University of Notre Dame
School of Architecture

2016 Visiting Team Report

Bachelor of Architecture (165 undergraduate credits)

Master of Architecture
Track I (preprofessional degree + 54 graduate credits)
Track II (nonpreprofessional degree + 90 graduate credits)

The National Architectural Accrediting Board
February 3, 2016

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The visiting team very much appreciated the extensive efforts made by the University of Notre Dame and the School of Architecture faculty, staff, and students before and during the accreditation visit. These efforts included a high level of preparation and responsiveness regarding pre-visit calls and arrangements, preparation of the team room and other exhibits, engaging the team in meetings during the visit, and clarifications or information requested by the team while it was on site.

The team found strengths and assets in several areas that have been part of the identity of Notre Dame's architecture program for many years. These include the program's commitment to a classical architecture curriculum, the Rome Studies Program required of all students, and extensive and, in many cases, unique library information resources supporting students and faculty. These commitments were perhaps best summed up during the visit by Professor Philip Bess who stated: "Durable buildings and cities, travel and documentation are critical to an architectural education." The team found evidence of the program's efforts to extend these areas of strength through expanding involvement with other areas of the world, including Cuba, China, Romania, and several sites in the U.S.; extending the school's administrative support for students and faculty through the recent administrative reorganization/extension; expanding the outreach of the School of Architecture Library through digital applications and a rare book collection; and establishing multiple student leadership groups that further the school's more long-standing mission and increase its reach. Notre Dame's chapters for the American Institute of Architecture Students (AIAS), Students for New Urbanism (SNU), Student Association for Women in Architecture (SAWA), and Students for Classical Architecture (SCA) are established and supported.

The team found program deficiencies concerning I.1.3 Social Equity and three Student Performance Criteria (SPC) in Realm B. Building Practices, Technical Skills and Knowledge. Regarding I.1.3 Social Equity, the team found that, while a policy on diversity and inclusion is included on the school's website and other initiatives are commencing in this respect related to faculty, the scope of this condition is not reflected in the distribution of the program's human, physical, and financial resources. In addition, there was no evidence that the program has a plan in place for maintaining or increasing the diversity of faculty, staff, and students compared with that of the institution during the next two visit cycles. The team found that, where SPC were not met (B.1 Pre-Design, B.4 Technical Documentation, and B.6 Environmental Systems), in some instances, this was due to a lack of evidence indicating that the full range of elements included in the SPC was addressed, and, in others, it was due to a lack of evidence indicating that the level of achievement required for the SPC was addressed.

b. Conditions Not Achieved

I.1.3 Social Equity
II.1.1 Student Performance Criteria

- B.1 Pre-Design
- B.4 Technical Documentation
- B.6 Environmental Systems

II. Progress Since the Previous Site Visit

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the*

exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Previous Team Report (2010): The physical resources in South Bend are in excellent condition and well maintained. Student work areas in Bond Hall are adequate and student response indicates a high level of satisfaction with the facilities.

The freshman facilities, Brownson Hall, are in a separate building which is not an ideal situation due to lack of interaction between class levels. The facilities are overcrowded with extremely small desks provided for students. The facilities are not accessible due to stairs in the entry path. However, the school is investigating the expansion of Bond Hall to accommodate the addition of freshmen students, expansion of the graduate program, and resolution of ADA issues. Full time faculty have adequate private offices.

Computer resources are adequate as are printers, scanners, and media presentation equipment. The Bond Hall facilities are in compliance with the ADA with the exception of the sinks in the individual classrooms.

The Rome facilities are overcrowded and space is at a premium. Areas of the Rome facilities are not completely accessible. Toilet facilities are not accessible. It appears from information provided during the team chair's visit that a new building is about to be purchased. Accessibility in this new building should be a priority.

> **2016 Team Assessment:** The team found evidence in the 2015 APR (p. 16), which was confirmed during the visit, that the concerns noted in the 2010 VTR had successfully been addressed. As indicated in this APR (p. 16), freshman studios have been relocated to Bond Hall from a satellite facility. Currently, all architecture students in residence in South Bend have desk space in Bond Hall. In January 2014, the school's Rome Studies Program moved into a new building that was purchased and renovated by the university. The team was able to review plans (included on pp. 104-108 of the APR) and photographs of the new facility, and it is confident that this facility addresses previous concerns about space and accessibility, and is part of a larger university initiative to expand its program in Rome.
>
> The architecture program is moving forward with further plans to relocate from Bond Hall in the near future to a new building that will be part of a university arts precinct. The team was advised in meetings with the dean, president, and provost that fundraising for this new facility is nearly complete, the design of the project is well underway, and the school anticipates moving into the facility in late 2018.

2004 Condition 12, Professional Degrees and Curriculum (B. Arch): *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch, M. Arch, and/or D. Arch are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2010): The Notre Dame program awards two NAAB accredited degrees, the B. Arch and the M. Arch. They also award a post-professional Master of Architectural Design and Urbanism (M. ADU). These three degrees comply with the NAAB perspectives as the non-professional degree has a separate degree title.

The B. Arch program has 15 required courses outside the architecture curriculum and therefore conforms with the NAAB Conditions general studies requirements. However, it

appears from reviewing files and discussing with students that the electives of these "outside" courses are used to meet architecture concentration requirements. Students mentioned in the undergraduate meeting that the four general studies electives are used to meet concentration requirements. Some concentrations require architecture coursework so the 45 credits in non-professional architecture course work required by the NAAB is not met.

2016 Team Assessment: The team found evidence in the APR (pp. 125-137), which was confirmed during the visit, that the concerns noted in the 2010 VTR had been addressed. The university now requires all freshmen to complete two 1-credit university freshmen seminars in lieu of a non-credit bearing physical education requirement. As noted in the APR, this curricular revision enables students enrolled in the Bachelor of Architecture program to complete 44 of the general studies requirement of 45 credits. As noted on p. 125 of the APR, the undergraduate advisor works with students' use of the remaining 12 hours of elective credit to ensure that a minimum of 1 of these 12 credits (typically one course) is taken outside of the architecture program.

