411 addresses building system issues such as vertical transportation, fire safety, smoke control, automatic and manual fire suppression systems, accessibility, plumbing, energy usage, sustainability, thermal envelope design, and heating ventilating and air conditioning. The syllabus for this class, which is being taught for the first time this year, is attached as evidence.

ARCH 50411 will focus on acoustics, illumination, and electrical, communication and security systems, along with integration of all building service systems. The syllabus for this course is not yet available as it will be taught for the first time in fall 2006.

Assignments in both of these classes will engage integration of various building systems with studio projects. This integration will include work with accessible design, egress, fire safety, acoustics, general plumbing design, various energy issues, and HVAC layout. Opportunities for integration may vary with different studio projects.

12.22 Building Systems Integration (page 19 of the VTR)

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

B.Arch – Not Met
M.Arch – Not Met

There was virtually no evidence of the integration of these systems into studio design projects.

Program Action and Response:

In the spring of 2005 an elective course was offered that presented the technology material that has been missing from the school's curriculum since 2000-2001. This class was a response to fill an immediate need when changes to the required curriculum were not possible on such short notice. Beginning with spring 2006, the fourth year design studio syllabus will require one studio project to be designed in coordination with the new fourth year Building Technology class. The required thesis studio will be modified in spring of 2006 to focus on issues of comprehensive design. Building and technology courses and the integration of this material into the design studio are important components of the new Path C / three-year M.Arch curriculum. These changes should completely and fully address the deficiencies described in the VTR.

12.29 Comprehensive Design

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

B.Arch – Not Met
M.Arch – Not Met

While the team was impressed with the high quality of the presentation drawings and the thorough attention to detailed development of programmatic spaces in the design of the thesis projects, there appeared to be little effort made to address the integration of structural, environment, or life-safety systems in the design. One thesis by an M.Arch. student had interior stairs with no direct means of egress and only a perfunctory space labeled "mechanical." In questioning this issue, the team was led to believe that there was an absence of interest in pursuing such integration by faculty assigned as instructors for the thesis projects or, in some cases, a lack of qualifications.

Program Action and Response:

As an introduction to comprehensive design, the fourth year design studio syllabus will require one studio project to be coordinated with the new fourth year building technology class. Fifth year thesis studio will be modified to focus on issues of comprehensive design. The third semester Path C graduate studio will be coordinated with the graduate Environmental Tech II course, and the graduate terminal design project in both Path B and Path C programs will be a comprehensive design. These changes should address the deficiencies described in the VTR.

PART II

The Year in Review

In the academic year 2004-2005, the School of Architecture made significant progress towards the goals outlined in its strategic plan. This past year's efforts have been focused primarily in two areas. The first was the expansion and development of the graduate program; the second was taking steps towards the modernization of the Rome program. A retreat that included members of the faculty, the Provost and Associate Provost, and members of the School's Advisory Council was held to discuss these changes and develop a plan to execute the changes. Other programs and activities undertaken this past year are outlined below as well.

The last three years have seen many new programs and projects launched and indeed much of what was outlined in the 2002 Strategic Plan has either been accomplished or underway such that we are, for the most part, ahead of schedule. In this next year, it seems prudent to focus on development and consolidation of those programs and projects rather than opening up new areas of expansion and exploration.

Graduate Education and Research

A proposal to expand the number of students in the graduate program was submitted to the Provost and the Graduate School for approval. Both the Provost's office and the Graduate School approved the expansion and the financial structure that will enable the School of Architecture to go ahead with this portion of the Strategic Plan. Significant components of the proposal included an increase in the number of admitted students from 8 to 16 per year and the addition of a three-year professional degree path. This gave the program three paths: 1) Path A -- a two-year post-professional degree with the title M.ADU; 2) Path B -- a two-year profession degree program for those students with undergraduate majors in Architecture; and 3) Path C -- a three-year professional degree program for those students without an undergraduate architecture major. Each path was given two tracks, one in classicism and one in urbanism. The expansion of the graduate program is to be funded by a new program of tuition revenue sharing made possible through an understanding reached with the University where the School keeps 85% of the tuitions received from the graduate students. In turn, the School guarantees a fixed number of full tuitions from the endowment to the University.

Distinguished Visiting Critic Program. For the past two years, we have brought two of the most distinguished classical architects, Demetri Porphyrios and Leon Krier, to teach in the graduate program at our Rome campus. This was possible because of the Frank Montana endowment that allowed us to provide for their salaries and accommodations. This has been very well received by the graduate students. It has also been a small victory for the School over Yale's School of Architecture as we were able to attract these two faculty members away from their usual commitments in New Haven. As we consider and develop this program, it is likely that we will decide that the visiting critics' presence would be more effective if they were brought to the South Bend Campus as well, where they would touch the life of more students and faculty.

Undergraduate Education

Modernization of the Rome Studies Program: A one-day retreat was held between the School and University administrators, faculty and Advisory Council members in December of 2004. It was agreed that the School should explore the possibilities for additional and/or enhanced facilities in the historic center of Rome to accommodate an expanded student body and faculty. The Rome program gives the School of Architecture its unique and coveted position in education and supports the classical niche of the school within the 118 schools of architecture in the United States. For this reason, the faculty and the curriculum must be maintained at the highest level possible and the facilities and budget need to support its mission.

In the past few years, the larger number students in each class year, the rising cost of the Euro and the changes in Italian tax laws have led to higher program costs that have not been matched with a commensurate increase in the School's budget. This is an issue that will need to be addressed with urgency in the coming years. In this past year, the additional costs have been funded through an agreement with the Provost's Office. For the year 2004-2005, the School of Architecture ended up approximately $70,000 under its projections.

During the 2004 fall semester, the President-Elect, Executive Vice President, and Provost visited the Rome facilities of the School of Architecture. The purpose of the visit was to familiarize the University administration with the workings of the Rome program and the importance of the location of the current facilities and housing. Of the approximately 15 architecture schools in Rome, all but one is in the historic center. Loyola is the only exception because as latecomers, they have had difficulty in finding suitable space.

The Office of Risk Management also visited the Rome program as a part of their foreign studies programs' facilities audit. Some of their recommendations have taxed the School's budget and will continue to do so for the next year or two, but no additional long-term effects are projected once the recommended changes have been put into place.

Other curricular changes brought about by the new graduate program will be incorporated in the next three years as the new program's effect takes place in annual stages. A retreat later on this summer will take place between selected members of the faculty from the South Bend campus and the Rome program to discuss how to more effectively integrate the undergraduate curriculum in Rome with South Bend.

Undergraduate Curriculum: Changes to the core undergraduate and graduate curricula that reflected the concerns of the National Architectural Accreditation Board (NAAB) were discussed by the faculty in the fall of 2004. These changes were implemented in the spring of 2005. Proposals were made that included the creation of new courses and reshuffling of syllabi to address the concerns of the NAAB visiting team. These changes will continue to be implemented over the next academic year (2005-2006).

Career Fair: The annual career fair once again recorded fifty-two firms that came to interview our students with some firms making multiple offers to a class of fifty. The career fair not only gives our students the opportunity to find employment but it also projects the School's identity and strengths to many of the country's leading firms.

Annual Lecture Series: A number of events contributing to the intellectual life of the school took place with the support and encouragement of the administration. Aside from the annual lecture series, an evening colloquia series was established to deepen the study and exploration of classical issues. A conference on the past and future of classical architecture is being planned for next academic year. This event will include distinguished scholars and practitioners from around the world and will take place on the South Bend campus. In cooperation with the Snite Museum, an exhibition of contemporary classical works will be held concurrently.

Acquisition of Metropolitan Museum of Art Cast Collection: Last fall we were informed by the Metropolitan Museum of Art in New York that the Museum's cast collection of Greek, Roman and medieval sculpture was available to educational institutions free of charge. There are about 30 casts in the collection that is anticipated to be de-accessioned by the Museum in the coming months and donated to the School. Drawing and sketching casts from antiquity have traditionally been part of architectural education and the School is fortunate to have had this opportunity.

Diversity and Internationalization

Setbacks and Successes for a Diverse Faculty: During the year 2004-2005, the school lost both of its full-time women faculty members. One was successfully hired away by a major architectural firm and the other was not successful in being reappointed. Four women were hired by the School, one as an associate professor without tenure, and three as visiting professors. It is hoped that the visiting positions will be converted to tenure-track positions in the future as the funding from the graduate program's tuition revenue sharing becomes more secure.

Of the eight new faculty positions there was a wide range of ethnic diversity: the countries of Turkey, India, Guatemala, and Panama are represented by our new hires adding on to an already nationally diverse faculty. This diversity brings with it richness that becomes part of the formal pedagogy and culture of the School. The School encourages faculty members to place studio design projects in diverse settings. For example, in the fourth year at least one design project is devoted to the architecture of a non-western tradition. This past year the students looked at sites in Tanjavur, Bukhara and Kyoto. We look forward to adding sites in Turkey and South and Central America in the coming years.

New Summer School Programs: Several overseas programs were organized by the School. The China program was held again this year with the intention of henceforth holding the program bi-annually at the Graduate School of Design of the University of Nanjing. This past year, the students traveled to Shanghai, Nanjing and Beijing with visits to the canal towns of Suzhou, Tong Li and Zhou Zuang. Lectures by the hosting professors at Nanjing augmented the course talks given by our own faculty. A proposal with the University of Nanjing to bring the Chinese students to South Bend on alternate years is under consideration. The other overseas summer school site this year was in the Tuscan countryside, and for next year a program in Corfu, Greece is envisioned.

Communications and Development

Communications: The School of Architecture received excellent press at various venues, most recently an article in *Traditional Building Magazine*. Over the next year we will develop a more scholarly journal to fill a void in the publication program of the School. Currently we produce a newsletter for alumni, *Acroterion* (the annual catalogue of student work which this year received a CASE silver medal), and the monograph of the Richard H. Driehaus Prize laureate. It remains to be seen as to whether or not *Acroterion* will evolve to be the scholarly journal or if we will produce yet another publication.

The Richard H. Driehaus Prize: The Richard H. Driehaus Prize is a $100,000 prize given to a leading architect in the classical tradition. A new medal named for the inaugural recipient was given to Henry Hope Reed. The *Henry Hope Reed Medal* is to be given annually to a non-architect for his or her contributions to the art and life of the traditional city. The medal and its $25,000 award are given by Mr. Richard H. Driehaus. The third celebration of the bestowing of these international prizes took place at the University Club in Chicago and last year's laureate's monograph was published by the School. The School's reputation continues to be enhanced by its association with the prize. Thus far, in its three-year history, the prize has received coverage in the New York Times, the Chicago Tribune, National Public Radio and in regional newspapers and prominent architectural journals around the world.

Development and Fund Raising: The dean of the School has continued to host a number of receptions for alumni around the country. This year the school has worked more closely with the development office to meet with prospective donors and build relationships for the School. There is potential for significant contributions for endowed positions and other programs of the School, graduate fellowships and awards. With respect to alumni relationships, the School has continued the program of holding receptions in the major cities and at professional venues. This year such events were held in Washington D.C., Philadelphia, and at the *American Institute of Architects* convention in Las Vegas.

Goals for 2005-2006

A. Undergraduate Education

1. Implementation of the newly developed program for the integration of building technology into the curriculum. The hiring of two new faculty positions in technology this past summer will invigorate the area as called out in the strategic plan. Working with the development office to secure the permanent funding for these positions as well as additional lines for the school is a top priority.

2. Working with the Provost's Office to build a sustainable financial model for the Rome program that maintains the prestige and uniqueness of our program and offers academic excellence for our students. The facilities need improving while the housing for graduate students and faculty needs attention and reassessment.

3. Finalizing changes to bring program into compliance with all 34 performance criteria of the NAAB with respect to structural systems, environmental systems, life-safety systems, building envelope systems, building service systems and comprehensive design

B. Graduate Education

1. Inauguration and implementation of the three-year curriculum to support our current two-year professional and two-year post-professional degree programs.

2. The hiring of one additional administrative staff position is to ensure that the graduate program will have the necessary administrative support.

C. Diversity and Internationalization

1. Work with University administration to develop the current visiting positions held by women into tenure/track positions.

2. Conduct scouting searches for new women/minority faculty for future hiring efforts.

3. Enhancement of the Rome Studies Center
    a. Build a sustainable financial model - short range
    b. Explore feasible improvements and addition to existing facilities

4. China summer school programs
    a. Organize joint high rise/low rise studio for Notre Dame and Nanjing students for next academic year
    b. Begin plans for the China summer program in 2007

2005 NAAB STATISTICAL REPORT

SCHOOL: University of Notre Dame Completed by: Barbara Panzica, Bernie Stein, Cindy DuBree

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA **For Accredited Programs Only**

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students		199				5	
Part-Time Students		0				0	
FTE Students		200				0	
Arch Design Studio Students		200				5	
Students Working Part-Time		N/A				0	
Outside Stud. Serv. by Dept.		4				0	
African-American Students		9				0	
Native American Students*		1				0	
Asian/Pacific Isle Students		11				0	
Hispanic Origin Students		20				0	
Women Students		105				2	
Foreign Students		18				0	
Total Degrees Awarded		53				3	
Grads. Fin. Estab. No. Yrs.		53				3	
Degrees Awarded Women		32				1	
Degrees Awarded Afri-Amer		3				0	
Degrees Awarded Amer. Ind.		0				0	
Degrees Awarded Asi/Pac. Isl.		0				0	
Degrees Awarded Hispanics		6				0	
Min Req. SAT/ACT/GRE Score		1400/31+					
Number of Applicants		399				37	
Number Accepted		110				5	
Enrollment Target/Goal		N/A				8	
Student Studio/Faculty Ratio		11/1				1/1	

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	*
Total Architecture Collection in Departmental Library	*
University Library LCNA or 720-729 Collection	*
Total Architecture Collection in University Library	*
Departmental Library Architecture Slides	*
University Library Architecture Slides	*
Departmental Library Architecture Videos	*
Staff in Dept. Library	*
Number of Computer Stations	30 *
Amount Spent on Information Technology	27,745 *
Annual Budget for Library Resources	*
Per-Capita Financial Support Received from University	14,576
Private Outside Monies Received by Source	1,197,212
Studio Area (Net Sq. ft.)	16,470
Total Area (Gross Sq. ft.)	36,628

*See attached sheet for library data.

