Syracuse University
School of Architecture

2016 Visiting Team Report

Bachelor of Architecture (162 undergraduate credit hours)

Master of Architecture (non-preprofessional degree plus 110 credit hours)

The National Architectural Accrediting Board
April 13, 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 accreditation team wishes to thank Syracuse University's School of Architecture for its assistance and hospitality during our visit. In particular, the team wants to recognize the efforts of Dean Michael Speaks and Associate Dean Julia Czerniak for being extremely helpful in preparing and organizing the components of the team visit, including the APR and the team room. The team appreciated the courtesy, candor, thoughtful discussions, presentations, and all relevant information provided throughout the visit.

The shared appreciation for the history, traditions, and values of the program creates a strong learning culture, which was manifested in the interactions that the team had throughout the visit. A hallmark of the program is its investment in the professional practice of architecture and the integration of history, theory, and technology into design thinking. The study abroad offerings provide the program with a global perspective, which complements the history, theory, and technology emphasis of the core curriculum. The students, faculty, staff, and alumni take tremendous pride in their school and their university. There is a synergy between the program and the facilities of Slocum Hall that enhances the learning culture of the school.

Student strengths include their engagement in a respectful and thoughtful proactive stewardship of their own education and the ability to synthesize information into complete projects. The drive and dedication of the students promote peer-to-peer learning within the vibrant studio environment. The mix of cultural, language, and experiential backgrounds enhances the learning environment for all the students. Formal and informal peer-to-peer mentoring, active student organizations, and a clear understanding of the profession and the path to licensure are among the strengths found in the student body. The students in the program show a commitment and passion that is shared with alumni through extensive networking opportunities.

The resident faculty is a professional and collegial group that is dedicated to the students' academic success, progress, life goals, and intellectual growth. The faculty is instrumental in generating forward thinking, discursive symposia, as well as events that bring new ideas to expand the school's impact on the discipline and vice versa. The faculty is committed to program and curriculum development and assessment, faculty mentoring, and the inclusion of constituent voices in the school's operations. Students hold the faculty in high regard, and the faculty fosters an environment that respects student initiatives.

The administration and staff are essential contributors to the high regard with which the public views the school and to the school's continued reputation of excellence. The dean, the associate dean, and the chairs of the Bachelor of Architecture and Master of Architecture programs are committed leaders who support university and school initiatives that enrich faculty and student opportunities. The administration and faculty have been active participants in the planning of the university's new campus-wide "Fast Forward" campaign to provide a new academic strategic plan; however, the School of Architecture does not currently have a strategic plan. The dedicated and hands-on staff have an understanding of the unique opportunities and challenges of working within a school of architecture and are a valued asset to the program. In particular, the team noted the exceptional responsiveness of the architecture librarian and the director of career services, and regarded them as highly valued personnel for their role in the delivery of the school's mission.

b. Conditions Not Achieved

B.1 Pre-Design (B. Arch, M. Arch)
B.3 Codes and Regulations (B. Arch, M. Arch)

B.10 Financial Considerations (B. Arch, M. Arch)
II.2.2 Professional Degrees and Curriculum (B. Arch)

II. Progress Since the Previous Site Visit (2010)

2004 Condition 2, Program Self-Assessment Procedures: *The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Previous Team Report (2010): The team found instances of anecdotal evaluation, but the programs do not have a formalized plan or procedure for self-assessment. Significantly, the APR mentions numerous activities that were not sufficient to provide insight into the program's focus and pedagogy. Confusion about the differences between individual, course, and program assessment is evident in the APR and was similarly evident during the visit.

2016 Team Assessment: The team found evidence of procedures for self-assessment, and this condition is now **Met.** There has been progress in addressing Student Performance Criteria deficiencies identified at the time of the last visit. While changes in the university and School of Architecture administration have impacted the status of the school's self-assessment procedures, the APR and the team's conversations with the faculty, staff, and students provided evidence of a multivalent program-assessment process. The University Assessment Council mandates that all schools and colleges participate in an ongoing assessment of student learning. The annual faculty retreat is a key component for assessing the relationship between program objectives, curricular content, and student learning outcomes, as are the weekly studio coordinator meetings and the bi-weekly faculty meetings.

Recent program changes have included a reconfiguring of the thesis curriculum, the study abroad semesters, and the comprehensive design studio sequence, and the creation of visiting faculty studios. In 2015-2016, the Curriculum Committee completed its most recent comprehensive review of the curriculum and its delivery in both the B. Arch and M. Arch programs. The curricular review process includes input from students through course evaluations and input from faculty through subject-based subcommittees of the Curriculum Committee. The tenured faculty and the administration have been updating the mentoring, faculty leave, and promotion policies to conform to tenure guidelines in support of tenure-track faculty. Annual reviews of the faculty by the administration are part of the program assessment.