III. Compliance with the 2014 Conditions for Accreditation

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

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

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

2016 Analysis/Review: 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. Early architectural design courses consisted of rendering the elements of Classical, Renaissance, and Gothic architecture in pen and ink and watercolor. In 1939, Francesco (Frank) Montana joined the faculty as an instructor. He had won the Paris Prize in 1936, and he received his diploma from the Ecole des Beaux-Arts in 1939. He became chair of the department at Notre Dame in 1950.

From 1989 to 1998, Thomas Gordon Smith served as chair of the School of Architecture. He instituted a curriculum that sought to revive the classical method of teaching architecture as the foundation of Notre Dame's program. In 2002, Professor Michael Lykoudis was named the school's chairman (since 2004, Francis and Katherine Rooney Dean). 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 larger role as a leader in classical architectural education.

In 1969, the School of Architecture initiated the junior year abroad program in Rome, which remains the only compulsory year-long program of architectural studies in Italy among American schools of architecture. The Rome Studies Program is a major formative experience in students' journey not only as architecture students, but also as global citizens. Through numerous summer programs instituted since 1969—in the U.S., Europe, and China to name a few—students observe, and gain extensive experience from, a wide range of examples of traditional and contemporary architecture around the world.

The mission of the School of Architecture is to educate leaders in the field of classical and traditional architecture and urban design. This is based on the belief that students and faculty are part of a continuum from the past to the future, and they are honoring a grand legacy and carrying it forward with cutting-edge ideas and technology that preserve both the built and natural environments. The goal of this principle-based design process is to establish civic identity and facilitate an efficient and satisfying way of life, which is built to a human scale. The role of the architect is to provide the physical setting that will facilitate the purpose of people living together justly.

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

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: A community environment was evident to the team and articulated among students, faculty, and staff for the duration of the visit. A feature of the program was the importance placed on students' participation in a positive, engaging, and collaborative environment through their engagement with their peers and the community. Travel is an essential part of the learning culture of the program, with the Rome Studies Program being a key feature for almost 50 years. All undergraduate and graduate students travel to Rome for either a year (B. Arch program) or a semester (M. Arch program).

The program has extended this culture more recently by encouraging the establishment of study programs in China, Cuba, Romania, England, Spain, Costa Rica, and numerous locations in the United States. In 2008, the program approved a Studio Culture Policy through student and faculty input, which focuses on six points deemed necessary to support the continuity of the program's unique educational approach. While evidence of the Studio Culture Policy was found in the APR (pp. 6-7) and throughout the architecture building, evidence of an ongoing process for updating the policy was not found. The team observed a celebration of studio culture in documentation in each studio and in building hallways.

Efforts to establish active student participation broadly are evident in the presence of several educational organizations within the school. SNU, AIAS, and SAWA create opportunities for students to develop experience beyond the studio and classroom that creates an impact among student groups, the program, and the university.

Faculty and students engage with the profession through the lecture series, the career fair, and local and national opportunities, which expand the school's sense of community and collaborative efforts.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

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

2016 Analysis/Review: The team found that, while a policy on diversity and inclusion is included on the school's website and other initiatives are commencing in this respect related to faculty, the scope of this condition is not reflected in the distribution of the program's human, physical, and financial resources. In addition, there was no evidence that the program has a plan in place for maintaining or increasing the diversity of faculty, staff, and students compared with that of the institution during the next two visit cycles. The school posts diversity initiatives on its website (http://architecture.nd.edu/academics/ diversity-initiatives/), which connect interrelationships between the school and the university (www.diversity.nd.edu). As part of the supplemental material provided in the team room, there was evidence that the school has developed a 5-year Strategic Plan, which identifies diversification of the faculty as a strategic goal.

The school is in the process of establishing an Advisory Committee to Promote Diversity (ACPD), which is included in the APR (p. 7), with supplemental information provided in the team room during the visit. The school has successfully hired three female faculty members—two on tenure-track—since the 2010 visit. Students responded to social equity issues in the team's meetings during the visit, with multiple students speaking about their perspectives on the issues and demonstrating both a range of concerns and a willingness to engage.

University-wide initiatives are led directly by President Rev. John Jenkins, who chairs the President's Oversight Committee on Diversity and Inclusion (http://diversity.nd.edu/oversight-committee-member-list/). A Spirit of Inclusion written by the president was noted (http://diversity.nd.edu/together-at-notre-dame/#spirit). The committee has framed diversity recommendations—including student life, and faculty and staff initiatives—informed by data from inside and outside the university (http://president.nd.edu/writings-addresses/2014-writings/update-on-presidents-oversight-committee-on-diversity-and-inclusion/). In the team's meeting with President Jenkins and Provost Thomas Burish, the provost outlined the university's plans for a financial commitment to diversify the institution. These plans include providing exceptional support to the school for hiring diverse faculty members over a 5-year initial period and making specific commitments to minimize student debt for Notre Dame students.

Policies are in place to further EEO/Affirmative Action at the University of Notre Dame (http://equity.nd.edu/equal-employment-opportunity-affirmative-action/).

The program has included references to policies communicated on the school's website (www.architecture.nd.edu/academics/diversity-initiatives) and on the university's website (www.diversity.nd.edu).

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

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. Stewardship of the Environment. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. Community and Social Responsibility. The program must describe its approach for developing graduates who are prepared to be active, engaged citizens able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: The team found evidence in the APR (pp. 8-12) noting the development of student collaborative and leadership skills, including specific examples of how the development of student perspectives and experiences is accomplished. This was further emphasized through meetings with students and faculty. Architecture students begin their first year as part of the university-wide first-year program. In discussions with students, the team observed that the impact of this program—where they develop interpersonal, collaboration, and leadership abilities—follows the students through their years at

Notre Dame. Within the school, students are also involved in several active student organizations, including AIAS, SNU, SCA, and SAWA, all of which receive good faculty support.