SCHOOL: University of Notre Dame Completed by: Barbara Panzica, Bernie Stein, Cindy DuBree

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	5	77,039	105,309	127,241	117,000
Associate Professor	7	64,387	67,475	77,850	77,000
Assistant Professor	2	58,718	59,359	60,000	66,000
Instructor	3	56,585	58,278	60,900	N/A

FACULTY DATA	Department Total
Full-Time Faculty	23
Part-Time Faculty	2.5
Full-time Equivalent (FTE) Faculty	25.5
Tenured Faculty	10
Tenure-Track Positions	2
FTE Administrative Positions	4
Faculty Engaged in Service to Comm.	21
Faculty Engaged in Service to Univ.	16
FT Faculty who are U.S. Licensed Registered Architects	10
PT Faculty who are U.S. Licensed Registered Architects	3
Practicing Architects	13
FTE Graduate TAs	4
FT Faculty Avg. Contact Hrs/Wk	8
PT Faculty Avg. Contact Hrs/Wk	4

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	7
D. Arch	0
M.A. or S.	0
Prof. M. Arch	8
B. Arch	3
Post Prof. Masters	0
Other	5

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty						
Native American Faculty*						
Asian/Pacific Island Faculty						
Hispanic Origin Faculty	1					1
Women Faculty	2				1	1

*Include Eskimos and Aleuts

NAAB 2004-2005 Statistical Report
Compiled Aug. 2005

Facility/Resource Data

Departmental Library LCNA or 720-729 Collection	13,061 titles
Total architecture collection in departmental library	21, 690 titles[1]
University Library LCNA or 720-729 collection	5,806 titles
Total architecture collection in University Library	N/A Not possible to generate statistics on the many call number ranges involved, e.g. N, HT, SB, TR, etc. which also include non-architecture items
Departmental library architecture slides	Slides held by Architecture School, rather than library
University library architecture slides	41,636 cataloged architecture slides in the Art Slide Library (now part of University library)
Departmental library architecture videos	122 videos
Staff in dept. library	3.5 plus 0.75 FTE student assistant hours
Number of computer stations	4 public workstations in dept. library
Amount spent on information technology	NA (Note: the library hardware and software budget is from a central libraries fund and is not covered by the department.)
Annual budget for Library resources	$60,265.00, this does not include funding for ARTstor access, which comes out of an Art fund.

[1]These figures do not include microformat holdings. The Architecture Library has 244 microfilm reels which include the full text of the books in the *American Architectural Books* (Hitchcock), the Helen Park's *A List of Architectural Books Available in America Before the Revolution*, and the *Fowler Collection of Early Architectural Books*. The Architecture Library also has 2,673 microfiche.

School of Architecture, University of Notre Dame
Course Syllabus, Fall Semester , 2004

Course No. & Prefix:	ARCH 40411
Title:	Environmental Systems I
Instructor:	Alan DeFrees
Credit:	3 hours
Meetings:	Tuesday and Thursday, 2:00-3:15
Course Status:	Required for B. Arch degree; open to non-architecture students by permission of the instructor
Required Texts:	*Mechanical and Electrical Equipment for Buildings, Ninth Edition* by Benjamin Stein and John S. Reynolds John Wiley & Sons, Inc. ISBN 0-471-15696-5 *A Visual Dictionary of Architecture* Francis D. K. Ching ISBN 0-471-28821-7 (paperback) ISBN 0-471-28451-3 *ADA Standards for Accessible Design* Free at: http://www.usdoj.gov/crt/ada/adastd94.pdf
Recommended Texts:	*Simplified Design of HVAC Systems* by William Bobenhausen John Wiley & Sons, Inc. ISBN 0-471-53280-0 *The Architect's Studio Companion, 3rd ed.* by Edward Allen and Joseph Iano John Wiley & Sons, Inc. ISBN 0-471-39235-9
Format:	Lecture with assigned readings, assignments, projects and examinations

Grades:	Assignments & Quizzes:	30%
	Class Participation:	15%
	Exams:	25%
	Final Exam:	30%

Calender

Date	Topic	Reading (Stein)	Reading (Ching)
8/23	Elevator Systems	Ch. 23	
8/25	Elevator and Lift Design	Ch.24, 25	
8/30	Fire Safety - Egress		91-92
9/1	Fire Suppression and Smoke Control	13.1-13.5	88-90
9/6	Accessibility - Approach and Circulation	Handout	
9/8	Accessibility - Bathroom & Services	10.8	
9/13	Plumbing - Water Supply & Conservation	Ch. 9	197
9/15	Plumbing - Waste, Drain, Vent	Ch. 10	198-200
9/20	Utilities and Site Development	Ch. 11	196,201,223-224
9/22	Cancelled - Inauguration		
9/27	Solar Design		226-227
9/29	Solar Design		
10/4	**Exam**		
10/6	Natural energy		127
10/11	Psychrometrics (Solar project due)	5.12, 5.13, 7.9	117-120
10/13	Climate & Design	Ch. 1,2.&3	
	FALL BREAK		
10/25	Heat Loss & Insulation	4.1-4.5	
10/27	Air spaces & air spaces	4.6, 4.7	
11/1	Foundations, windows & doors	4.8	
11/3	Infiltration & Ventilation	4.9	
11/8	Heating Systems	5.1-5.11	87,121-126
11/10	Heat Gains	5.14	
11/15	Air Conditioning	Ch. 6	
11/17	Cooling Load Calculations		
11/22	Air Flow & Duct Design	Ch. 7 & 8.4	
11/24	**THANKSGIVING**		
11/29	Duct Sizing		
12/1	Heating & cooling design	8.1	
12/6	Heating & Cooling Systems	8.2	
12/13	**FINAL EXAM**		

10:30 am -12:30 pm

School of Architecture, University of Notre Dame
Course Syllabus, Fall Semester, 2005
Environmental Systems I – ARCH 40411

Course Description

Environmental Systems I focuses on the study of transportation systems, fire safety, plumbing, and heating ventilating and air conditioning (HVAC).

The HVAC portion of the course involves applied physics, building envelope analysis, identification of heat loss and gain values, duct design, and equipment selection. Topics include: insulation, thermal capacitance, earth sheltered design, psychrometrics, heat loss, solar orientation, duct construction, duct sizing, system layout and sizing, air conditioning and filtering, heat pumps, and system types.

NAAB Accreditation

For the purposes of NAAB accreditation, graduating students must demonstrate awareness, understanding, or ability in thirty-seven areas. The primary points that are addressed in this course are listed below. The words and phrases underlined receive a special focus in this class.

13. **Environmental Conservation**
Understanding of the basic principles of ecology and architect's responsibilities with respect to environmental and resource conservation in architecture and urban design

18. **Environmental Systems**
Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use.

19. **Life-Safety Systems**
Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.

20. **Building Envelope Systems**
Understanding of the basic principles that inform the design of building envelope systems.

21. **Building Service Systems**
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection system.

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

26. **Building Economics and Cost Control**
Understanding of building economics, and construction cost control within the framework of a design project.

Points that are addressed in a secondary or peripheral way are:

4. **Critical Thinking Skills**
Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

7. **Human Behavior**
Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

8. **Human Diversity**
Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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

11. **Non-Western Traditions**
Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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

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

23. **Legal Responsibilities**
Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice.

24. **Building Code Compliance**
Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

25. **Building Materials and Assemblies**
Understanding of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

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

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

30. **Program Preparation**
Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review or appropriate precedents, an inventory of space and

equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications of the project, and a definition of site selection and design assessment criteria.

To view the entire list, go to:

http://www.nd.edu/~arch/inside_the_school/accreditation.htm

Assignments

A series of short assignments will be given throughout the semester on topics such as thermal capacitance, psychrometry, conduction, infiltration, heat loss and gain, duct design, acoustic noise control and reverberation, and illumination levels.

Projects

Project One: Solar Analysis Projects may consist of any one of the following:

The geometric construction of a latitude-specific solar chart and application to an existing building, studio project, or imaginary building.

The construction of an AutoCAD 3-D model with solar analysis of an existing building, studio project, or imaginary building.

Project Two: HVAC system layout. Plans and a building or partial building section will be executed that show the location of major equipment, ducts, zones and mechanical spaces along with integration of the structural system. The project may be a building design project, current or past. Smaller buildings will require more detail than larger projects.

Additional explanation with examples will be offered during the semester. Refer to calendar for due dates.

Grading

Assignments are due at the beginning of class, on the first class day immediately after the homework is assigned, unless otherwise noted. Grades for assignments and projects will be given based on accuracy, completeness, and professionalism. Illegible, sloppy or unorganized work will receive a reduced grade. Points will be designated based on difficulty. At least one assignment will be given that will constitute an environmental system analysis of a current design project. Late assignments will receive a significantly reduced grade unless accompanied by an approved excuse.

Announced and unannounced quizzes will be given from time to time. An approved excuse will be required to take a quiz that is missed due to absence. Point grades given will roughly have the same value as assignment points.

Tests will consist of problems that require calculations, and questions that test knowledge of the subject. Point grades will not have the same value with respect to other tests, quizzes or assignments. Weighting of test scores will be used to adjust scores to match the grade percentages shown on page one of this syllabus.

Questions found in tests and quizzes may include any subject from required readings, lectures, demonstrations, field trips, or other required sources.

Grading scale for all work:

A+	A	A-	B+	B	B-
100-98%	99-97	96-94	93-91	90-88	87-85

C+	C	C-	D+	D	D-
84-82	81-79	78-76	75-73	72-70	69-67

Class participation grading is based on attendance and attention. Absence, tardiness, conversation, and sleeping are all discouraged during class. Questions, either in or outside of class are encouraged.

Comportment

Lecturers become keenly aware of the actions of individuals. The quality of a speech or a lecture is dramatically influenced by attitudes and distractions presented by the audience. Late arrival, odd behavior, conversation, inattention, and snoring all diminish the speaker's concentration. Facial expressions of exaggerated boredom, rolling of eyes, and feigned emotion are both immature and distracting.

Actions that are particularly distracting and often insulting are:

Leaving class to obtain refreshments.

Placing feet on furniture.

Reading literature other than coursework.

Playing games.

Cell phone ringing or use.

Drug or alcohol intoxication.

Gazing out the windows.

If you have a diagnosed medical condition, such as epilepsy, blood-sugar fluctuation, depression, Tourette's syndrome, or Attention Deficit Disorder that will affect your participation, please let me know, so I do not misconstrue your behavior. If you have situations that cause distraction, such as late night employment, or illness in the family, also let me know.

Absences

Absence policies conform to the policies of the student handbook *duLac*. The excerpt below explains general policies. Please refer the entire section on absences starting on page a-87 of *duLac* for details.

> "Notre Dame's policy concerning absence from class, in all but three circumstances, accords to the student's professor the discretion to accept the excuse and permit make-up work. The three exceptions to the policy include: personal illness, death in the immediate family and duties performed for the University.
>
> Under the three special circumstances noted, the associate vice president for residence life is responsible for verification of the reason for absence. In all cases except participation in varsity athletics, each student is responsible for completing and submitting the proper absence request form, which may be obtained from the Office of Residence Life and Housing, 305 Main Building. Written evidence is always required as the basis for verifying the absence. With the approval of the associate vice president for residence life, the official form is forwarded to the professor(s) involved.
>
> Courtesy requires that, when possible, a student discuss a proposed absence with the professor prior to the time involved. In cases other than the exceptions, any written verification of the reason (e.g., a letter inviting a senior to a job or medical school interview) should also be presented to the professor who, in keeping with his or her own announced policy, has the final decision concerning the effect of the absence on the student's grade. In cases involving personal illness, verification will be accepted from a physician writing on official letterhead or prescription pad, from the Notre Dame Student Health Center or from the student's rector.

In cases involving the death of an immediate family member (parent, grandparent, brother, sister), a letter from a family member or other appropriate verification is required.

Members of groups which officially represent the University (e.g., musical, debate, ROTC, cheerleading) may receive excused absences when they are away from campus performing duties for the University. Prior to the anticipated absence, the authorized administrator of the unit must send to the associate vice president for residence life a written request and the list of students involved.

Graduating seniors often must travel away from campus for interviews, whether for a fellowship opportunity, graduate school interviews, or post-graduate employment. The following guidelines are designed to give faculty and students alike guidance in negotiating absences from class due to such interviews…"

Any students arriving later than fifteen minutes after the official class starting time will be considered absent.

Absences due to illness will be excused with a note from the infirmary or physician that explicitly states that a legitimate medical condition required the absence. Additional documentation may be required. Absences due to other activities may be excused with prior written approval of the instructor, when arranged in advance or by the terms listed in *duLac*. Each lecture missed is approximately 4% of all lecture classes for the semester. **More than three unexcused absences will result in a failing grade**.

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Honesty

Dishonesty will not be tolerated. In the past, I have given students the benefit of the doubt when confronted with thin evidence. In the future, I will turn all suspicions of dishonesty to the Honesty Committee for resolution. I apologize in advance for the embarrassment and humiliation this may cause you. Please do not give me any cause for suspicion.

Students may work together on assignments to improve their understanding of the course principles, but are not allowed to copy work from one another.

Exams and quizzes will be closely monitored for honesty. No assistance may be given to another student that involves sharing of information. Materials other than pens, pencils, and a simple calculator will not be allowed in the tests. During quizzes, all unnecessary materials should be stored under seats, with no written material visible. During exams, all unnecessary items should be left outside of the classroom, or in the front of class. Medical items, such as broncho-inhalers, epinephrine pens, facial tissues, etc. are the only extraneous items allowed in the seating area.

Items specifically excluded from exams are: papers, books, bags, cell phones, personal digital assistants (PDA), musical storage or playing devices, and calculators that have the capability of storing text or formulas. It is suggested that you purchase a simple calculator that performs trigonometric, logarithmic, root, and power functions along with numeric memory storage, such as the Texas Instrument TI-30 series.

Seating during quizzes and exams will require that a space be left between each student. This will work if students sit in odd numbered seats in room 104 Bond Hall.

Any exams not promptly returned to the professor at the announced end of the test period will have their grade automatically reduced by a fractional grade level (e.g. B- to C+) for each minute beyond the end of the period. Exams that are not turned in during the class or exam period will not be accepted, and will be referred to the Honesty Committee in all cases.

It should be noted that grades are based on a curve. If students have elevated their grade through cheating, your grade may be lowered. The Academic Honor Code requires that students report the dishonesty of others. For more information, got to: http://www.nd.edu/~hnrcode/Table_of_Contents.htm

Program Annual Report
June 1, 2006

The School of Architecture has begun to address the deficiencies outlined in the 2004 Visiting Team Report and has implemented changes that will correct all of them by the conclusion of the academic year 2007-2008. Spring 2008 is the term in which the first three-year Master of Architecture class will graduate and the new and revised undergraduate and graduate curricula will have been taught in their entirety.

Part I of this report is a description of the actions initiated by the School to address the causes of concern and the deficiencies outlined in the VTR. The deficiencies listed in the VTR are quoted in their entirety, and the Program response follows in bold and italics. Part II is a narrative of the School's activities in the past year.