2004 Criterion 13.9, Non-Western Traditions (M. Arch only): Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2010): The team found evidence in ARC 133 and 134 for the B. Arch students. The team did not find evidence in required coursework for the M. Arch students.

> **2016 Team Assessment**: The team found evidence that this criterion is now **Met** for M. Arch students in required coursework in ARC 639 *Architectural History Principles.*

2004 Criterion 13.13, Human Diversity (M. Arch only): Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Previous Team Report (2010): The team found evidence in ARC 134 for the B. Arch students. There was no evidence found in required coursework for the M. Arch students.

> **2016 Team Assessment**: The team found evidence that this criterion is now **Met** for M. Arch students in required coursework in ARC 639 *Architectural History Principles.*

2004 Criterion 13.26, Technical Documentation: Ability to *make technically precise drawings and write outline specifications for a proposed design.*

Previous Team Report (2010): While the team found evidence in ARC 308 & 607 of technically precise drawings, it found no evidence of the ability to write outline specifications.

> **2016 Team Assessment**: The team found evidence that this criterion is now **Met** for B. Arch students in ARC 409 *Architectural Design VIII* (integrated studio) and for M. Arch students in ARC 607 *Architectural Design IV,* which include a specification writing module.

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 has a rich and distinguished history dating from 1873, 3 years after Syracuse University was founded. In 2014, Kent Syverud became the twelfth chancellor of the university. Under his leadership, a "Fast Forward" campaign is being launched, which encompasses a university-wide academic strategic plan, a vision for infrastructure needs, and an operational excellence program. In 2009, the School of Architecture faculty adopted a mission that is dedicated to creating a rich academic environment marked by the confluence of advanced practice, contemporary theory, and social engagement. The primary goal of the mission is to help students develop the capacity and judgment necessary to understand the built environment and generate critical architectural responses. In this way, each student can engage both the discipline of architecture and the multiple discourses necessary—artistic, technological, social, political, environmental, and economic—to be a successful practitioner and a conscientious citizen. The School of Architecture's engagement with the campus, the city of Syracuse, and the global community continues to grow, which offers opportunities for faculty and students and contributes significantly to life at the university. Michael Speaks became the tenth dean of the School of Architecture in 2013.

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: The APR and the team's conversations with program administrators, faculty, and students demonstrated that the School of Architecture's learning culture is respectful of differences,

encourages collaboration, and fosters interdisciplinary innovation. The school environment promotes a culturally and socially diverse climate that supports each member of the school community.

The visiting team found evidence in the APR and in the student work exhibited that the School of Architecture provides a broad base of disciplinary knowledge for the study of architecture, which promotes the values of intellectual rigor, critical thinking, and engaged and ethical practice.

The Studio Culture Policy is evaluated by students and faculty on an ongoing basis in a meeting held once a semester in a public forum. The most recent revisions of the Studio Culture Policy took place in the fall 2014 and spring 2015 semesters. This policy is found on the School of Architecture's website and in hard-copy in the 2015-2016 Undergraduate Catalog – Information for Advising Purposes. The policy is also included (or at least a reference to it) in all studio syllabi.

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 visiting team found evidence that the program has a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff. Syracuse University's University Policies encompass a clear plan that goes well beyond the mere legal compliance with Equal Employment Opportunity/Affirmative Action requirements by demonstrating a culture of respect, equity, and safety throughout the program and institution. The program, students, faculty, and staff exhibit a diversity that illustrates the success of their policies and initiatives for diversity and inclusion. The university is proactive in recruiting and assisting economically disadvantaged students. Further, its Office of Multicultural Affairs offers special programs for underrepresented groups, including financial aid programs. The team observed that the School of Architecture is committed to fostering an environment of inclusion among students, faculty, and staff. The school's policies are communicated to every new student in its "Program Rules and Guidelines" for both undergraduate and graduate programs, and to faculty and staff in their annual startup package. Programs such as a recent 2-day symposium called "Towards a Hip Hop Architecture" brought together a multicultural audience from around the country to foster a broad cultural discourse at the school.

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.

2016 Analysis/Review: Through numerous strategies, an ethos of collaboration and leadership throughout the program fosters a strong collaborative culture. These strategies include structured coursework, extracurricular activities (student organizations), and external travel programs. Group research is a common strategy in ARC 107 *Architectural Design I*, ARC 108 *Architectural Design II*, ARC 207 *Architectural Design III*, ARC 208 *Architectural Design IV*, ARC 606 *Architectural Design III*, ARC 607 *Architectural Design IV*, and ARC 608 (core studios), which engenders

commitment, negotiation skills, and mutual trust through the preparation of base documentation. Self-organized leadership and subdivision of labor characterize these efforts and allow students to negotiate differences of opinion while developing consensus. Students practice collaboration and leadership in their self-organized student groups—the Architecture Student Organization (ASO), which is the School of Architecture's long-standing student group; the American Institute of Architecture Students (AIAS); the Society of Multicultural Architects and Designers (SMAD); and the Graduate Student Organization (GSO)—where they actively engage community projects, student support strategies, and other student-initiated ideas. There were numerous examples of student-generated ideas that also engaged faculty and garnered their support.