Architectural instruction at Notre Dame emphasizes traditional and classical design, and prepares students to be engaged and active citizens in their school and community. Students have a rigorous schedule focused on an integrative design process, which links design studios with building technology, structural design, and environmental systems. The curriculum has a structure in which each year builds on the foundation of the previous semesters. Students expressed appreciation for the dedication and engagement of the faculty. To increase collaboration between undergraduate and graduate students, a new "vertical" studio has been introduced. This has been a positive learning experience for both students and faculty. The Rome Studies Program provides an exciting and integrated experience for undergraduate and graduate students. Students become global citizens by exploring the city, its architecture, and its social, economic, political, and cultural community.

Assistant Professor John Mellor is the school's Architect Licensing Advisor (ALA), and, at the beginning of each year, he updates students on the process of enrolling in the IDP program and encourages their participation in it. The Professional Practice course (ARCH 50711/80711) prepares students for managing a traditional practice and provides assignments related to portfolio management, client relations, contracts, ethics, and finances. A successful Career Day program has been developed to support internship and job placement, which brings more firms to the school that are available to graduates. Faculty provide students with resources prior to the Career Day program, including assistance with resumes and mock interviews. In 2014, 98% of the architecture students had full-time work upon graduation.

The school maintains that its classical and traditional approach to design is inherently sustainable. Students study traditional building techniques utilized in buildings that have lasted for centuries in order to better understand the concepts of durability, passive heating and cooling systems, sustainable waste cycle systems, and other features. Students further study the elements of traditional construction, such as cornices, lintels, drip moldings, and water table bases, which protect buildings from the elements and ultimately result in their greater durability. Sustainable design practices are further reinforced by faculty and student projects where research into the study of embodied energy is conducted. School of Architecture faculty, in conjunction with Engineering faculty, direct the GreenScale Lab, which conducts research into ways in which technologies have subverted the idea of traditional building. The lab explores the scientific results of embedded sensors, reconfigurable structural systems, and composite materials.

Ethics, community, and social responsibility enter into the discussion of most studio projects in the undergraduate and graduate programs. The school is committed to collaborating with and serving in the community. Recent involvement includes outreach in South Bend to work with the city on downtown redevelopment projects. Students in one graduate studio are currently working on the design of a master plan for a refugee village in Greece, along with the design of temporary and permanent housing for Syrian refugees. In addition, the school partners with the Office for Students with Disabilities to host an annual Accessibility Awareness Event.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: The program provided evidence in the APR (pp. 12-14)—and in documents in the team room, including the school's 2012 Strategic Plan (18 pages)—that identified plans and processes, and ratified documents for continuous improvement. The establishment of an Advisory Committee to Promote Diversity (ACPD) over the coming years commenced in 2015/2016, with evidence provided in the APR and the team room. The ACPD will meet in spring 2016.

The Strategic Plan includes Situation Assessments of Strengths, Weaknesses, Opportunities, and Threats in areas including Educational Programs and Research; People, including Faculty, Students, and Staff; Facilities and Equipment; Operating Procedures; and Financial Resources. In addition, there are strategic goals and details for each assessment, with points of integration, indicators of success, and financial implications. The program provided the school's Strategic Plan Annual Updates from 2012-2015, which are required university-wide among Notre Dame's schools and colleges. The Strategic Plan updates are reviewed each year with the school's Advisory Council, and providing the University Board of Trustees with an annual update in this regard is part of a ratified university requirement. The plan includes evidence of data being collected from surveys from multiple sources within and beyond the school in addition to a comparison of college and university goals over the 5-year term of the plan.

In their meeting with the team, the university president and provost expressed confidence that the school has a comprehensive plan in place, adequate mechanisms for regular review of the plan, and strategies to develop the resources needed independently and in collaboration with the university. The upcoming expansion of the facilities of the school and the university at a new Arts and Architecture Quad adjacent to the edge of campus is a major new feature of the long-range planning process.

The goals of the Strategic Plan and the APR include a strategic goal of achieving a critical presence of tenured women and minorities on the faculty, with some references to diversity and inclusion among a wider spectrum of faculty, staff, and students.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2016 Analysis/Review: During the visit, the team reviewed the school's Strategic Plan, drafted in 2012, which was found in the APR (p. 14). The plan describes four strategic goals intended to advance the school's mission, which are correlated with broader university goals of enhancing the quality of the research mission, of undergraduate education and maintaining the institution's commitment to its religious identity.

Through ongoing discussions among faculty, students involved in undergraduate and graduate studies committees, and Advisory Council members—as well as through the addition of a new faculty administrator charged with responsibility for the oversight of the graduate program—the school continues to refine its curriculum within the context of the university's goal of becoming a preeminent research institution while enhancing the quality of its undergraduate education. There appears to be steady sustained progress toward this goal.

Similarly, through the increased visibility of the Driehaus Prize and its laureates—as well as the participation of school faculty and students in venues such as the Congress of New Urbanism—the school continues to make progress toward its goal of raising its visibility, engaging mainstream practice, and broadening the discourse of architectural pedagogy and practice.

Progress toward the goal of creating a more diverse culture within the school proceeds more slowly. The recent appointment of four women to full-time faculty appointments is a significant step forward. Creating a culture that supports a more broadly diverse community is a goal shared by both the school and the university. In conversations with the team, the president and the provost communicated their commitment to creating a more diverse culture at the university, to be measurable through both a quantitative assessment of increased numbers of underrepresented students and a qualitative assessment of the benefits of creating a more diverse university community. The school has convened a committee charged with making recommendations regarding how best to create a more diverse community within the school. The school is committed to creating and implementing a plan that will allow it to meet the university's expectations for building a more diverse community.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2016 Team Assessment: In 2012, the school implemented a new Strategic Plan with significant organizational redesign. This resulted in the addition of new staff positions and the expansion of the IT, Finance, and Communications departments to address student and faculty needs. Faculty members teach two design classes 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 workload is intended to provide adequate time for research, scholarship, and/or creative work, which was evident in the faculty exhibit of work and publications displayed during the visit. Further information is available in the university's Faculty Handbook (https://facultyhandbook.nd.edu/governance/). Faculty resumes provided in the APR confirm that faculty are actively engaged in scholarship and publications. Discussions with students revealed that they feel supported by faculty, and there is an appreciation of the dedication of faculty to student achievement. With the addition of new faculty positions, the creation of the new position of Assistant Dean for Graduate Studies, and the hiring of academic coordinators for undergraduate and graduate programs, support for faculty and students has been a priority that is being achieved.