PART I
PROGRAM RESPONSE TO CONDITIONS NOT MET, PROGRAM DEFFICIENCIES AND CAUSES OF CONCERN

I. Summary of Team Findings

5. Causes of Concern (page 4 of the VTR)

The Master of Architecture Degree Program – The School has admitted a number of students to its Master of Architecture (M.Arch.) program without the requisite pre-professional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M.Arch. students. The school is reminded that the NAAB accredits a 3 -year M. Arch. Degree for students with an undergraduate degree in a different discipline in order to have adequate architecture-related coursework and design studio experience included in the curriculum.

Program Response:

> ***The School of Architecture has added a three-year M.Arch program to its two-year Professional degree program. This program addresses the issues raised by the NAAB Visiting Team. Included with this report is a copy of the new three-year M.Arch curriculum***

Conditions Not Met – The public information requirement of the NAAB has not been met. Several critical Student Performance Criteria have not been met, including those very closely related to the responsibilities of registered architects: Building Service Systems, Building Systems Integration, and Comprehensive Design. The latter deficiencies have serious implications for the accreditation of a program.

Program response:

Immediately following the Visiting Team's report the School of Architecture updated all of its public information to include the required statements of the NAAB regarding licensure and professional degree programs, which now comply completely with the NAAB criteria and procedural requirements.

The School of Architecture has revised its building technology and studio design sequences with respect to course content and new offerings to address the issues raised by the VTR in the areas of Building Service Systems, Building Systems Integration, and Comprehensive Design. Specific changes are discussed below in this report.

Equity of Teaching-Load Distribution – The team is concerned about the issue of teaching load distribution as it relates directly to the time available for course preparation and for the creative and scholarly work of all members of the faculty, including those seeking tenure or promotion. Within a small faculty, particularly with some members approaching the age of retirement, it is important to attend carefully to the preparation of the next generation through mentoring and development opportunities.

Program response:

Faculty members of the School of Architecture are asked each semester about their interests with respect to teaching assignments. Loads are determined in consultation with individual faculty members with their scholarly agenda in mind. Junior faculty are given relief from service in committee work unless they specifically request to participate on a project.

A new mentoring program has been in place for three years. As the program matures it becomes more and more part of the School's culture. In the spring of 2006, a symposium was held in conjunction with the Kaneb Center for Teaching and Learning to discuss best practices in teaching studio.

Viability of the Rome Studies Program – Given the importance of the Rome Studies Program to the success of the school, it should go without saying that efforts must be made to ensure the future viability of the program, perhaps through an endowment. Other options mentioned to the team included moving to a less expensive location in Rome, even though that would make access to some important teaching sites more difficult.

Program response:

The School is working with its advisory council and the University to locate new or additional facilities in the historic center of Rome. These facilities will add

classroom and studio space as well as housing for the students. Solving the housing issues will relieve the financial stress on the school's budget as funds that are currently used to house students can be used for operating costs for additional buildings.

In addition, the new administration has made a new Rome facility a priority for the School of Architecture.

II. Compliance with the Conditions for Accreditation

3. Public Information (page 7 of the VTR)

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

B. Arch. - Not met
M. Arch - Not met

Program Response:

At the time of the Visiting Team Report the school was publishing out-dated verbatim statements about accredited degrees. Since the accreditation visit, the school has placed in all of its bulletins and catalogues the most up to date verbatim statements about accreditation.

11. Professional Degrees and Curriculum (page 12 of the VTR)

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

M.Arch. – Not Met

Master of Architecture

It appears that the school is currently offering an ad hoc version of a 3-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so. In the school's published *Bulletin of Information for Graduate Programs*, the professional M.Arch degree is described as "intended for students entering the University of Notre Dame with a 4-year pre-professional degree in architecture and seeking a professional degree."

A meeting with the graduate students revealed problems with communications to prospective students about the program requirements and their eligibility to apply. Some without pre-professional architecture degrees are being encouraged to apply to the program and are being admitted. A related problem is determination of course requirements for those incoming students who lack an undergraduate pre-architecture degree. Although these students are required to take some of the technical courses they are missing, the team concluded that the remedial coursework is not sufficient to compensate for the lack of a pre-professional degree. The teams greatest concern is that students are receiving a professional degree in architecture with insufficient preparation in design.

The 2- year component of the school's accredited M.Arch. program is not clearly defined. The prior visiting team expressed concern that the needs of graduate students were not supported as effectively as those of undergraduates. The visiting team observed that concerns raised by the prior team about the graduate program do not appear to have been addressed.

The accredited M.Arch. degree program is currently in transition and faculty members are discussing the possibility of expanding their degree offerings to include a 3-year first professional degree for graduate students with undergraduate degrees in other disciplines.

The school needs to take action to bring its admissions practices into alignment with its accredited degree offerings.

Program action and response:

After the VTR was received by the School of Architecture, the Dean and Director of Graduate studies met with the Executive Director of the NAAB to discuss the protocol and procedural correctness of expanding our accredited two-year program to a three-year program. The School was advised that such an expansion could indeed occur within the framework of our existing NAAB-accredited Master's Degree and would not require a new accreditation process.

The Notre Dame School of Architecture subsequently initiated in academic year 2004-2005 significant changes in the graduate architecture curriculum, in an effort to 1) make graduate education in classical and traditional architecture and urbanism more widely available, 2) increase both the size and the profile of the graduate program in architecture, 3) address the concerns of the NAAB visiting team, and 4) expand the financial resources of the School of Architecture. Until the fall of 2005, the School of Architecture had offered two degrees in two 2-year courses of graduate study---the post-professional Master of Architectural Design and Urbanism (M.ADU), and the professional Master of Architecture (M.Arch)---that engaged a total of sixteen graduate students annually. To these existing graduate programs the School of Architecture has now added a 3-year Master of Architecture degree program that will grow the program from sixteen students to approximately forty-five students over the course of three years. The addition of this new program means that the School of Architecture graduate degree offerings now include the following three courses of study:

Path A / Master of Architectural Design and Urbanism (M.ADU):
Total Requirements: 45 credits

The two-year Master of Architectural Design and Urbanism post-professional degree is intended for students who already hold an accredited professional degree and are seeking to further develop their design skills and critical thinking in the disciplines of classical architecture and traditional urban design. The studio course work consists of a foundational first semester spent in South Bend introducing students to classical architectural design, urban principles and history, and the history of Rome; followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by an independent terminal design project and public defense in the student's fourth semester. 45 credit-hours are required for graduation, and M.ADU students are limited to 12 credit-hours per semester. M.ADU students also serve as Teaching Assistants in undergraduate courses in their three semesters in South Bend, for which

they receive a stipend.

Path B / Master of Architecture (M.Arch):
Total Requirements 57 credits (minimum)

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon classical architecture and traditional urbanism. Studio course work is identical to that of the 2-year Path A M.ADU program, with a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the NAAB's substantive curricular requirements for accredited professional architecture degree programs, which will vary from student to student depending upon their undergraduate architectural education, and which will be determined by cross-referencing the student's undergraduate course of study with the three-year M.Arch curriculum and matrix that have been designed to ensure compliance with NAAB accreditation criteria. A minimum of 57 credit-hours are required for graduation, and the normal course load for Path B / 2-year M.Arch students is 15 credit-hours per semester.

Path C / 3-Year Master of Architecture (M.Arch):

Total Requirements 96 credits

The 3-year Master of Architecture professional degree is intended for students entering the University of Notre Dame with a four-year undergraduate degree in a field other than architecture. An intensive three semester sequence of studio, history, theory and technology courses prepare students for the final three semester concentration / terminal design project and public defense sequence described above. 96 credit-hours are required for graduation, including a normal load of 18-credit hours each of the first three semesters.

<u>A New Curricular Approach</u>
In addition to the new 3-year M.Arch course of study, the new graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a two-semester-concentration +

one-semester terminal-design-project-based advanced curriculum. The new curriculum, in Paths A, B and C, is organized as follows:

Foundations: All students in all paths begin with foundational courses; spend one year in a concentration; and end with a one-semester terminal project that is defended publicly. In their foundational courses, all Notre Dame graduate students receive instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education: one semester for Path A and B students, three semesters for Path C students.

Concentrations: In the final three semesters of each path the studio courses "track" with one another: i.e., Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design in the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, and which semester they spend in Rome depends upon which concentration they select. (Note: this means that beginning in academic year 2006-2007 there will be graduate students in Rome in both the fall and the spring of every year; in the old curriculum there were graduate students in Rome only in the spring semester.) Students in the 3-year M.Arch program select their concentration a year after beginning their course of study; 2-year M.Arch and M.ADU candidates indicate when they apply whether they intend to concentrate in Classical Architecture or in Urban Design.

Classical Architecture Concentration: Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and ancillary course work that develop their knowledge of and ability to participate in the 2500-year old tradition of western classical architecture descending from Greece and Rome.

Urban Design Concentration: Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome---and travel extensively to other towns and cities as well---learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design workshops.

Terminal Design Project: The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design

component, but must include the in-depth design of a building; and all terminal design projects are subject to a final public presentation and defense.

We believe the above curricular changes address the deficiencies and concerns of the NAAB VTR.

12.21 Building Service Systems (page 18 of the VTR)

Understanding of the *basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

B.Arch. – Not Met
M.Arch – Not Met

There was virtually no evidence presented of such systems in either coursework or studio work.

Program Response:

UNDERGRADUATE:

The previous Environmental Systems course (ARCH 541) has been expanded to two courses, Environmental Systems I and II, ARCH 40411 and ARCH 50411 The first occurs in the fall semester of the fourth year. The second occurs in the fall semester of the fifth year.

ARCH 40411 covers elevator systems, fire safety, accessible design, plumbing, heating, air conditioning, solar design, and ventilation. ARCH 50411 covers acoustics, electrical systems, lighting, and illumination. In each case, fourth- and fifth-year studio projects include assignments that integrate course material from the Environmental Systems course. The attached syllabi are presented as evidence.

GRADUATE:

There are two required environmental Systems courses required in the 3-year M.Arch program: ARCH 60431 and ARCH 70441.

ARCH 60431covers principles of acoustics, illumination, electrical and signal systems, with emphasis on architectural applications. This course occurs in the fall of the first year.

GRADUATE:

In the Graduate Program, Architecture 71131 will become a regular part of the 3-year M.Arch curriculum beginning in the fall of 2006, and is specifically intended for the integration of building systems into graduate studio projects.

These changes should completely and fully address the deficiencies described in the VTR

12.29 Comprehensive Design

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

B.Arch – Not Met
M.Arch – Not Met

While the team was impressed with the high quality of the presentation drawings and the thorough attention to detailed development of programmatic spaces in the design of the thesis projects, there appeared to be little effort made to address the integration of structural, environment, or life-safety systems in the design. One thesis by an M.Arch. student had interior stairs with no direct means of egress and only a perfunctory space labeled "mechanical." In questioning this issue, the team was led to believe that there was an absence of interest in pursuing such integration by faculty assigned as instructors for the thesis projects or in some cases a lack of qualifications.

Program action and response:

UNDERGRADUATE

As an introduction to comprehensive design, the fourth year design studio syllabus requires one studio project to be coordinated with the new fourth year building technology class and environmental systems. Fifth year thesis studio has been modified to focus on issues of comprehensive design.

Required for each thesis is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

GRADUATE

ARCH 70441 covers basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation, with a focus on integration of these systems in building design, with particular reference to ARCH 71131, the integrative design studio. This and ARCH 71131 occur in the fall of the second year of the 3-year program.

Students enrolled in the 2-year M.Arch program must meet the requirements of the path-C program I either their undergraduate or graduate education.

These changes should completely and fully address the deficiencies described in the VTR

12.22Building Systems Integration (page 19 of the VTR)

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

B.Arch – Not Met
M.Arch – Not Met

There was virtually no evidence of the integration of these systems into studio design projects.

Program action and response:

UNDERGRADUATE:

In the spring of 2005 an elective course was offered that presented the technology material that has been missing from the school's curriculum since 2000-2001. This class was a response to fill an immediate need when changes to the required curriculum were not possible on such short notice. From 2006 on, there is a new curriculum for the two Building Tech courses, (ARCH 20411 Building Tech I and Arch 40411 Building Tech II).

Since the Spring semester of 2006, the fourth year design studio syllabus requires one studio project to be designed in coordination with the new Fourth year Building Technology class.

The required thesis studio (ARCH 51121) has been modified in the Spring of 2006 to focus on issues of comprehensive design. Required for each project is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

In the second year of the 3-year M.Arch program there is also a requirement that a studio project be coordinated with a building technology class as an introduction to comprehensive design. Comprehensive design in the M.Arch studio curriculum is also addressed in ARCH 81161, the terminal design project.

Wall section, egress diagram, structural diagram, and mechanical services distribution diagrams are required in either ARCH 71131 (Integrative Design Studio) or ARCH 81161 (terminal design studio).

These changes should address the deficiencies described in the VTR.

PART II
The Year in Review

In the academic Year 2005-2006 the School of Architecture (SoA) fulfilled much of what it had set out as goals in the preceding year. As in the previous year, the School's efforts have been focused primarily in two areas. The first was the expansion and development of the graduate program; the second was taking steps towards the modernization and develpmentof the Rome program.

Graduate Education and Research

This was the first year of the newly expanded Master of Architecture program. The School of Architecture welcomed eighteen incoming graduate students in August of 2005; six Path A (M.ADU) students, three Path B (2-year M.Arch) students, and nine Path C (3-year M.Arch) students, which raised the graduate student population from 16 in 2004-2005 to 26 in 2005-2006 (One Path C student dropped out mid-way through the fall semester, and another will not return in the fall of 2006).

There will be 20 incoming graduate students in the fall of 2006: four Path A students, two Path B students, and 14 Path C students, which will bring our total number of graduate students at the beginning of the academic year 2006-2007 to 36.

The School of Architecture sent its first class of urban design concentration students to Rome in the spring of 2006, and will send its first group of classical architecture concentration students to Rome in the fall of 2006. There is a consensus of opinion that the influx of new graduate students has added much to the intellectual environment of the School.

Distinguished Visiting Critic Program. For the past Three years, we have brought two of the most distinguished classical architects, Demetri Porphyrios and Leon Krier, to teach

in the graduate program at our Rome campus. This was possible because of the Frank Montana endowment that allowed us to provide for their salaries and accommodations. This has been very well received by the graduate students. This past year we were able to attract the renowned scholar Dr. Ingrid Rowland to our Rome Studies program as the program's architectural and art historian. Her presence gives another enhancement to the already rich offerings of the Rome Center.

Undergraduate Education

Enhancements and Development of the Rome Studies Program. During the Spring semester, The University Board of Trustees held their annual meeting in Rome. This offered a unique opportunity for the School to showcase its Rome Studies Program, the facilities, student work, and faculty. A case was made for new or expanded facilities, and the importance of the Program in the School's curriculum and mission was made apparent.