An ALA has been appointed following the retirement of the previous ALA. The ALA provides resources and communication to students regarding the process and requirements for IDP and licensure. Faculty attendance at conferences and engagement in research and publications are supported both through the school and the Office of Research. A successful Career Day program has been developed to support internship and job placement. Faculty provide students with resources prior to the Career Day program, including assistance with resumes and mock interviews. In 2014, 98% of students had full-time work upon graduation.

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

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

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

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

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

[X] Described

2016 Team Assessment: A detailed description of the current facilities in Bond Hall was provided in the APR (pp. 92-109). The school has resolved complications impacting first-year students and handicapped accessibility issues concerning sinks, which were outlined in the 2010 VTR.

Bond Hall creates a community atmosphere that allows interaction and engagement between faculty and students. In 2012, first-year students were integrated into the building from Bronson Hall to allow a more cohesive, transparent transition from their first-year studies into the architecture program. Studios are spacious to promote a fluid and creative learning process. During the undergraduate student meeting, some students raised concerns regarding the need for a more communal space where they can interact and socialize to a greater extent as a means of relaxation from their studio spaces.

The computer laboratory gives students the opportunity to access any architecture-related software for the development of their architecture studies. In addition, some studios have computers. The recent installation of more plotters and scanners has been appreciated by the students.

The library space at Bond Hall encourages the learning culture of the program through four components—collections, technological support, a rare book collection, and the Rome Global Gateway Library. More than 37,000 books and articles are arranged systematically over two floors in the library, with furnishings throughout to facilitate student research. Near the main library desk, technological support—such as a 3D printer, the Oculus Rift virtual reality system, and iPad access—is allocated for faculty and students. The Ryan Rare Book Room (RRBR) includes a collection of nearly 600 volumes of unique and rare early architectural publications. The RRBR is in a protected section of the library, though students and visitors are still granted access. The Rome Global Gateway Library is an online resource that mainly supports the teachings of the Rome Studies Program; however, it can also be accessed from a room adjacent to the main desk.

Photos of Notre Dame's facilities for the Rome Studies Program were provided as evidence in the supplemental material binder and digital files. Additionally, Rome Studies Program faculty met with the team to explain the program and facilities. The supplemental material and the images from the Rome faculty meeting displayed evidence that students have sufficient learning spaces in their design studios, classrooms, and seminars to enhance the learning culture of the Rome Studies Program. The facilities are open until midnight to create a healthy, safe education routine for students when studying and traveling abroad.

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

[X] Demonstrated

2016 Team Assessment: The program demonstrated that it has appropriate resources to support student learning and achievement, as outlined in the APR on pp. 110-113 and in supplemental documents provided in the team room. The APR included an outline of annual budget processes, revenue, and endowment investment earnings and related items, as well as Scholarship, Fellowship, and Grant Funds available to students. In the team room, the program provided additional examples of financial support to students, including the school's Undergraduate Guide to Grants, Internships, and Fellowships.

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

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

[X] Demonstrated

2016 Team Assessment: The APR (pp. 114-115) outlines the resources available to students and faculty in the School of Architecture Library. As described in the APR, these resources are available both in the library facility and digitally. The team met with the library staff, toured the facility, and reviewed resources. The team was particularly impressed with the rare book collection and the culture of access that the librarians have created. The APR denotes the extent of the digital library collection and the engagement of the library team with digital project opportunities. These opportunities include an application for media devices, the scanning of the library's rare content, and the exploration of 3D virtual environments. The evidence illustrated the university's investment in library resources for the students, faculty, and community. This condition is **Met with Distinction**.

I.2.5 Administrative Structure and Governance:

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

[X] Described

2016 Team Assessment: The school's administrative structure, governance, and relation to the university's provost and president are outlined in the APR (pp. 116-117). Through a 2012 administrative organizational re-design, the school has increased the number of administrative positions since the 2010 visit. The new positions include: Associate Dean of Research, Scholarship, and Creative Work; Director of Finance and Operations; Communications Program Director; Assistant Dean for Graduate Studies; Undergraduate Coordinator; and Graduate Coordinator. These new positions improve the operation of the school and the experience of the students. School and university committees, and their roles and responsibilities and their opportunities for student participation, are discussed in the APR (p. 119).

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 11021 Graphics II: Drafting, ARCH 20211 Architectural History I, ARCH 20221 Architectural History II

M. Arch (Track I): ARCH 61011 Introduction to Architectural Representation

M. Arch (Track II): ARCH 61011 Introduction to Architectural Representation, ARCH 60211 Architectural History I, ARCH 60221 Architectural History II

This criterion was **Met with Distinction**.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 21111 Design I, ARCH 21121 Design II, ARCH 34112 Design III, ARCH 34122 Design IV, ARCH 41111 Design V, ARCH 41121 Design VI

M. Arch (Track I): ARCH 81151 Urban Design II

M. Arch (Track II): ARCH 81151 Urban Design II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 34212 Roman Urbanism & Architecture I, ARCH 34222 Roman Urbanism & Architecture II

M. Arch (Track I): ARCH 70211 History of Rome, ARCH 81151 Urban Design II

M. Arch (Track I): ARCH 70211 History of Rome, ARCH 81151 Urban Design II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 21111 Design I, ARCH 21121 Design II, ARCH 34112 Design III, Arch 34122 Design IV, Arch 41111 Design V, ARCH 41121 Design VI

M. Arch (Track I): ARCH 61011 Intro to Architectural Representation, ARCH 71111 Elements & Principles of Classical Architecture, ARCH 74142 Urban Design I

M. Arch (Track II): ARCH 61011 Introduction to Architectural Representation, ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II, ARCH 71131 Architectural Design III, ARCH 74142 Urban Design I

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 21111 Design I, ARCH 21121 Design II

M. Arch (Track I): ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II

M. Arch (Track II): ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 21111 Design I, ARCH 21121 Design II

M. Arch (Track I): ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II

M. Arch (Track II): ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 20211 Architectural History I, ARCH 20221 Architectural History II, ARCH 41121 Design VI

M. Arch (Track I): ARCH 60211 Architectural History I, ARCH 60221 Architectural History II

M. Arch (Track II): ARCH 60211 Architectural History I, ARCH 60221 Architectural History II

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings and structures.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 20211 Architectural History I, ARCH 20221 Architectural History II, ARCH 41121 Design VI

M. Arch (Track I): ARCH 60211 Architectural History I, ARCH 60221 Architectural History II, ARCH 70311 Urban Elements and Principles, ARCH 81161 Terminal Design Project

M Arch (Track II): ARCH 60211 Architectural History I, ARCH 60221 Architectural History II, ARCH 70311 Urban Elements and Principles, ARCH 81161 Terminal Design Project

Realm A. General Team Commentary: The team found evidence that the curriculum provides opportunities for students in each of the three programs to develop fundamental research and analytical skills. The student work demonstrated that students acquire many of the skills required to work with the textual and graphic tools and techniques necessary to create generative design products that analyze and interpret a range of multiple theoretical, social, political, economic, cultural, and environmental contexts. Students demonstrate an understanding of needs, values, and norms, and the architect's responsibility to ensure equity of access to sites, buildings, and structures.

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: The team was not able to find evidence demonstrating achievement of the NAAB standard for this SPC in the student work provided.

B. Arch: The team found that students assembled many pre-design reference documents in ARCH 51121 Design VIII (Thesis), but it did not find evidence of students' analysis and assessment of relevant implications for the projects.

M. Arch (Track I): The team found that students assembled many pre-design reference documents in ARCH 81161 Terminal Design Project, but it did not find evidence of students' analysis and assessment of relevant implications for the projects.

M. Arch (Track II): The team found that students assembled many pre-design reference documents in ARCH 81161 Terminal Design Project, but it did not find evidence of students' analysis and assessment of relevant implications for the projects.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 20411 Building Technology I, ARCH 34112 Design III, ARCH 34122 Design IV

M. Arch (Track I): ARCH 81151 Urban Design II

M. Arch (Track II): ARCH 81151 Urban Design II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 40511 Structural Design, ARCH 51121 Design VIII (Thesis)

M. Arch (Track I): ARCH 81161 Terminal Design Project

M. Arch (Track II): ARCH 81161 Terminal Design Project

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: The team was not able to find evidence demonstrating achievement of the NAAB standard for this SPC in the student work provided. In particular, evidence of student preparation of outline specifications was not found.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 40511 Structural Design, ARCH 40521 Applied Structural Systems, ARCH 51121 Design VIII (Thesis)

M. Arch (Track I): ARCH 60511 Structures I, ARCH 60521 Structures II, ARCH 70531 Structures III

M. Arch (Track II): ARCH 60511 Structures I, ARCH 60521 Structures II, ARCH 70531 Structures III

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: The team was not able to find evidence demonstrating achievement of the NAAB standard for this SPC in the student work provided.

B. Arch: The team found that students demonstrated an understanding of portions of the criterion in environmental systems courses ARCH 40411 Env. Systems I/Systems Integration and ARCH 50419 Env. Systems II/Acoustics & Illumination. The team found evidence that some students showed an understanding of the remainder of the principles of the criterion in two of the three sections of the course ARCH 41121 Design VI.

M. Arch (Track I): The team found that students demonstrated an understanding of portions of the criterion in environmental systems courses ARCH 60431 Env. Systems I/Systems Integration and ARCH 70441 Env. Systems II/Acoustics & Illumination.

M. Arch (Track II): The team found that students demonstrated an understanding of portions of the criterion in environmental systems courses ARCH 60431 Env. Systems I/Systems Integration and ARCH 70441 Env. Systems II/Acoustics & Illumination.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to

fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: Arch 20411 Building Technology I, Arch 40421 Building Technology II

M. Arch (Track I): ARCH 60411 Building Technology I; ARCH 60421 Building Technology II

M. Arch (Track II): ARCH 60411 Building Technology I; ARCH 60421 Building Technology II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: Arch 20411 Building Technology I, Arch 40421 Building Technology II

M. Arch (Track I): ARCH 60411 Building Technology I, ARCH 60421 Building Technology II

M. Arch (Track II): ARCH 60411 Building Technology I, ARCH 60421 Building Technology II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 40411 Env. Systems I/Systems Integration, ARCH 50419 Env. Systems II/Acoustics & Illumination

M. Arch (Track I): ARCH 60431 Env. Systems I/Systems Integration, ARCH 70441 Env. Systems II/ Acoustics & Illumination

M. Arch (Track I): ARCH 60431 Env. Systems I/Systems Integration, ARCH 70441 Env. Systems II/ Acoustics & Illumination

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 50711 Professional Practice

M. Arch (Track I): ARCH 80711 Professional Practice

M. Arch (Track II): ARCH 80711 Professional Practice

Realm B. General Team Commentary: Student work demonstrated appropriate achievement in most but not all areas of Realm B. Student building designs reflected well-integrated systems, and comprehension of technical aspects of design, materials, and constructability. The team found that, where SPC were not met, in some instances it was due to a lack of evidence that the full range of elements included in an SPC was addressed; in others, it was due to a lack of evidence that the level of achievement indicated for an SPC was addressed.