Other curricular changes brought about by the new graduate program are being incorporated as the program is implemented. A retreat planned for the summer of 2006 will take place between selected members of the faculty from the South Bend campus and the Rome Studies Program to discuss how to more effectively integrate the undergraduate curriculum in Rome with South Bend.

Undergraduate Curriculum: Changes to the core undergraduate and graduate curricula that reflected the concerns of the National Architectural Accreditation Board (NAAB), were discussed by the faculty in the fall of 2004. These changes were implemented in the academic year 2005 and 2006. Proposals were made that included the creation of new courses and revision of syllabi to address the concerns of the NAAB visiting team.

Career Fair: The annual career fair once again recorded more than firms that came to interview our students with some firms making multiple offers to a class of fifty-eight. The career fair not only gives our students the opportunity to find employment but it also projects the School's identity and strengths to many of the country's leading firms.

Annual Lecture Series: A number of events contributing to the intellectual life of the school took place with the support and encouragement of the administration. Aside from the annual lecture series, an evening colloquia series was established to deepen the study and exploration of classical issues. A conference on the past and future of classical architecture is being planned for next academic year. This event will include distinguished scholars and practitioners from around the world and will take place on the South Bend campus. In cooperation with the Snite Museum, an exhibition of contemporary classical works will be held concurrently.

Acquisition of Metropolitan Museum of Art Cast Collection. We were able to transport and begin the refurbishment of some two dozen casts given to the school by the Metropolitan Museum of New York, the first of which will be installed in the Schools

Gallery by the beginning of the fall semester. As stated in last year's report, the casts will be used for the teaching of drawing to students of all levels.

Diversity and Internationalization

Setbacks and Successes for a Diverse Faculty: During the year 2004-2005 the school lost both of its full-time women faculty members. One was successfully hired away by a major architectural firm and the other was not successful in being re-appointed. Four women were hired by the School for the Academic year 2005-2006, one as an associate professor without tenure and three as visiting professors. Two of the visiting positions have been converted to tenure-track positions. After a national search the positions have been offered to two women: Krupali Uplekar and Ingrid Rowland.

Of the eight new faculty positions filled this past year there was a wide range of ethnic diversity: the countries of Turkey, India, Guatemala, and Panama are represented by our new hires adding on to an already nationally diverse faculty. This diversity brings with it richness that becomes part of the formal pedagogy and culture of the School. The School encourages faculty members to place studio design projects in diverse settings.

New Summer School Programs: One overseas program was organized by the School this year. A pilot program to Japan will take place this summer and will be added to the bi-annual China Program next year.

Communications and Development

Communications: The School of Architecture received excellent press at various venues; most recently an article in *Traditional Building Magazine*. Currently we produce a newsletter for alumni, *Acroterion* (the annual catalogue of student work which this year received a CASE silver medal), and the monograph of the Richard H. Driehaus Prize laureate. Over the next year we will develop a more scholarly journal to fill a void in the publication program of the School. It remains to be seen whether *Acroterion* will evolve to be that scholarly journal or if we will produce a separate publication.

The Richard H. Driehaus Prize and the Henry Hope Reed Medal: The Richard H. Driehaus Prize is a $100,000 prize given to a leading architect in the classical tradition. A new medal named for the inaugural recipient was given to Henry Hope Reed. The *Henry Hope Reed Medal* is to be given annually to a non-architect for his or her contributions to the art and life of the traditional city. The medal and its $25,000 award are given by Mr. Richard H. Driehaus. The fourth celebration of the bestowing of these international prizes took place at the University Club in Chicago and last year's laureate's monograph was published by the School. The School's reputation continues to be enhanced by its association with the Prize. So far, in its four-year history, the Prize has received coverage in the New York Times, the Chicago Tribune, National Public Radio

and in regional newspapers and prominent architectural journals around the world. The Dreihaus laureates to date are Leon Krier, Demetri Porphyrios, Quinlan Terry, and Alan Greenberg. The Henry Hope Reed Medal recipients are Henry Hope Reed and David Morton.

Development and fund raising: The Dean of the School has continued to host a number of receptions for alumni around the country. This year, the School has worked more closely with the development office to meet with prospective donors and build relationships for the School. There is potential for significant contributions for endowed positions and other programs of the School, graduate fellowships and awards. With respect to alumni relationships the School has continued the program of holding receptions in the major cities and at professional venues. In the academic year 2005-06 such events were held in Washington D.C., Philadelphia, and at the *American Institute of Architects* convention in Los Angeles.

The School benefits from an active Advisory Council that supports the school with funding resources, grants and fellowships, and acts as an advocate for the School with the University administration and outside donors.

2006 NAAB STATISTICAL REPORT

SCHOOL: University of Notre Dame Completed by: Lois Eslinger / Phil Bess

ACSA REGION: (EC) NE SE SW WC W (circle one)

PUBLIC or (PRIVATE) (circle one)

STUDENT DATA **For Accredited Programs Only**

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch *PostNonProf	M.Arch Five-year	2 yr M.Arch **PostPreProf	3 yr M.Arch ***PostNonProf
Full-Time Students		190				5	19
Part-Time Students		0				0	0
FTE Students		190				5	19
Arch Design Studio Students		189				5	19
Students Working Part-Time		0				0	0
Outside Stud. Serv. by Dept.		0				1	0
African-American Students		5				0	0
Native American Students*		2				0	0
Asian/Pacific Isle Students		14				0	2
Hispanic Origin Students		24				0	0
Women Students		94				1	6
Foreign Students		23				0	1
Total Degrees Awarded		42				3	0
Grads. Fin. Estab. No. Yrs.		42				3	n/a
Degrees Awarded Women		20				0	n/a
Degrees Awarded Afri-Amer		2				0	n/a
Degrees Awarded Amer. Ind.		0				0	n/a
Degrees Awarded Asi/Pac. Isl.		1				0	n/a
Degrees Awarded Hispanics		6				0	n/a
Min Req. SAT/ACT/GRE Score		1373/31.6				800	800
Number of Applicants		397				20	50
Number Accepted		86				2	13
Enrollment Target/Goal		n/a				2	12
Student Studio/Faculty Ratio		10.5				5/3	19/3

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	*
Total Architecture Collection in Departmental Library	*
University Library LCNA or 720-729 Collection	*
Total Architecture Collection in University Library	*
Departmental Library Architecture Slides	*
University Library Architecture Slides	*
Departmental Library Architecture Videos	*
Staff in Dept. Library	*
Number of Computer Stations	*
Amount Spent on Information Technology	*
Annual Budget for Library Resources	*
Per-Capita Financial Support Received from University	19,577
Private Outside Monies Received by Source	1,011,635
Studio Area (Net Sq. ft.)	16,470
Total Area (Gross Sq. ft.)	36,628

* Library Data - See Attached Sheet

2006 NAAB STATISTICAL REPORT

SCHOOL:_____ Completed by:_____

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	10	85,000	107,648	135,760	121,200
Associate Professor	9	50,000	70,097	82,695	80,600
Assistant Professor	3	50,000	56,150	61,800	70,600
Instructor	3	60,648	62,853	67,200	50,900

FACULTY DATA	Department Total
Full-Time Faculty	25
Part-Time Faculty	5
Full-time Equivalent (FTE) Faculty	27.5
Tenured Faculty	12
Tenure-Track Positions	5
FTE Administrative Positions	4
Faculty Engaged in Service to Comm.	23
Faculty Engaged in Service to Univ.	20
FT Faculty who are U.S. Licensed Registered Architects	13
PT Faculty who are U.S. Licensed Registered Architects	2
Practicing Architects	12
FTE Graduate TAs	5
FT Faculty Avg. Contact Hrs/Wk	7.93
PT Faculty Avg. Contact Hrs/Wk	4.5

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	7
D. Arch	
M.A. or S.	2
Prof. M. Arch	11
B. Arch	4
Post Prof. Masters	-
Other	1

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty						
Native American Faculty*						
Asian/Pacific Island Faculty						
Hispanic Origin Faculty						
Women Faculty	4	2	1	1	1	1

*Include Eskimos and Aleuts

Architecture Library, University of Notre Dame, IN
NAAB 2005-2006 Statistical Report
Compiled May 26, 2006

Facility/Resource Data

Departmental Library LCNA or 720-729 Collection	13,570 titles
Total architecture collection in departmental library	22,611 titles[1]
University Library LCNA or 720-729 collection	6025 titles
Total architecture collection in University Library	N/A Not possible to generate statistics on the many call number ranges involved, e.g. N, HT, SB, TH, etc. which also include non-architecture items
Departmental library architecture slides	The library houses a collection of lantern slides, 4500, of which ~3000 are of architectural subjects. We are currently digitizing this collection to make them accessible once again. "Normal" slides are held by Architecture School, rather than library.
University library architecture slides	41,636 cataloged architecture slides in the Art Image Library (now part of University library). Additional images are being digitized rather than made into slides. The Art Image Library digitized approximately 10,000 images during this academic year. Many of those images are architecture. The exact number is hard to determine.
Departmental library architecture videos	121 video and 33 dvd titles
Staff in dept. library	3.5 plus 0.75 FTE student assistant hours
Number of computer stations	4 public workstations in dept. library
Amount spent on information technology	NA (Note: the library hardware and software budget is from a central libraries fund and is not covered by the department.)
Annual budget for Library resources	$61,013. (Plus an additional $19,307 this year - a one-time allocation) This does not include funding for ARTstor access, which comes out of an Art fund.

[1]These figures do not include microformat holdings. The Architecture Library has 244 microfilm reels which include the full text of the books in the *American Architectural Books* (Hitchcock), the Helen Park's *A List of Architectural Books Available in America Before the Revolution*, and the *Fowler Collection of Early Architectural Books*. The Architecture Library also has 2,673 microfiche.

UNIVERSITY OF NOTRE DAME
SCHOOL OF ARCHITECTURE

Program Annual Report
June 1, 2007

The School of Architecture has addressed the deficiencies outlined in the 2004 Visiting Team Report and has implemented changes that will correct all of them by the conclusion of the academic year 2007-2008. Spring 2008 is the term in which the first three-year Master of Architecture class will graduate and the new and revised undergraduate and graduate curricula will have been taught in their entirety.

Part I of this report is a description of the actions initiated by the School to address the causes of concern and the deficiencies outlined in the VTR in 2004. The deficiencies listed in the VTR are quoted in their entirety, and the Program response follows in bold and italics. Part II is a narrative of the School's activities in the past year, with a summary of the initiatives since 2004 done in response to the 2004 VTR.

PART I
PROGRAM RESPONSE TO CONDITIONS NOT MET, PROGRAM DEFFICIENCIES AND CAUSES OF CONCERN

I. Summary of Team Findings

5. Causes of Concern (page 4 of the VTR)

The Master of Architecture Degree Program – The School has admitted a number of students to its Master of Architecture (M.Arch.) program without the requisite pre-professional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M.Arch. students. The school is reminded that the NAAB accredits a 3-year M. Arch. Degree for students with an undergraduate degree in a different discipline in order to have adequate architecture-related coursework and design studio experience included in the curriculum.

Program Response:

> ***The School of Architecture has expanded to include a 3-year M.Arch degree, which it offers in addition to its 2-year M.Arch professional degree program, and which addresses the issues raised by the NAAB Visiting Team. Included with this report is a description of the new three-year M.Arch curriculum and a copy of the curricular requirements for the two M.Arch paths.***

Conditions Not Met – The public information requirement of the NAAB was not met. Several critical Student Performance Criteria were not met, including those very closely related to the responsibilities of registered architects: Building Service Systems, Building Systems Integration, and Comprehensive Design. The latter deficiencies have serious implications for the accreditation of a program.

Program response:

> ***Immediately following the Visiting Team's report the School of Architecture updated all of its public information to include the required statements of the NAAB regarding licensure and professional degree programs, which now comply completely with the NAAB criteria and procedural requirements.***
>
> ***The School of Architecture has revised its building technology and studio design sequences with respect to course content and new offerings to address the issues raised by the VTR in the areas of Building Service Systems, Building Systems Integration, and Comprehensive Design. Specific changes are discussed below in this report.***

Equity of Teaching-Load Distribution – The team is concerned about the issue of teaching load distribution as it relates directly to the time available for course preparation and for the creative and scholarly work of all members of the faculty, including those seeking tenure or promotion. Within a small faculty, particularly with some members approaching the age of retirement, it is important to attend carefully to the preparation of the next generation through mentoring and development opportunities.

Program response:

> ***Faculty members of the School of Architecture are asked each semester about their interests with respect to teaching assignments. Loads are determined in consultation with individual faculty members with their scholarly agenda in mind. Junior faculty are given relief from service in committee work unless they specifically request to participate on a project.***
>
> ***A new mentoring program has been in place for three years. As the program matures it becomes more and more part of the School's culture. In the spring of 2006, a symposium was held in conjunction with the Kaneb Center for Teaching and Learning to discuss best practices in teaching studio.***

Viability of the Rome Studies Program – Given the importance of the Rome Studies Program to the success of the school, it should go without saying that efforts must be

made to ensure the future viability of the program, perhaps through an endowment. Other options mentioned to the team included moving to a less expensive location in Rome, even though that would make access to some important teaching sites more difficult.

Program response:

The School is working with its advisory council and the University to locate new or additional facilities in the historic center of Rome. These facilities will add classroom and studio space as well as housing for the students. Solving the housing issues will relieve the financial stress on the school's budget as funds that are currently used to house students can be used for operating costs for additional buildings.

In addition, the new administration has made a new Rome facility a priority for the School of Architecture.

II. Compliance with the Conditions for Accreditation

3. Public Information (page 7 of the VTR)

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

B. Arch. - Not met
M. Arch - Not met

Program Response:

At the time of the Visiting Team Report the school was publishing out-dated verbatim statements about accredited degrees. Since the accreditation visit, the school has placed in all of its bulletins and catalogues, as well as its website, the most up to date verbatim statements about accreditation (see Appendix 1)

The School takes numerous steps each semester to distribute information about the NAAB 34 criteria: 1) faculty are required to include them in each course syllabus, 2) they are included on the School's web-page, and 3) they are distributed to all students at the beginning of each academic year (see Appendix 2).

11. Professional Degrees and Curriculum (page 12 of the VTR)

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

M.Arch. – Not Met

Master of Architecture

It appears that the school is currently offering an ad hoc version of a 3-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so. In the school's published *Bulletin of Information for Graduate Programs*, the professional M.Arch degree is described as "intended for students entering the University of Notre Dame with a 4-year pre-professional degree in architecture and seeking a professional degree."