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

Student learning aspirations in this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 41111 Design V, ARCH 41121 Design VI

M. Arch (Track I): ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II, ARCH 81151 Urban Design II

M. Arch (Track II): ARCH 61111 Architectural Design I, ARCH 61121 Architectural Design II, ARCH 81151 Urban Design II

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 51121 Design VIII (Thesis)

M. Arch (Track I): ARCH 81161 Terminal Design Project

M. Arch (Track II): ARCH 81161 Terminal Design Project

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 51121 Design VIII (Thesis)

M. Arch (Track I): ARCH 81161 Terminal Design Project

M. Arch (Track II): ARCH 81161 Terminal Design Project

Realm C. General Team Commentary: The team found evidence that students in each of the three programs under review demonstrated an understanding of the theoretical and applied research methodologies in the design process. The student work demonstrated skills associated with integrated decision making across multiple systems and variables in the completion of a design project. Further, the team observed various projects that demonstrated the students' ability to make design decisions within a complex architectural project.

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 50711 Professional Practice

M. Arch (Track I): ARCH 80711 Professional Practice

M. Arch (Track II): ARCH 80711 Professional Practice

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 50711 Professional Practice

M. Arch (Track I): ARCH 80711 Professional Practice

M. Arch (Track II): ARCH 80711 Professional Practice

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s) number(s) and title(s)].

B. Arch: ARCH 50711 Professional Practice

M. Arch (Track I): ARCH 80711 Professional Practice

M. Arch (Track II): ARCH 80711 Professional Practice

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 50711 Professional Practice

M. Arch (Track I): ARCH 80711 Professional Practice

M. Arch (Track II): ARCH 80711 Professional Practice

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for:

B. Arch: ARCH 50711 Professional Practice

M. Arch (Track I): ARCH 80711 Professional Practice

M. Arch (Track II): ARCH 80711 Professional Practice

Realm D. General Team Commentary: The team found evidence that the assigned coursework from the Professional Practice class engaged students in an assortment of instructional homework activities and presentations, which met the requirements of the Realm D SPC. Through a review of the assignments and exams provided, the team saw evidence of the expansion of the learning intentions and objectives illustrated in the syllabus.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2016 Team Assessment: The University of Notre Dame is accredited by the North Central Association of Colleges and Schools (NCACS), with the next Reaffirmation of Accreditation in 2023-2024, as confirmed in a July 8, 2014 Action Letter from the Higher Learning Commission of NCACS to the university. This letter was included in the APR.

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

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

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

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

[X] Met

2016 Team Assessment: The team reviewed materials in the APR for the Bachelor of Architecture (B. Arch) program (pp. 125-135), the 2-year Master of Architecture (M. Arch) program (pp. 138-140), and the 3-year Master of Architecture (M. Arch) program (pp. 140-142), and determined that each of the programs meets the NAAB's minimum and distributive credit hour requirements. Section II, "Response to Causes of Concern," contains a description and assessment of the architecture program's response to questions regarding how undergraduates meet the 45-credit General Education requirement.

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

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

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

[X] Met

2016 Team Assessment: The program demonstrated that a thorough and equitable process is in place to evaluate preparatory and preprofessional education, which is outlined in the APR on pp. 143-145. The process was further demonstrated in the team room in binders. For the B. Arch program, the binder was titled "Undergraduate Admissions and Advising"; for the M. Arch program, the binder was titled "Graduate Admissions and Advising." The evaluation of content is clearly outlined for students in the admissions process, with the length of the professional degree program clarified.

To review this process, the team met with Assistant Dean for Undergraduate Studies Father Bullene for his description of undergraduate program processes, and with Assistant Dean for Graduate Studies Samantha Salden Teach to discuss graduate program processes. The school has developed a particularly well-organized chart for the evaluation of preprofessional content in relation to the M. Arch program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: Access to the exact language found in the *NAAB Conditions for Accreditation* is found on the school's website (www.architecture.nd.edu/academics/naab/) and in promotional materials provided in the team room, which include the catalog, *Bulletin of Information University of Notre Dame 2015-2016,* and the University of Notre Dame architecture admissions material, *Local Global Eternal.*

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: Access to *NAAB Conditions and Procedures for Accreditation* is found on the school's website (www.architecture.ne.edu/academics/naab/).

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: Access to career development information is found on the school's website (www.architecture.ne.edu/academics/naab/).

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]

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

- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: All required documents were found on the school's website (http://architecture.nd.edu/academics/naab/).

II.4.5 ARE Pass Rates:

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

[X] Met

2016 Team Assessment: ARE pass rates are included on the school's website (http://architecture.nd.edu/academics/naab/).

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2016 Team Assessment: All applicable materials related to Application, Admissions, Evaluation of Professional Content, Requirements, and Forms for applying for financial aid and scholarships were provided in the team room. For the B. Arch program, they were in an Undergraduate Admissions and Advising binder, and, for the M. Arch program, they were in a Graduate Admissions and Advisory binder. Assistant Dean for Undergraduate Studies Father Bullene further described undergraduate processes, and Assistant Dean for Graduate Studies Samantha Salden Teach further described graduate processes. The school has developed a well-organized chart that clearly outlines the relationship between courses from preprofessional programs that have been evaluated as satisfying requirements, with indications of subsequent courses required to be completed at Notre Dame. This information is communicated to students and used in subsequent student advisement meetings.

Student diversity initiatives are found on the school's website (www.architecture.nd.edu/academics/diversity-initiatives/). This website then links to the university's initiatives at www.diversity.nd.edu.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

[X] Met

2016 Team Assessment: Student financial information is provided in the APR (p. 148), including information through the Office of Financial Aid (http://financialaid.nd.edu/). This includes resources to aid planning, applying, and funding for prospective undergraduate students (http://financialaid.nd.edu/prospective-students/), current students (http://financialaid.nd.edu/current-students/applying/), and graduate students (http://financialaid.nd.edu/graduate-students/). These sites include a Net Price Calculator (https://npc.collegeboard.org/student/app/nd), which is useful for estimating initial and ongoing costs of study.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2016 Team Assessment: All required Annual Reports are provided on the school's website (http://architecture.nd.edu/academics/naab/), with more recent Annual Reports—up to the present—also included in the team room.

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

[X] Met

2016 Team Assessment: All required Interim Progress Reports were provided on the school's website (http://architecture.nd.edu/academics/naab/) and in the team room.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.2.4 Information Resources
The School of Architecture Library provides outstanding resources through its staff commitment to building the collections (circulating, rare, and digital); supporting student research on initiatives such as the Seaside Project, which is creating a virtual model of this development, including interviews with key participants; providing documentation of the Roman Forum; actively collecting original documents by select contemporary architects, such as Leon Krier; and promoting the production of digital applications made available to the public.

A.1 Professional Communication Skills
The school's commitment to hand-drawing and painting techniques that are consistent with its classical architecture tradition, and to a degree of evolution into related digital media, provides distinction to the program.

Appendix 2. Team SPC Matrix

Student Performance Criteria Matrix ***5-Year B. Arch***	Realm A: Critical Thinking & Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
	ABILITY: Professional Communication Skills	ABILITY: Design Thinking Skills	ABILITY: Investigative Skills	ABILITY: Architectural Design Skills	ABILITY: Ordering Systems	ABILITY: Use of Precedents	UNDERSTANDING: History and Global Culture	UNDERSTANDING: Cultural Diversity and Social Equity	ABILITY: Pre-Design	ABILITY: Site Design	ABILITY: Codes and Regulations	ABILITY: Technical Documentation	ABILITY: Structural Systems	ABILITY: Environmental Systems	UNDERSTANDING: Building Envelope Systems & Assemblies	UNDERSTANDING: Building Materials & Assemblies	UNDERSTANDING: Building Service Systems	UNDERSTANDING: Financial Considerations	UNDERSTANDING: Research	ABILITY: Integrated Evaluation & Decision-Making	ABILITY: Integrative Design	UNDERSTANDING: Stakeholder Roles in Architecture	UNDERSTANDING: Project Management	UNDERSTANDING: Business Practices	UNDERSTANDING: Legal Responsibilities	UNDERSTANDING: Professional Conduct
KEY: A = Ability; U = Understanding; A-U Primary; a-u	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ROIT 10101 & 10102 Beginning Italian 1 & 2 (or ROIT 10110 or																										
ARCH 11011 Graphics I: Drawing																										
ARCH 11021 Graphics II: Drafting	A																									
ARCH 10311 Analysis of Architectural Writing																										
ARCH 21111 Design I		A		A	A	A																				
ARCH 21121 Design II		A		A	A	A																				
ARCH 20411 Building Technology I										A					U	U										
ARCH 20211 Architectural History I	A						U	U																		
ARCH 20221 Architectural History II	A						U	U																		
ARCH 20511 Structural Engineering																										
ARCH 34112 Design III		A		A						A																
ARCH 34122 Design IV		A		A						A																
ARCH 34312 Architectural History III																										
ARCH 34322 Architectural History IV																										
ARCH 34212 Roman Urbanism & Architecture I			A																							
ARCH 34222 Roman Urbanism & Architecture II			A																							
ARCH 34012 Graphics III: Freehand Drawing																										
ARCH 34022 Graphics IV: Watercolor																										
ARCH 40411 Env. Systems I / Systems Integration																	U									
ARCH 41111 Design V		A		A															U							
ARCH 41121 Design VI		A		A			U	U											U							
ARCH 41011 Graphics V: Computers											A		A													
ARCH 40511 Structural Design													A													
ARCH 40521 Applied Structural Systems																										
ARCH 40421 Building Technology II																										
ARCH 50419 Env. Systems II / Acoustics & Illumination																	U									
ARCH 51111 Design VII																										
ARCH 51121 Design VIII (Thesis)											A		A							A	A					
ARCH 50711 Professional Practice																		U				U	U	U	U	U

Student Performance Criteria Matrix
Path B: 2-Year M. Arch

	Realm A: Critical Thinking & Representation								Realm B: Building Practices, Technical Skills, and Know ledge										Realm C: Integrated			Realm D: Professional Practice				
	ABILITY: Professional Communication Skills	ABILITY: Design Thinking Skills	ABILITY: Investigative Skills	ABILITY: Architectural Design Skills	ABILITY: Ordering Systems	ABILITY: Use of Precedents	UNDERSTANDING: History and Global Culture	UNDERSTANDING: Cultural Diversity and Social Equity	ABILITY: Pre-Design	ABILITY: Site Design	ABILITY: Codes and Regulations	ABILITY: Technical Documentation	ABILITY: Structural Systems	ABILITY: Environmental Systems	UNDERSTANDING: Building Envelope Systems & Assemblie	UNDERSTANDING: Building Materials & Assemblies	UNDERSTANDING: Building Service Systems	UNDERSTANDING: Financial Considerations	UNDERSTANDING: Research	ABILITY: Integrated Evaluation & Decision-Making	ABILITY: Integrative Design	UNDERSTANDING: Stakeholder Roles in Architecture	UNDERSTANDING: Project Management	UNDERSTANDING: Business Practices	UNDERSTANDING: Legal Responsibilities	UNDERSTANDING: Professional Conduct
KEY: A = Ability; U = Understanding; A-U Primary; a-u Secondary	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
SPC expected to have been met in preparatory or pre-professional education.																										
Note: All 2-Year Professional Degree students receive additional transcript review and any courses deemed to be missing from their previous coursework are then added to their graduate program curriculum.																										
ARCH 60211 Architectural History I							U																			
ARCH 60221 Architectural History II							U																			
ARCH 60411 Building Technology I										A					U	U										
ARCH 60421 Building Technology II															U	U										
ARCH 60431 Env Systems I / Systems Integration																										
ARCH 60511 Structures I													A				U									
ARCH 60521 Structures II													A													
ARCH 61021 Introduction to CAD																										
ARCH 61111 Architectural Design I					A	A													U							
ARCH 61121 Architectural Design II					A	A													U							
ARCH 70441 Env Systems II / Acoustics & Illumination																	U									
ARCH 70531 Structures III													A													
ARCH 71131 Architectural Design III																										
SPC expected to be met in this NAAB-accredited program.																										
ARCH 61011 Introduction to Architectural Representation	A			A																						
ARCH 70211 History of Rome			A																							
ARCH 70311 Urban Elements and Principles								U																		
ARCH 71111 Elements & Principles of Classical Architecture				A																						
ARCH 71141 Classical Architecture I																										
ARCH 73321 Architectural Treatises																										
ARCH 74142 Urban Design I				A																						
ARCH 74211 Urban History of Rome																										
ARCH 74322 Italian Urbanism																										
ARCH 81151 Urban Design II		A	A							A									U							
ARCH 81161 Terminal Design Project											A									A	A					
ARCH 83311 After Urbanism																										
ARCH 84152 Classical Architecture II																										
ARCH 84211 Architectural History of Rome																										
ARCH 84312 Italian Classicism																										
ARCH 80711 Professional Practice																		U				U	U	U	U	U
*Students in the path B program were verified as completing the program requirements above the blue line.																										