A meeting with the graduate students revealed problems with communications to prospective students about the program requirements and their eligibility to apply. Some without pre-professional architecture degrees are being encouraged to apply to the program and are being admitted. A related problem is determination of course requirements for those incoming students who lack an undergraduate pre-architecture degree. Although these students are required to take some of the technical courses they are missing, the team concluded that the remedial coursework is not sufficient to compensate for the lack of a pre-professional degree. The teams greatest concern is that students are receiving a professional degree in architecture with insufficient preparation in design.

The 2- year component of the school's accredited M.Arch. program is not clearly defined. The prior visiting team expressed concern that the needs of graduate students were not supported as effectively as those of undergraduates. The visiting team observed that concerns raised by the prior team about the graduate program do not appear to have been addressed.

The accredited M.Arch. degree program is currently in transition and faculty members are discussing the possibility of expanding their degree offerings to include a 3-year first professional degree for graduate students with undergraduate degrees in other disciplines.

The school needs to take action to bring its admissions practices into alignment with its accredited degree offerings.

Program action and response:

After the VTR was received by the School of Architecture, the Dean and Director of Graduate studies met with the Executive Director of the NAAB to discuss the protocol and procedural correctness of expanding our accredited two-year program to a three-year program. The School was advised that such an expansion could indeed occur within the framework of our existing NAAB-accredited Master's Degree and would not require a new accreditation process.

The Notre Dame School of Architecture subsequently initiated in academic year 2004-2005 significant changes in the graduate architecture curriculum, in an effort to 1) make graduate education in classical and traditional architecture and urbanism more widely available, 2) increase both the size and the profile of the graduate program in architecture, 3) address the concerns of the NAAB visiting team, and 4) expand the financial resources of the School of Architecture. Until the fall of 2005, the School of Architecture had offered two degrees in two 2-year courses of graduate study---the post-professional Master of Architectural Design and

Urbanism (M.ADU), and the professional Master of Architecture (M.Arch)--that engaged a total of sixteen graduate students annually. To these existing graduate courses of study the School of Architecture has added a 3-year Master of Architecture degree that is in the process of growing the graduate program from sixteen students to approximately forty-five students over the course of three years. The expansion of the graduate program to include the 3-year M.Arch means that the School of Architecture graduate degree offerings now include the following three courses of study:

Path A / Master of Architectural Design and Urbanism (M.ADU):
Total Requirements: 45 credits

The two-year Master of Architectural Design and Urbanism post-professional degree is intended for students who already hold an accredited professional degree and are seeking to further develop their design skills and critical thinking in the disciplines of classical architecture and traditional urban design. The studio course work consists of a foundational first semester spent in South Bend introducing students to classical architectural design, urban principles and history, and the history of Rome; followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by an independent terminal design project and public defense in the student's fourth semester. 45 credit-hours are required for graduation, and M.ADU students are limited to 12 credit-hours per semester. M.ADU students also serve as Teaching Assistants in undergraduate courses in their three semesters in South Bend, for which they receive a stipend.

Path B / Master of Architecture (M.Arch):
Total Requirements: 57 credits (minimum)

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon classical architecture and traditional urbanism. Studio course work is identical to that of the 2-year Path A M.ADU program, with a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the NAAB's substantive curricular requirements for accredited professional architecture degree programs, which will vary from student to student depending upon their undergraduate architectural education, and which will be determined by cross-referencing the student's undergraduate course of study with the

three-year M.Arch curriculum and matrix that have been designed to ensure compliance with NAAB accreditation criteria. A minimum of 57 credit-hours are required for graduation, and the normal course load for Path B / 2-year M.Arch students is 15 credit-hours per semester.

Path C / 3-Year Master of Architecture (M.Arch):
Total Requirements: 96 credits

The 3-year Master of Architecture professional degree is intended for students entering the University of Notre Dame with a four-year undergraduate degree in a field other than architecture. An intensive three semester sequence of studio, history, theory and technology courses prepare students for the final three semester concentration / terminal design project and public defense sequence described above. 96 credit-hours are required for graduation, including a normal load of 18-credit hours each of the first three semesters (see Appendix 3 for curricular requirements).

A New Curricular Approach
In addition to the 3-year M.Arch course of study, the graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a two-semester-concentration + one-semester terminal-design-project-based advanced curriculum. The new curriculum, in Paths A, B and C, is organized as follows:

Foundations: All students in all paths begin with foundational courses; spend one year in a concentration; and end with a one-semester terminal project that is defended publicly. In their foundational courses, all Notre Dame graduate students receive instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education: one semester for Path A and B students, three semesters for Path C students.

Concentrations: In the final three semesters of each path the studio courses "track" with one another: i.e., Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design in the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, and which semester they spend in Rome depends upon which concentration they select. (Note: this means that beginning in academic year 2006-2007 there have been graduate students in Rome in both the fall and the spring of every year; in the old curriculum there were graduate students in Rome only in the spring semester). Students in the 3-year M.Arch program select their concentration

a year after beginning their course of study; 2-year M.Arch and M.ADU candidates indicate when they apply whether they intend to concentrate in Classical Architecture or in Urban Design.

<u>Classical Architecture Concentration</u>: Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and ancillary course work that develop their knowledge of and ability to participate in the 2500-year old tradition of western classical architecture descending from Greece and Rome.

<u>Urban Design Concentration</u>: Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome---and travel extensively to other towns and cities as well---learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design workshops.

<u>Terminal Design Project</u>: The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design component, but must include the in-depth design of a building; and all terminal design projects are subject to a final public presentation and defense.

We believe the above curricular changes address the deficiencies and concerns of the NAAB VTR.

12.21 Building Service Systems (page 18 of the VTR) (New 12.22)

Understanding of the *basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

B.Arch. – Not Met
M.Arch – Not Met

There was virtually no evidence presented of such systems in either coursework or studio work.

Program Response:

UNDERGRADUATE:
The previous Environmental Systems course (ARCH 541) was expanded to two courses in the academic year 2005-06, Environmental Systems I and II, ARCH 40411 and ARCH 50411 The first occurs in the fall semester of the fourth year. The second occurs in the fall semester of the fifth year (see Appendix 4).

ARCH 40411 covers elevator systems, fire safety, accessible design, plumbing, heating, air conditioning, solar design, and ventilation. ARCH 50411 covers acoustics, electrical systems, lighting, and illumination. In each case, fourth- and fifth-year studio projects include assignments that integrate course material from the Environmental Systems course. The attached syllabi are presented as evidence.

GRADUATE:
There are two required environmental Systems courses required in the Path C 3-year M.Arch program: ARCH 60431 and ARCH 70441 (see Appendix 4).

ARCH 60431covers principles of acoustics, electrical systems, lighting, and illumination, with emphasis on architectural applications. This course occurs in the fall of the first year.

ARCH 70441 covers basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation, with a focus on integration of these systems in building design, with particular reference to ARCH 71131, the integrative design studio. Both ARCH 70441 and ARCH 71131 occur in the fall of the second year of the 3-year program.

Students enrolled in the 2-year M.Arch program must meet the requirements of the Path-C program through a combination of their undergraduate or graduate education, the specific courses of which are determined for each student on a case by case basis.

These changes should completely and fully address the deficiencies described in the VTR.

12.22 Building Systems Integration (page 19 of the VTR) (New 12.23)

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

B.Arch – Not Met
M.Arch – Not Met

There was virtually no evidence of the integration of these systems into studio design projects.

Program action and response:

UNDERGRADUATE:
In the spring of 2005 an elective course was offered that presented the technology material that has been missing from the school's curriculum since 2000-2001. This class was a response to fill an immediate need when changes to the required curriculum were not possible on such short notice. From 2006 on, there is a new curriculum for the two Building Tech courses, (ARCH 20411 Building Tech I and Arch 40411 Building Tech II) (see Appendix 5).

Since the Spring semester of 2006, the fourth year design studio syllabus requires one studio project to be designed in coordination with the new Fourth year Building Technology class (Arch 40411 Building Tech II).

The required thesis studio (ARCH 51121) has been modified in the Spring of 2006 to focus on issues of comprehensive design. Required for each project is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

GRADUATE:
In the Graduate Program, Architecture 71131, the Integrative Design Studio, became a regular part of the 3-year M.Arch curriculum beginning in the fall of 2006, and is specifically intended for the integration of building systems into graduate studio projects. In addition, ARCH 81161 / Terminal Design Project requirements for M.Arch students include a wall section, an egress diagram, a structural diagram, and a mechanical services distribution diagram.

These changes should completely and fully address the deficiencies described in the VTR

12.29 Comprehensive Design (New 12.28)

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

B.Arch – Not Met
M.Arch – Not Met

While the team was impressed with the high quality of the presentation drawings and the thorough attention to detailed development of programmatic spaces in the design of the thesis projects, there appeared to be little effort made to address the integration of structural, environment, or life-safety systems in the design. One thesis by an M.Arch. student had interior stairs with no direct means of egress and only a perfunctory space labeled "mechanical." In questioning this issue, the team was led to believe that there was an absence of interest in pursuing such integration by faculty assigned as instructors for the thesis projects or in some cases a lack of qualifications.

Program action and response:

UNDERGRADUATE

As an introduction to comprehensive design, the fourth year design studio syllabus requires one studio project to be coordinated with the new fourth year building technology class and environmental systems. Fifth year thesis studio has been modified to focus on issues of comprehensive design (see Appendix 6).

Required for each thesis is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

GRADUATE

In the second year of the 3-year M.Arch program there is also a requirement that a studio project be coordinated with a building technology class as an introduction to comprehensive design. Comprehensive design in the M.Arch studio curriculum is also addressed in ARCH 81161, the Terminal Design Project.

A wall section, an egress diagram, a structural diagram, and a mechanical services distribution diagram are required in either or both ARCH 71131 (Integrative Design Studio) or ARCH 81161 (Terminal Design Studio).

These changes should address the deficiencies described in the VTR.

PART II
The Year in Review

In the academic Year 2006-2007 the School of Architecture (SoA) fulfilled much of what it had set out as goals in the preceding year. As in the previous year, the School's efforts have been focused primarily in two areas. The first was the expansion and development of the graduate program; the second was taking steps towards the modernization and development of the Rome program.

Graduate Education and Research

This was the second year of the newly expanded Master of Architecture program. The School of Architecture welcomed nineteen incoming graduate students in August of 2006; four Path A (M.ADU) students, two Path B (2-year M.Arch) students, and thirteen Path C (3-year M.Arch) students, which raised the graduate student population from 16 in 2004-2005 to thirty-four (34) in 2006-2007.

There will be sixteen incoming graduate students in the fall of 2007: four Path A students, three Path B students, and nine Path C students, which will bring our total number of graduate students at the beginning of the academic year 2007-2008 to forty-one (41).

The School of Architecture sent its first full class of graduate students to Rome in academic year 2006-2007, which included five classical architecture students in the Fall of 2006 and six urban design students in the spring of 2007. We anticipate having 15-16 graduate students in Rome in academic year 2007-2008. There is a consensus among faculty and students alike that the influx of new graduate students has added much to the intellectual environment of the School.

Distinguished Visiting Critic Program. In recent years, we have brought two of the most distinguished classical architects, Demetri Porphyrios and Leon Krier, to teach in the graduate program at our Rome campus; and this year we brought to Rome the well-respected "Cornell School" practitioners Steve Peterson and Barbara Littenberg as Visiting Critics. This was possible because of the Frank Montana endowment that allowed us to provide for their salaries and accommodations. This has been very well received by the graduate students. Two years ago we were able to attract the renowned scholar Dr. Ingrid Rowland to our Rome Studies program as the program's architectural and art historian. Her presence as a full-time tenured faculty member enhances the already rich offerings of the Rome Center.

Undergraduate Education

Enhancements and Development of the Rome Studies Program: During the Spring semester, The University Board of Trustees held their annual meeting in Rome in 2005. This offered a unique opportunity for the School to showcase its Rome Studies Program, the facilities, student work, and faculty. A case was made for new or expanded facilities, and the importance of the Program in the School's curriculum and mission was made apparent.

The University is embarking on an expanded University presence in Rome that will include departments from the College of Arts and Letters and the Office of International Studies. A feasibility study is currently under way.

Undergraduate Curriculum: Changes to the core undergraduate and graduate curricula that reflected the concerns of the National Architectural Accreditation Board (NAAB), were implemented in academic year 2005-2006. New courses were added and syllabi were revised to address the concerns of the NAAB visiting team.

New Initiatives: The educational objectives of the School of Architecture have been broadened in numerous ways during the 2006-07 academic year by 1) the initiation of two new concentrations, 2) two new elective courses, 3) the establishment of the Center for Building Communities, and 4) by hosting a Campus Town Planning Symposium in conjunction with the Indiana Chapter of the American Institute of Architects. The year was highlighted by the Driehaus Award ceremony and the honoring of architect Jaquelyn Robertson and philanthropist Edward P. Bass.

Two new concentrations will be introduced starting in the fall of 2007, one in Architectural Practice and Enterprise, the other in Preservation and Restoration (See Appendix 7). These two concentrations each require four elective courses to be taken in the area of specialization during the students' fourth and fifth years. These concentrations will give our students expertise in a particular area, one on running an architectural practice, the other in the techniques, laws, and practices of preservation and restoration.

Two new undergraduate elective courses will be offered in the 2007-08 academic year (See Appendix 8). The first is Construction Technology: Katrina Cottage, the second, Proportion in Architecture, Theory and Method.

Center for Building Communities: Community outreach is the goal of the School's recently created Center for Building Cities, which is intended to foster urban design initiatives in cities and towns across the United States through design, scholarship and applied research. It is intended to promote a sustainable and thoughtfully designed physical environment. It emphasizes the importance of social, cultural, and physical contexts, both natural and built. The architectural process is enriched by collaboration with city officials, developers, and experts in construction and modular building techniques.

Career Fair: The annual career fair once again recorded more than sixty firms that came to interview our students with some firms making multiple offers to a class of fifty. The career fair not only gives our students the opportunity to find employment but it also projects the School's identity and strengths to many of the country's leading firms (See Appendix 9).

Annual Lecture Series: A number of events contributing to the intellectual life of the school took place with the support and encouragement of the administration (See Appendix 10).

Acquisition of Metropolitan Museum of Art Cast Collection. The School has refurbished many of the two dozen casts given to the school by the Metropolitan Museum of New York, and they have been installed in the Schools Gallery. As stated in last year's report, the casts will be used for the teaching of drawing to students of all levels.

Diversity and Internationalization

Setbacks and Successes for a Diverse Faculty: During the year 2004-2005 the school lost both of its full-time women faculty members. One was successfully hired away by a major architectural firm and the other was not successful in being re-appointed. Four women were hired by the School for the Academic year 2005-2006, one as an associate professor without tenure and three as visiting professors. Two of the visiting positions have been converted to tenure-track positions. After a national search, three full-time positions were accepted by women: a tenure-track assistant professor position by Krupali Uplekar, a tenure-track associate professor position and a tenured full professor position by Ingrid Rowland.

Ethnic diversity is represented by the presence of recently hired faculty members from Turkey and India, who joined permanent faculty members from Lebanon and Italy. These add to the School's already nationally diverse faculty and help foster the rich formal pedagogy and culture of the School. The School encourages faculty members to place studio design projects in both western and non-western settings.

Summer School Programs: An overseas program has been organized by the School again this year. A program to Japan and China will take place this summer and will take place on a bi-annual basis (see Appendix 11).

Communications and Development

Communications: The School of Architecture received excellent press at various venues; most recently an article in *Traditional Building Magazine*. Currently we produce a newsletter for alumni, *Acroterion* (the annual catalogue of student work which this year received a CASE silver medal), and the monograph of the Richard H. Driehaus Prize laureate. Over the next year we will develop a more scholarly journal to fill a void in the publication program of the School. It remains to be seen whether *Acroterion* will evolve to be that scholarly journal or if we will produce a separate publication.

The Richard H. Driehaus Prize and the Henry Hope Reed Medal: *The Richard H. Driehaus Prize* is a $100,000 prize given to a leading architect in the classical tradition. A new medal named for the inaugural recipient was given to Henry Hope Reed. The *Henry Hope Reed Medal* is to be given annually to a non-architect for his or her contributions to the art and life of the traditional city. The medal and its $25,000 award are given by Mr. Richard H. Driehaus. The fifth celebration of the bestowing of these international prizes took place at the University Club in Chicago and last year's laureate's monograph was published by the School. The School's reputation continues to be enhanced by its association with the Prize. So far, in its five-year history, the Prize has

received coverage in the New York Times, the Chicago Tribune, National Public Radio and in regional newspapers and prominent architectural journals around the world. The Dreihaus laureates to date are Leon Krier, Demetri Porphyrios, Quinlan Terry, Allan Greenberg, and Jaquelyn Robertson. The Henry Hope Reed Medal recipients are Henry Hope Reed, David Morton, and Edward P. Bass.

Development and fund raising: The Dean of the School has continued to host a number of receptions for alumni around the country. This year, the School has worked more closely with the development office to meet with prospective donors and build relationships for the School. There is potential for significant contributions for endowed positions and other programs of the School, graduate fellowships and awards. With respect to alumni relationships the School has continued the program of holding receptions in the major cities and at professional venues. In the academic year 2006-07 such events were held in New York, Washington D.C., and at the *American Institute of Architects* convention in San Antonio.

The School benefits from an active Advisory Council that supports the school with funding resources, grants and fellowships, and acts as an advocate for the School with the University administration and outside donors.

NAAB Report-2007
June 1, 2007

APPENDICES

1. Statement of the three accredited degrees from undergraduate and graduate bulletins

2. Graduate and Undergraduate matrices

3. Three-year M.Arch curricular requirements

4. Compliance with the Conditions for Accreditation – 12.22, Building Service Systems; Syllabi of Environmental Systems I and II courses

5. Compliance with the Conditions for Accreditation – 12.23, Building Systems Integration; Syllabi of Building Tech I and II courses

6. Compliance with the Conditions for Accreditation – 12.28, Comprehensive Design; Syllabus of fifth-year Thesis

7. New Concentrations

8. New Elective Courses

9. Career Fair list of participants

10. Lecture series

11. Japan and China Summer Program

NAAB Report 2007

University of Notre Dame

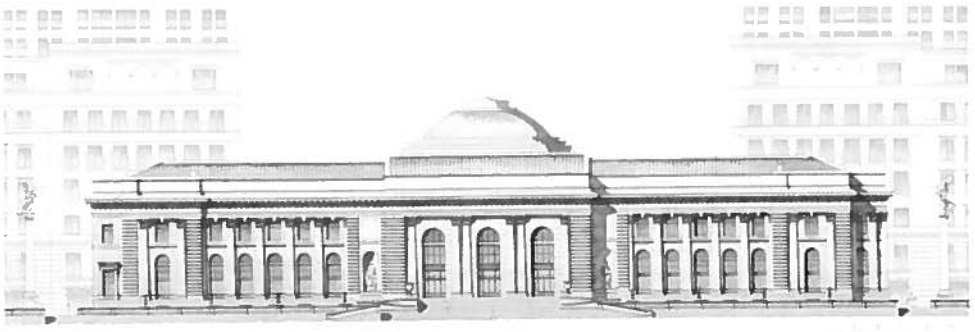
School of Architecture

Appendix 1

Statement of the three accredited degrees from undergraduate and graduate bulletins

ARCHITECTURE PROGRAM REPORT

UNIVERSITY OF NOTRE DAME SCHOOL OF ARCHITECTURE



FALL 2009

NATIONAL ARCHITECTURAL ACCREDITATION BOARD

ADDENDUM

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ADDENDUM

3.2 Program Self Assessment Procedures

The main annual self-assessment mechanisms for the School are the work of the various academic committees and task forces, meetings between administrators, faculty and students. In some cases benchmark studies and surveys are undertaken depending on the demands of the situation.

During the fall 2010 semester, the University will conduct an external review of the School of Architecture programs designed to be on the heels of the NAAB review. At the conclusion of that external review, a new strategic plan will be prepared by the School.

Architectural Education and the Academic Context

The School has two committees dedicated to the annual review of the curriculum. These are the Committee of Undergraduate Studies and the Committee of Graduate Studies. Each committee is chaired by its respective director who is appointed by the dean. The membership of each Committee is comprised of four members of the faculty and two students from the respective program of study. Of the four members of the faculty, three are elected and one appointed by the dean. All of the student members are elected by the students in their respective program.

Each committee reviews on an annual basis a specific area of the curriculum. Issues are identified on the basis of discussions that have occurred in faculty meetings, the semester communication meetings between the dean and students or through the discussions that have occurred within the committees. The curriculum is assessed with respect to content, interconnectivity, sequence, diversity of topics and relevance to critical issues of our time. In general the areas of coursework that are assessed are design (studio), history, graphics, technology, professional practice, and sustainability.

At the end of each academic year, the faculty meets to discuss the performance of the fifth year thesis and comprehensive design projects. The feedback from that meeting is used to make adjustments to the next year's thesis preparation.

Architectural Education and the Students

Each semester the dean holds a meeting with each class to discuss any issues that the class believes need to be addressed. The issues raised by the students range from the pragmatic to the academic, from the number of printers available for student use to the type of electives offered. These sessions allow the school administration to actively address problems that develop on a regular and periodic basis.

On an annual basis, the Advisory Council of the School meets with the undergraduate and graduate students separately to discuss any issues that the class believes need to be addressed. The issues raised are taken into account and provide additional perspectives for future planning and curriculum development.

Virtually all of the issues that students have raised in these sessions are addressed within a semester time frame. Issues outside the School's area of influence may take longer or cannot be addressed.

Architectural Education and Registration

A faculty member William Ponko has been designated as the IDP Coordinator to continually assess and develop the School's IDP program. On a semester basis he holds an information session and speaks to students to encourage them to sign up for IDP and to understand the registration process. The School provides the forms and the advice to help the students better understand the internship and registration process.

Architectural Education and the Profession

Annually at the AIA, and at Alumni events around the country, a representative of the School, usually the dean and assistant dean discusses the school's activities and the issues that are important to practicing alumni.

Through AIAS the students interact with other students and the student arm of the AIA. The procedure of assessing of the School's pedagogy relative to the profession takes place in a variety of formal and informal settings. A survey is given to the fifth year class at the end of their studies to observe their perceptions of their preparedness for the practice and rate of success.

Architectural Education and Society

A number of faculty committees and student organizations have focused on social issues both on the national and global scale but also on the School's ability to respond to changing social issues. The Task force on the Environment, the Task force on the School's Catholic character are examples of such committees.

The process begins with a unit developing a self-study document, focusing on its key issues moving forward. We then invite external advisors to campus to discuss the unit's key issues and to provide recommendations on addressing the issues. The visit lasts two days and the Provost and Dean conduct an exit meeting with the external advisors to hear their comments and recommendations. We also ask the external advisors for a written report within two weeks of their visit; this report is shared directly with the unit. A few months after receiving the external advisor report, the Provost meets with the Dean to discuss how the unit intends to incorporate the external advisors' feedback into its efforts. The unit will also provide annual progress updates against its plans in its annual report.

UNIVERSITY OF NOTRE DAME

Department Self-Study Guidelines

Created 9/8/2009

The self-study document provides an opportunity for a department to reflect on its strengths, weaknesses, opportunities and threats and subsequently plan for the future. Including external advisors in the review process provides a valuable opportunity for a department to receive feedback. Therefore, in discussing future plans in the self-study document, departments should focus on what they consider to be the most significant issues for which they are seeking feedback. Departments should consult with their Dean and the Provost's office to jointly identify these issues and what data points, beyond those in the appendices (Section IV), should be included.

The template below should be used in completing the self-study document. Please consider Adam Pierson, Director of Program Review and Senior Consultant, a partner throughout the process. Adam is able to assist in a variety of capacities to include obtaining data and providing consulting support for self-study development. Adam may be reached at apierson@nd.edu or (574) 631-7159.

I. History of the Department. Please provide a brief history of the department to explain how the department arrived at its present configuration with respect to undergraduate and graduate education, research, faculty, outreach, etc.

II. Current State of the Department

A. Internal Activities. Please outline the current strengths and weaknesses of the department across the following dimensions (in any order preferred). In completing the assessment, please use various sources of input to include judgments of external reviewers in previous reviews, findings of accreditation teams, and rankings of the department by national educational associations or scholarly and professional societies.

- **Undergraduate education** (e.g., curriculum, class size, student to faculty ratio, Course Instructor Feedback, job placement, graduate school admissions)
- **Graduate education** (e.g., curriculum, admissions selectivity and yield, attrition, time to degree, placement)
- **Research** (e.g., % of faculty covered by grants, % of faculty with active grants, # of books published, # of articles published, # of citations, % of students covered by grants)
- **Faculty** (e.g., quality of recent hires, diversity, mentoring, development, credit hours taught by faculty type/rank, credit hours generated per full-time instructional ranked faculty member)
- **Outreach**
- **Operating procedures**
- **Facilities, collections, and equipment**

B. External Environment. Please outline the potential opportunities and challenges facing the department based on external activities. Note that all elements below may not be applicable.

- Activities of peer departments
- Availability of talent
- Availability of funding
- Developments in industry, society, economics
- Regulatory, legal or political environment

III. Future of the Department

A. Goals

Please list a set of overall goals for your department. These goals should be longer-term in nature, and should have a horizon of about 5 years. Please limit the list to no more than ten (10) discrete goals. For each goal, please indicate the College goal to which it best relates.

Department Goal	*Related College Goal*
• **Goal 1**	•
• **Goal 2**	•
• **Goal 3**	•
• **Goal 4**	•
• **Goal 5**	•

B. Details by Goal. For each department goal, please address each of the following sections.

- **Strategy for Achievement.** What is the strategy (set of actions) the department has chosen to pursue in order to achieve this goal? What are the areas of emphasis? What areas will therefore be deemphasized?
- **Rationale for Chosen Strategy.** Why was this path or strategy chosen to achieve the goal? How will it ensure that the college is well positioned to achieve its related goal?
- **Points of Integration.** Will the strategy to pursue this goal involve other departments? If so, how? What support might be required from other departments in order to achieve this goal?

- **Indicators of Success.** What quantitative or qualitative indicators will be used to track performance against this goal? What indicators are you tracking? What is the probability or likelihood of success?
- **Financial Implications.** Will new resources be needed to accomplish this goal? If so, please identify resource reallocation opportunities within the department.

C. Key Issues. What are the key issues that must be addressed to achieve each goal?

D. Questions for External Advisors. What questions do you have for the external advisors related to the goals and key issues?

E. Prioritized List of Resources. Please prioritize the list of additional resources required to achieve the department's goals and also prioritize the list of resource reallocation opportunities.

IV. Appendices. All may not apply to each department.

General Program and Course Information

- Short course descriptions with courses grouped by category (e.g., undergraduate core, undergraduate electives, graduate core, etc.)
- Program requirements (e.g., courses/credits required for undergraduate major, graduate concentration, etc.)
- # of students enrolled in each program

Undergraduate Education Information

- Undergraduate course sizes (# of courses with < 20 students and # of courses with >50 students)
- Undergraduate student to faculty ratio
- Course Instructor Feedback (CIF) scores

Graduate Education Information

- Graduate program admissions selectivity and yield
- Graduate program attrition
- Graduate program time to degree
- Graduate program placement
- Graduate student demographics

Research Information

- Short description of the department's primary research areas of focus and distinction
- % of faculty covered by grants
- % of faculty with active grants

- # of books published by faculty member
- # of articles published by faculty member
- # of citations by faculty member
- % of graduate students covered by grants

Faculty Information

- Faculty names, dates of hire, ranks, and demographics (i.e., gender, race/ethnicity)
- % of credit hours taught by full professors, associate professors, assistant professors, SPFs, adjuncts, TAs
- Credit hours generated per full-time instructional ranked faculty member
- Faculty CVs (ideally short 2-page versions if available)

Other Information

- Data about the department's general education and service courses (e.g., courses taught by the department for students who are not a part of that department)
- Other data the department feels is necessary for the external advisors to see so they can address the questions the department has for the external advisors
- External advisor report from the last program review for the department

UNIVERSITY OF
NOTRE DAME

OFFICE OF THE PROVOST

300 Main Building
Notre Dame, Indiana
46556-5602 USA

Christine M. Maziar
Vice President and Associate Provost

Telephone (574) 631-2749
Facsimile (574) 631-4782
E-mail Maziar.1@nd.edu

January 4, 2009

To Whom It May Concern:

The purpose of this memo is to verify that the University of Notre Dame is fully accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The University of Notre Dame has been accredited since 1913.

Attached is a printout of the Higher Learning Commission web page that provides information regarding Notre Dame's accreditation status as well as indicating that the next accreditation review will be in 2013-2014.

I hope this information is useful in preparing the accreditation review file for the University of Notre Dame's School of Architecture.

Sincerely,

Christine M. Maziar
Vice President and Sr. Associate Provost

CMM

Enclosure

HLC Home
AQIP Home Page
Downloads
File Third-Party Comments

Assessment Academy
Peer Review Corps

About the Commission
Opportunities to Participate
Affiliated Institutions
Complete List (1000+)
Recent Actions
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Handbook of Accreditation
HLC Policy Information
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HLC Home › Affiliated Institutions

Currently or Previously Affiliated Institutions - 01/04/2010

– Back to Institution Directory –

Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.