Student Performance Criteria Matrix
Path C: 3-Year M. Arch

	Realm A: Critical Thinking & Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural			Realm D: Professional Practice				
	ABILITY: Professional Communication Skills	ABILITY: Design Thinking Skills	ABILITY: Investigative Skills	ABILITY: Architectural Design Skills	ABILITY: Ordering Systems	ABILITY: Use of Precedents	UNDERSTANDING: History and Global Culture	UNDERSTANDING: Cultural Diversity and Social Equity	ABILITY: Pre-Design	ABILITY: Site Design	ABILITY: Codes and Regulations	ABILITY: Technical Documentation	ABILITY: Structural Systems	ABILITY: Environmental Systems	UNDERSTANDING: Building Envelope Systems & Assemblies	UNDERSTANDING: Building Materials & Assemblies	UNDERSTANDING: Building Service Systems	UNDERSTANDING: Financial Considerations	UNDERSTANDING: Research	ABILITY: Integrated Evaluation & Decision-Making	ABILITY: Integrative Design	UNDERSTANDING: Stakeholder Roles in Architecture	UNDERSTANDING: Project Management	UNDERSTANDING: Business Practices	UNDERSTANDING: Legal Responsibilities	UNDERSTANDING: Professional Conduct
KEY: A = Ability; U = Understanding; A-U Primary; a-u Secondary	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ARCH 60211 Architectural History I	A						U																			
ARCH 60221 Architectural History II	A						U																			
ARCH 60411 Building Technology I										A					U	U										
ARCH 60421 Building Technology II															U	U										
ARCH 60431 Env. Systems I / Systems Integration													A				U									
ARCH 60511 Structures I													A													
ARCH 60521 Structures II																										
ARCH 61011 Introduction to Architectural Representation																										
ARCH 61021 Introduction to CAD																										
ARCH 61111 Architectural Design I				A	A	A													U							
ARCH 61121 Architectural Design II				A	A	A													U							
ARCH 70211 History of Rome			A																							
ARCH 70311 Urban Elements and Principles								U									U									
ARCH 70441 Env. Systems II / Acoustics & Illumination																										
ARCH 70531 Structures III													A													
ARCH 71131 Architectural Design III		A		A																						
ARCH 71141 Classical Architecture I																										
ARCH 73321 Architectural Treatises																										
ARCH 74142 Urban Design I				A																						
ARCH 74211 Urban History of Rome																										
ARCH 74322 Italian Urbanism																										
ARCH 80711 Professional Practice																										
ARCH 81151 Urban Design II	A	A	A																							
ARCH 81161 Terminal Design Project										A										A	A					
ARCH 83311 After Urbanism											A															
ARCH 84152 Classical Architecture II																										
ARCH 84211 Architectural History of Rome																										
ARCH 84312 Italian Classicism																		U				U	U	U	U	U

Appendix 3. The Visiting Team

Team Chair, Representing the ACSA
Stephen White, AIA, Dean
Roger Williams University
School of Architecture, Art & Historic Preservation
One Old Ferry Road
Bristol, RI 02809
(401) 254-3681
(401) 251-3565 fax
swhite@rwu.edu

Representing the ACSA
Craig Evan Barton, Professor & Director
The Design School
The Herberger Institute for Design and the Arts
Arizona State University
P.O. Box 871605
Tempe, AZ 85287-1605
(480) 965-3536
(480) 965-0968 fax
craig.barton@asu.edu

Representing the AIA
Peggy Rubens-Duhl, AIA, NCARB
Architecture + Planning
Fresh Architect
16 Fieldstone Drive
Woodbridge, CT 06525
(203) 671-9997
peggy@Fresharchitect.com

Representing the AIAS
Mario Medina Vilela
1931 Macondray Drive
Humble, TX 77396
(281) 235-6356
mamedinavilela@outlook.com

Representing the NCARB
Karen Williams, AIA, NCARB, LEED®AP BD+C
Project Architect/Manager
PIVOT Architecture
44 W. Broadway
Eugene, OR 97401
(850) 445-3027
karenewilliams@gmail.com

Bradford R. Houston
839 E. South Temple #302
Salt Lake City, UT 84102
(801) 362-1407
Houston.brad@gmail.com

V. Report Signatures

Respectfully Submitted,

Stephen White, AIA **Team Chair**	**Representing the ACSA**
Craig Evan Barton **Team Member**	**Representing the ACSA**
Peggy Rubens-Duhl, AIA, NCARB **Team Member**	**Representing the AIA**
Mario Medina Vilela **Team Member**	**Representing the AIAS**
Karen Williams, AIA, NCARB, LEED®AP BD+C **Team Member**	**Representing the NCARB**
Bradford R. Houston **Nonvoting Member**	