University of Notre Dame

Main Building
Notre Dame, IN 46556

http://www.nd.edu

Chief Executive Officer: **Rev. John I. Jenkins, President**
HLC Institution ID: **1217**
Current Accreditation Status: **Accredited**
Accreditation Date(s): **(1913- .)**
Commission Participation: **PEAQ PARTICIPANT**

Year of Last PEAQ Comprehensive Evaluation: **2003 - 2004**
Year of Next PEAQ Comprehensive Evaluation: **2013 - 2014**

Last Action: **12/14/2004**

Legal Status: **Private NFP**
Degrees Awarded (details below): **B, M, D, 1st prof**

Stipulations on Affiliation Status:

Accreditation at off-campus sites is limited to the Executive MBA degree site in Chicago, IL and the Executive MBA via distance delivery methods (video-conferencing).

Approval of New Degree Sites:

Prior Commission approval required.

Approval of Distance Education Degrees:

Prior Commission approval required.

Reports Required:

None.

Other Visits Scheduled:

None.

Enrollment Headcount (last updated: 04/15/2009)

	Full-Time	Part-Time
Undergraduate:	8346	17
Graduate:	2667	112
Post-baccalaureate First Professional:	589	0

Other Headcounts (last updated: 04/15/2009)

Non-Credit headcount:	0
Dual enrollment (high school) programs:	0

Degree Programs (last updated: 04/15/2009)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	0	0
Bachelors Degrees	62	2087
Masters Degrees	44	901
Specialist Degrees	0	0
First Professional Degrees	2	196
Doctoral Degrees	24	185

Certificate Programs (last updated: 04/15/2009)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	0	0

Off-Campus Activities (last updated: 04/15/2009) **Click here for definitions...**

In-State:	Campuses:	None
	Sites:	None
	Course Locations:	None
Out-of-State:	Campuses:	None
	Sites:	Chicago, IL (Santa Fe Building) ; Cincinnati, OH (Arden Training Center)
	Course Locations:	None
Out-of-U.S.:	Campuses:	None
	Sites:	None
	Course Locations:	None

Distance Learning (last updated: 04/15/2009)

This listing is limited to programs that are delivered 100% asynchronously.

None

5-Year B.ARCH

U Indicates Understanding

A Indicates Ability

KEY: A-U Primary a-u Secondary	1 ABILITY: Speaking & Writing	2 ABILITY: Critical Thinking Skills	3 ABILITY: Graphic Skills	4 ABILITY: Research Skills	5 UNDERSTANDING: Formal Ordering System	6 ABILITY: Fundamental Design Skills	7 ABILITY: Collaborative Skills	8 UNDERSTANDING: Western Traditions	9 UNDERSTANDING: Non-Western Traditions	10 UNDERSTANDING: National & Regional Traditions	11 ABILITY: Use of Precedents	12 UNDERSTANDING: Human Behavior	13 UNDERSTANDING: Human Diversity	14 ABILITY: Accessibility	15 UNDERSTANDING: Sustainable Design	16 ABILITY: Program Preparation	17 ABILITY: Site Conditions	18 UNDERSTANDING: Structural Systems	19 UNDERSTANDING: Environmental Systems	20 UNDERSTANDING: Life-Safety	21 UNDERSTANDING: Building Envelope Systems	22 UNDERSTANDING: Building Service Systems	23 ABILITY: Building Systems Integration	24 UNDERSTANDING: Building Materials & Assemblies	25 UNDERSTANDING: Construction Cost Control	26 ABILITY: Technical Documentation	27 UNDERSTANDING: Client Role in Architecture.	28 ABILITY: Comprehensive Design	29 UNDERSTANDING: Architect's Administrative Roles	30 UNDERSTANDING: Architectural Practice	31 UNDERSTANDING: Professional Development	32 UNDERSTANDING: Leadership	33 UNDERSTANDING: Legal Responsibilities	34 UNDERSTANDING: Ethics and Practical Judgement
ITALIAN 10105 & 10106	A			A									U																					
ARCH 11021 Graphics II: Drafting			A		U	a	A				a																							
ARCH 11011 Graphics I: Drawing			A		U		A																											
ARCH 10311 Analysis of Architectural Writing	A	A		A	U			u		u		u	u																					U
ARCH 21111 Design I	a	a	A	A	U	A	a				A	u		A	U		A	u	u	U	u			u		a	u							
ARCH 21121 Design II	a	a	A	A	U	A	a				A	u		A	U		A	u	u	U	u			u		a	u							
ARCH 20411 Building Technology I	a		A	a		a	a			u	a			a	u		a	u			U		a	U	u	a		a				u	
ARCH 20211 Architectural History I	A	a		A	u			U	u	U	a	u	U		u			u						u									
ARCH 20221 Architectural History II	A	a		A	u			U	u	U	a	u	U		u			u						u									
ARCH 20511 Structural Engineering															u			U					a										
ARCH 34112 Design III	a	A	A	a	U	A	A	u		u	A	u	u	A	U	a	A	u	u	U	U	u	a	U		A	u	a						
ARCH 34122 Design IV	a	A	A	a	U	A	A	u		u	A	u	u	A	U	a	A	u	u	U	U	u	a	U		A	u	a						
ARCH 34312 Architectural History III	a	A		A	u			U		U	a	U	U																					
ARCH 34322 Architectural History IV	a	A		A	u			U		U	a	U	U																					
ARCH 34212 Roman Urbanism & Architecture I	A	A	A	A	U			U		U	A	u	u					u			u													
ARCH 34222 Roman Urbanism & Architecture II	A	A	a	A	U			U		U	A	u	u		u			u			u		a	U									u
ARCH 34012 Graphics III: Freehand Drawing			A		U																												u
ARCH 34022 Graphics IV: Watercolor			A		U																												
ARCH 40411 Env. Systems I / Systems Integration				a						u				a	U		a		U	U	u	U	A	U	u			a					
ARCH 41111 Design V	a	A	A	a	u	A	A	u		u	A	u	u	A	U	a	A	U	u	U	U	u	a	U	u	A	U	A			u	u		u
ARCH 41121 Design VI	a	A	A	a	u	A	A	u	U	u	A	u	u	A	U	a	A	U	u	U	U	u	a	U	u	A	U	A			u	u		u
ARCH 41011 Graphics V: Computers			A	a		a	a														u			u		A							
ARCH 40511 Structural Design					u										u		a	U			u	u	a	u	u			a					
ARCH 40521 Applied Structural Systems					u													U					a	u									
ARCH 40421 Building Technology II			a					u	u	u				a	U		A	u			U		A	U	u	a		a			u		
ARCH 50419 Env. Systems II / Acoustics & Illumination												u		a	U		a		U	u	u	U	a	u	u			a					
ARCH 51111 Design VII	a	A	A	A	u		A	u	u	u	A	u	u	A	U	A	A	U	U	U	U	U	A	U	u	A	U	A	u	u	u	u	u	u
ARCH 51121 Design VIII (Thesis)	a	A	A	A	u			u	u	U	A	u	u	A	U	A	A	U	U	U	U	U	A	U	u	A	U	A	u	u	u	u	u	u
ARCH 50711 Professional Practice	A	A		a			A					U	u	A	u	a				u					U	a	U	a	U	U	U	U	U	U

Revised February 16, 2010

2-year M.ARCH / Path B

KEY: A - U Primary a - u - Secondary	1 ABILITY: Speaking and Writing Skills	2 ABILITY: Critical Thinking Skills	3 ABILITY: Graphic Skills	4 ABILITY: Research Skills	5 UNDERSTANDING: Formal Ordering Systems	6 ABILITY: Fundamental Design Skills	7 ABILITY: Collaborative Skills	8 UNDERSTANDING: Western Traditions	9 UNDERSTANDING: Non-Western Traditions	10 UNDERSTANDING: National and Regional Traditions	11 ABILITY: Use of Precedents	12 UNDERSTANDING: Human Behavior	13 UNDERSTANDING: Human Diversity	14 ABILITY: Accessibility	15 UNDERSTANDING: Sustainable Design	16 ABILITY: Program Preparation	17 ABILITY: Site Conditions	18 UNDERSTANDING: Structural Systems	19 UNDERSTANDING: Environmental Systems	20 UNDERSTANDING: Life-Safety	21 UNDERSTANDING: Building Envelope Systems	22 UNDERSTANDING: Building Service Systems	23 ABILITY: Building Systems Integration	24 UNDERSTANDING: Building Materials and Assemblies	25 UNDERSTANDING: Construction Cost Control	26 ABILITY: Technical Documentation	27 UNDERSTAND: Client Role in Architecture	28 ABILITY: Comprehensive Design	29 UNDERSTANDING: Architect's Administrative Roles	30 UNDERSTANDING: Architectural Practice	31 UNDERSTANDING: Professional Development	32 UNDERSTANDING: Leadership	33 UNDERSTANDING: Legal Responsibilities	34 UNDERSTANDING: Ethics and Professional Judgment			
60211 Arch. History I / Pre-Renaissance	A	a		A	u			U	u	U	a	u	U		u			u						u														
60221 Arch. History II / Renaissance/Post-Renaissance	A	a		A	u			U	u	U	a	u	U		u			u						u														
60411 Building Tech I / Masonry and Timber	a		A	a		a	a			u	a			a	u		a	u						u														
60421 Building Tech II / Concrete, Steel, and Glass			a					u	u	u				a	U		A	u			U		a	U	u	a	a						u					
60431 Env. Systems I / Acoustics and Illumination												u		a	U		a		U	u	u	u	a	u	u	a												
60511 Structures I / Intro to Structures					u													U					a	u														
60521 Structures II / Concrete					u													U					a	u														
61011 Introduction to Architectural Representation			A		u	a																																
61021 Introduction to CAD	a		A		u	a																																
70211 History of Rome	a	a	A	A	U			U		u	A														u													
70311 Urban Elements and Principles	A	A	a	a	u			U		u		u	u		u													u										
70441 Env. Systems II / Systems Integration				a						u				a	U		a		U	U	u	U	A	U	u				a		u						
70531 Structures III / Wood and Steel					u										u		a	U			u	u	a	u	u				a		u						
71111 Elements & Principles of Classical Architecture	a	A	A	a	U	A		U		u	A	u	u	a	u		A	u	u	u	u	u	a	u		a			a		u						
71141 Classical Architecture I	a	A	A	a	U	A	a	U		u	A		u	a	u	a	A	u	u	u	u	u	a	u		a	u	a	a		u		u				
73321 Architectural Treatises	A	A		a	u			U		u	a																										
74142 Urban Design I	a	A	A	a	u	A	a	U		U	A	u			u		a																				
74322 Italian Urbanism	A	a	A	a	U	a		U		U	A	u	u		u		a																				
80711 Professional Practice	A	A		a			A					U	u	A	u	a					u					U	a	U	a	U	U	U	U	U	U			
81151 Urban Design II	A	A	A	A	U	A	A	U		U	A	U	U		u		A											U			U		U		U			
81161 Terminal Design Project	A	A	A	A	U	A		u	u	u	A	u	u	A	u	A	A	u	u	u	u	u	a	u		a		A						U			
83311 After Urbanism	A	A		A				U				U	u																					U			
84152 Classical Architecture II	a	A	A	a	U	A	a	U		U	A	u	u	a	u		A	u	u	u	u	u	a	u				a						U			
84312 Italian Classicism	A	a	A	a	U	a		U		U	A				u		a							u			u							u			

PATH B.1: 2-YEAR M.Arch / CLASSICAL ARCHITECTURE CONCENTRATION
Total Requirements 54 credits (63 max.)

Pre-Arch **(Summer)**
61011 Introduction to Architectural Representation (0 credit)
Credit: 0

Fall
First Term
71111 Elements & Principles of CA (6 credits)
70211 History of Rome (3 credits)
70311 Urban Elements and Principles (3 credits)
***** Required Course TBD (3 credits)
Credits: 15

Spring
Second Term
71141 Classical Architecture I (6 credits)
73321 Architectural Treatises (3 credits)
***** Required Course TBD (3 credits)
***** Architectural Elective (3 credits)
Credits: 15

Third Term **(Rome)**
84152 Classical Architecture II (6 credits)
84312 Italian Classicism (6 credits)

STRONGLY RECOMMENDED
84211 Architectural History of Rome (3 credits)

Credits: 12 - 15

Fourth Term
81161 Terminal Design Project (6 credits)
80711 Professional Practice (3 credits)
***** Required Course TBD (3 credits)
***** Optional Elective (3 credits)

Credits: 12 - 15

PATH B.2: 2-YEAR M.Arch / URBAN DESIGN CONCENTRATION
Total Requirements 54 credits (63 max.)

Pre-Arch **(Summer)**
61011 Introduction to Architectural Representation (0 credit)
Credit: 0

Fall
First Term
71111 Elements & Principles of CA (6 credits)
70211 History of Rome (3 credits)
70311 Urban Elements and Principles (3 credits)
***** Required Course TBD (3 credits)

Credits: 15

Spring
Second Term **(Rome)**
74142 Urban Design I (6 credits)
74322 Italian Urbanism (6 credits)

STRONGLY RECOMMENDED
74211 Urban History of Rome (3 credits)

Credits: 12 - 15

Third Term
81151 Urban Design II (6 credits)
***** Architectural Elective (3 credits)
***** Required Course TBD (3 credits)
***** Optional Elective (3 credits)
Credits: 12 - 15

Fourth Term
81161 Terminal Design Project (6 credits)
80711 Professional Practice (3 credits)
***** Required Course TBD (3 credits)
83311 After Urbanism (3 credits)
Credits: 15

Graduate Architecture Courses [Path B]

Required Studios

71111 **Elements and Principles of Classical Architecture – 6 credits (Fall)**
A required first design studio for all [M.ADU and] 2-year M.Arch students, introducing them to the grammar, syntax, and composition of classical architecture and the latter's relationship to tectonics, expression, and urbanism.

81161 **Terminal Design Project – 6 credits (Spring)**
Independently selected final design project for all Graduate Architecture students, focusing upon a project of the student's choice. All M.Arch. students must do a design for a building; M.ADU students have the option of doing a building design, urban design, or some combination thereof.

Concentration Studios (2 required):

71141 **Classical Architecture I – 6 credits (Spring)**
Part one of a two-studio sequence for students concentrating in classical architecture, in projects that explore in detail selected elements and aspects of classical architecture.

74142 **Urban Design I – 6 credits (Spring)**
Part one of a two-studio sequence for students concentrating in urban design, in projects that focus in detail upon the formal elements of traditional European urbanism; in Rome.

81151 **Urban Design II – 6 credits (Fall)**
Part two of a two-studio sequence for students concentrating in urban design, entailing an on-site real-world charrette to create a neighborhood or town plan and the graphic documents and legal mechanisms needed to implement it.

84152 **Classical Architecture II – 6 credits (Fall)**
Part two of a two-studio sequence for students concentrating in classical architecture; in Rome.

Required Ancillary Courses:

61011 **Introduction to Architectural Representation – 0 credit** [Summer before Year-1]
Instruction in the techniques of traditional architectural drawing and presentation. Required of all incoming graduate students.

70211 **History of Rome – 3 credits (Fall)**
A history of Rome from its origins through the Republic and Empire, its ongoing character as the spiritual and administrative center of European Christendom, and its role as the capital of modern Italy, with special attention to the relationship between its political and religious history and its formal order.

70311 **Urban Elements and Principles – 3 credits (Fall)**
A required theory course for all graduate students entailing a broad survey, both typological and historical, of the physical characteristics of traditional western cities and their development; with special emphasis upon urban form as a cooperative human artifact embodying particular cultural values and ideals.

Concentration Ancillary Courses:

73321 **Architectural Treatises – 3 credits (Spring)**
Consideration of the theoretical and practical background of traditional architecture through a careful reading both of primary theoretical sources (including Vitruvius, Alberti, Serlio, Palladio, Vignola, Claude Perrault, and others) as well as influential pattern books; and the pertinence of both to contemporary architectural discourse and practice.

74322 **Italian Urbanism – 6 credits (Spring / Rome)**
A six-credit drawing and theory course centered upon outdoor, on-site analyses and documentation of both prototypical and exceptional urban conditions in Rome and elsewhere in Italy. Analytical work to be documented by a combination of measured drawings, sketchbook, watercolor and photographic records of sites visited in Rome and on multiple field trips.

Graduate Architecture Courses, cont.

Concentration Ancillary Courses (cont.):

83311 **After Urbanism – 3 credits (Spring)**
A consideration of the possibilities for traditional urbanism within the context of contemporary culture; specifically, the ways in which contemporary culture frustrates traditional urban ambitions, and the extent to which it may be possible for traditional urbanism to both critique and transform contemporary culture.

84312 **Italian Classicism – 6 credits (Fall / Rome)**
A six-credit drawing and theory course centered upon outdoor, on-site analyses and documentation of both typical and canonical buildings and details in Rome and elsewhere in Italy. Analytical work to be documented by a combination of measured drawings, sketchbook, watercolor and photographic records of buildings visited in Rome and on multiple field trips.

Required Ancillary Courses To Be Determined:[1]

60211* **Architectural History I – 3 credits (Fall)**
A survey of architectural history from the Egyptian, Greek, and Roman civilizations to Europe during the Romanesque and Gothic periods. Each period is studied in relation to physical determinants, such as climate, materials, technology, and geography, and historical determinants such as economics, religion, politics, society, and culture.

60221* **Architectural History II – 3 credits (Spring)**
This course continues the history survey, beginning with Renaissance and Baroque Europe, continuing to the 18th and 19th centuries in Europe and the United States, to the world-wide impact of the Modern Movement and late 20th century reactions to it.

60411* **Building Technology I / Masonry and Timber – 3 credits (Fall)**
Qualitative and quantitative principles of traditional building assembly and detailing in masonry and timber.

60421* **Building Technology II / Concrete, Steel and Glass – 3 credits (Spring)**
Qualitative and quantitative principles of modern building assembly and detailing in concrete, steel and glass.

60431* **Environmental Systems I / Acoustics and Illumination – 3 credits (Fall)**
Principles of acoustics, illumination, electrical and signal systems, with emphasis on architectural applications.

60511 **Structures I / Introduction to Structures – 3 credits (Fall)** [special graduate intro structures course]
Basic principles of building structures with a focus on statics. General topics include structural stability, dynamics and lateral loads, structure types, and materials. Computational subjects involve vectors and forces, torque, shear, bending moments, spanning conditions, beams, columns, funicular structures, arches, and domes.

60521* **Structures II / Concrete – 3 credits (Spring)** [ARCH 60511 prerequisite]
The study of concrete structures. Studies include beams, columns, frames, shear walls and connections. Subjects include reinforcement, material properties, seismic design, foundations, and building codes.

61021 **Introduction to CAD – 3 credits (Spring)**
Instruction in analysis and representation of architectural form through the medium of the computer, including drafting and three-dimensional modeling.

70441* **Environmental Systems II – 3 credits (Fall)**
Basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation, with a focus on integration of these systems in building design.

70531* **Structures III / Wood and Steel – 3 credits (Fall)** [ARCH 60511 prerequisite]
The study of wood and steel structures. Studies include beams, columns, frames and connections. Additional topics address vertical loading, bracing, moment resistive structures and wind forces.

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[1] Number of required ancillary courses TBD for each Path B student in advising, in accordance with the student's undergraduate studies

* Asterisks indicate courses taken with undergraduates.

Graduate Architecture Courses, cont.

80711* **Professional Practice – 3 credits (Spring)**
Lectures and assignments covering professional services, marketing, economics of practice, programming, design drawing development, contracts and project management.

Recommended Elective Courses:

74211 **Urban History of Rome – 3 credits (Spring / Rome)**
This course will introduce graduate urban design students to the historical, cultural, political, economic, and religious factors that contributed to the growth and development of Rome. Emphasis will be placed on the evolving institutions of ancient Rome, the power of the ruling families in medieval Rome, the patronage of the Papacy and papal families in Renaissance and Baroque Rome, and the growth of the modern city, especially as these relate to the urban formal order of Rome.

84211 **Architectural History of Rome – 3 credits (Rome / Fall)**
This course will introduce graduate classical architecture students to the historical, cultural, political, economic, and religious factors that contributed to the growth and development of the architecture of Rome. Emphasis will be placed on the evolving institutions of ancient Rome, the power of the ruling families in medieval Rome, the patronage of the Papacy and papal families in Renaissance and Baroque Rome, and the growth of the modern city.

TBD **Open Electives / Theory Electives – 3 credits (multiple courses, TBD)**

3-year M.ARCH / Path C

KEY: A-U Primary a-u Secondary	1 ABILITY: Speaking & Writing	2 ABILITY: Critical Thinking Skills	3 ABILITY: Graphic Skills	4 ABILITY: Research Skills	5 UNDERSTANDING: Formal Ordering System	6 ABILITY: Fundamental Design Skills	7 ABILITY: Collaborative Skills	8 UNDERSTANDING: Western Traditions	9 UNDERSTANDING: Non-Western Traditions	10 UNDERSTANDING: National & Regional Traditions	11 ABILITY: Use of Precedents	12 UNDERSTANDING: Human Behavior	13 UNDERSTANDING: Human Diversity	14 ABILITY: Accessibility	15 UNDERSTANDING: Sustainable Design	16 ABILITY: Program Preparation	17 ABILITY: Site Conditions	18 UNDERSTANDING: Structural Systems	19 UNDERSTANDING: Environmental Systems	20 UNDERSTANDING: Life-Safety	21 UNDERSTANDING: Building Envelope Systems	22 UNDERSTANDING: Building Service Systems	23 ABILITY: Building Systems Integration	24 UNDERSTANDING: Building Materials & Assemblies	25 UNDERSTANDING: Construction Cost Control	26 ABILITY: Technical Documentation	27 UNDERSTANDING: Client Role in Architecture	28 ABILITY: Comprehensive Design	29 UNDERSTANDING: Architect's Administrative Roles	30 UNDERSTANDING: Architectural Practice	31 UNDERSTANDING: Professional Development	32 UNDERSTANDING: Leadership	33 UNDERSTANDING: Legal Responsibilities	34 UNDERSTANDING: Ethics and Practical Judgement
60211 Arch. History I / Pre-Renaissance	A	a		A	u			U	u	U	a	u	U		u			u						u										
60221 Arch. History II / Renaissance/Post-Renaissance	A	a		A	u			U	u	U	a	u	U		u			u						u										
60411 Building Tech I / Masonry and Timber	a		A	a		a	a			u	a			a	u		a	u			U		a	U	u	a		a				u	
60421 Building Tech II / Concrete, Steel, and Glass			a					u	u	u				a	U		A	u			U		A	U	u	a		a				u	
60431 Env. Systems I / Acoustics and Illumination												u		a	U		a		U	u	u	U	a	u		a							
60511 Structures I / Intro to Structures					u													U					a	u	u			a					
60521 Structures II / Concrete					u													U					a	u									
61011 Introduction to Architectural Representation			A		u	a																	a	u									
61021 Introduction to CAD	a		A		u	a																											
61111 Architectural Design I	a	A	A	a	U	A	a	U	u	u	A	u	u	a	u		A							u									
61121 Architectural Design II	a	A	A	a	U	A	a	U	u	u	A	u	u	a	u		A	u	u	u	u			u				a					
70211 History of Rome	a	a	A	A	U			U		u	A																u							
70311 Urban Elements and Principles	A	A	a	a	u			U		u		u	u		u														u					u
70441 Env. Systems II / Systems Integration				a						u				a	U		a		U	U	u	U	A	U	u			a					
70531 Structures III / Wood and Steel					u										u		a	U			u	u	a	u	u			a					
71111 Elements & Principles of Classical Architecture	a	A	A	a	U	A		U		u	A	u	u	a	u		A	u	u	u	u	u	a	u		a		a					u
71131 Architectural Design III	a	A	A	a	U	A		u		u	A	u	u	A	u		A	U	U	U	U	U	A	U		A		A					u
71141 Classical Architecture I	a	A	A	a	U	A	a	U		u	A		u	a	u	a	A	u	u	u	u	u	a	u		a	u	a		u		u		u
73321 Architectural Treatises	A	A		a	u			U		u	a																						u	
74142 Urban Design I	a	A	A	a	u	A	a	U		U	A	u			u		a																	
74322 Italian Urbanism	A	a	A	a	U	a		U		U	A	u	u		u		a																	
80711 Professional Practice	A	A		a			A					U	u	A	u	a				u								u						
81151 Urban Design II	A	A	A	A	U	A	A	U		U	A	U	U		u		A									U	a	U	a	U	U	U	U	U	U
81161 Terminal Design Project	A	A	A	A	U	A		u	u	u	A	u	u	A	u	A	A	u	u	u	u	u	a	u			U			U		U		U
83311 After Urbanism	A	A		A				U				U	u													a		A						U
84152 Classical Architecture II	a	A	A	a	U	A	a	U		U	A	u	u	a	u		A	u	u	u	u	u	a	u				a						u
84312 Italian Classicism	A	a	A	a	U	a		U		U	A				u		a							u			u							

Holly M. Johnson

560 Highbrook Drive NE
Atlanta, GA 30342

EDUCATION

University of Notre Dame
Bachelor of Architecture, May 1994
GPA 3.0 / 4.0
University of Notre Dame Rome Studies Program, 1991 – 1992

WORK EXPERIENCE

Pak Heydt and Associates, Atlanta, Georgia
Associate Architect / Intern: August 2002-Present
Responsible for design, execution of construction drawings, and management of large and small scale residential projects. Experience in field management of both new construction and remodeling projects.

Kenneth Lynch and Associates, Atlanta, Georgia
Associate Architect / Intern: August 2001-August 2002
Responsible for design, execution of construction drawings, and management of large scale residential projects.

Kathryn Quinn Architects, Chicago, Illinois
Associate Architect / Intern: September 1998- Present
Responsible for design, execution of construction drawings, and management of large scale residential projects. Project Architect and designer in charge of façade renovation programs developed for several Chicago area towns. Project Architect for resort villas in Negril, Jamaica.

Behles & Behles, Evanston, Illinois
Associate Architect / Intern: June 1996 – September 1998
Designed and managed new construction, additions, and renovations for several residential projects. Project Architect and designer for lobby renovations and furniture space plans for bank interiors. Experienced in project administration and client interaction.

Ruck Pate Architecture, Barrington, Illinois
Junior Designer / Intern: June 1994 – June 1996
Worked as a junior designer for several school projects in suburban Chicago. Responsible for production of preliminary design drawings, renderings and construction drawings for various projects

TEACHING EXPERIENCE

University of Notre Dame, Notre Dame, Indiana
Teaching Assistant: Freshman Architectural Writing / Theory – Spring 1995
Assisted in lecture and facilitated class discussions on readings. Solely responsible for conducting studio component of class.

University of Notre Dame, Notre Dame, Indiana
Teaching Assistant: Freshman Drawing – Fall 1993
Assisted in lecture and facilitated class discussion on assigned topics. Assisted and critiqued students in fundamental drawing skills and techniques.

COMPUTER SKILLS

Proficient in AutoCad Release 14, Archicad, Microstation, Microsoft Word, Excel

ORGANIZATIONS AWARDS

University of Notre Dame – School of Architecture Advisory Council, *Member*
ICA Atlanta Chapter, *Member*

TORTI GALLAS AND PARTNERS

John Francis Torti, FAIA, LEED AP
President

As President of Torti Gallas and Partners, Mr. Torti has provided the strong conceptual leadership to bring his firm to national recognition. His firm has been the recipient of 72 national design awards in the last 15 years.

With offices on both coasts and a liaison office in Istanbul, Turkey, he and his partners have built a firm that understands the inextricable tie between urban design and architecture, and between conceptual thinking and creating value for clients and for communities.

Mr. Torti joined the firm in 1973. His conceptual design leadership is key to the success of the firm's projects. As the leader of a market-focused firm, he and his partners have specialized expertise in the development and design of new towns and villages, neighborhoods, homes, main streets, workplaces, and civic and institutional buildings.

Prior to joining Torti Gallas and Partners, Mr. Torti was affiliated with NASA and the National Capital Planning Commission, where he worked on numerous designs to rebuild Washington after the 1968 riots. He also was a Principal in an architectural firm in the Midwest and was the director of a non-profit housing and community development corporation.

In recognition of his many design contributions in architecture and urban design, Mr. Torti was elected to the American Institute of Architects College of Fellows in 2001. Mr. Torti is a graduate of the University of Notre Dame with a Bachelor of Architecture degree. He is also a member of the Advisory Council for the School of Architecture at the University of Notre Dame. In 2004, Mr. Torti became a LEED Accredited Professional.

A selected listing of Mr. Torti's recent speaking venues includes:

- American Institute of Architects
- Urban Land Institute
- Congress for the New Urbanism
- Multi Housing World Info Expo
- National Apartment Association
- National Association of Home Builders International Builders' Show
- The 21st Century Neighborhoods Conference
- The Mayor's Institute on City Design: Northeast
- National Conference of the American Planning Association
- Multi-Family Housing Conference
- University of Notre Dame
- University of Maryland
- Andrews University
- University of Miami

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