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.

2016 Analysis/Review: The School of Architecture's approach to design education encompasses a diversity of learning experiences and opportunities that meet the objectives set by the NAAB. Although the curriculum was tightly scripted in the early years of both the B. Arch and M. Arch programs, later semesters allowed for greater latitude in exploring advanced topics. The emphasis on fundamental design skills, coupled with representational skills, appears to serve the students well as they begin the design sequence, move toward more complex solutions, and build toward comprehensive design projects. The building of skills is accompanied by constant feedback through individual, group, and guest critiques. The university offers a stimulating and challenging environment for students to develop design-thinking and problem -solving skills, which are of significant value to the students and their future employers in a rapidly evolving market. Integrated/comprehensive design is a strong element of both the B. Arch and M. Arch programs.

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.

2016 Analysis/Review: The School of Architecture has a rigorous architecture professional educational program. Professional opportunities and career paths in architecture are featured in undergraduate publications. The Career Services Office and the manager of career development offer a support service that provides regular work sessions to help guide students through their professional development, the NCARB Intern Development Program (IDP), and the licensing requirements. Practicing architects and a global network of alumni are brought in for career panel discussions to talk with students about career paths and opportunities. Detailed career information regarding architecture is conveyed to all students in ARC 585 *Professional Practice.* Architecture students are able to explore many related fields, such as construction management or real estate development, through opportunities to complete minors. One in five B. Arch students takes a minor. The team's conversations with students confirmed an understanding of the breadth of professional opportunities available to the program's graduates**.**

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.

2016 Analysis/Review: The team found that the School of Architecture provides coursework, both required and elective, to enable graduates to understand the sustainability process. This includes an emphasis on the integration of sustainable practices into the design and comprehensive design studios. Specific design studios have additional requirements that involve integrating ecologically sound solutions with social sustainability. Building systems courses at the basic and advanced levels are geared toward students' understanding of the basic principles of a building's environmental, lighting, envelope, and other components, including how those systems affect

building performance. Many courses include case studies that feature the incorporation of the LEED rating system into existing buildings.

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

2016 Analysis/Review: The team found evidence that the program provides a foundation in understanding the architect's responsibility regarding civic and community engagement. ARC 134 *Introduction to History of Architecture I* connects a student's hometown experience to the broader architectural realm. ARC 639 *Architectural History Principles* helps students recognize the broad range of backgrounds and historical contexts from which communities are derived. Additional exposure to these factors is found in extensive study abroad programs, travel studio experiences, visiting critics' studios, and an elective seminar course—ARC 500—which focuses on economic and social issues in architecture through a variety of topics. The culminating thesis project of both the undergraduate and graduate programs provides the opportunity for students to address social and community concerns of particular interest to the individual. Students are engaged with the Syracuse community through opportunities arising from AIAS Freedom by Design projects. Many studio courses focus on extensive research into the economic background of the location of the site and how design can impact the social setting.

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: There is no evidence of the current implementation of a School of Architecture multi-year strategic plan or how this plan might be routinely assessed and refined by the school with input from faculty, staff, students, and alumni. Section I.1.1 of the APR lists the school's mission and principal objectives, but it is not clear how the mission and objectives have been developed and are routinely assessed by the program.

In 2014, Syracuse University appointed Kent Syverud as its twelfth chancellor. During the 2014-2015 academic year, the university engaged in defining "Fast Forward," a campaign that, when approved by the Board of Trustees, will provide a new academic strategic plan and a new focus on the university's campus master plan as a component of excellence. From the onset of the campaign, the School of Architecture has been involved in its development. Dean Speaks and Associate Dean Czerniak are both part of the "Fast Forward" executive committee that is working on the campus master plan. The team was told that the provost has explicitly recommended that the School of Architecture refrain from initiating a new strategic plan until after the adoption of "Fast Forward" by the Board of Trustees, which is expected in May 2016.

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.

2016 Analysis/Review: The APR and the team's conversations with the faculty, staff, and students provided evidence of a multivalent program assessment process. The University Assessment Council mandates that all schools and colleges participate in an ongoing assessment of student learning. The annual faculty retreat is a key component for assessing the relationship between program objectives, curricular content, and student learning outcomes. Recent program changes have included a reconfiguring of the thesis curriculum, the study abroad semesters, and the comprehensive design studio sequence, and the creation of visiting faculty studios.

The tenured faculty and the administration have been updating the mentoring, faculty leave, and promotion policies to conform to tenure guidelines in support of tenure-track faculty. Annual reviews of the faculty by the administration are part of the program assessment.

While the school has a mission statement dating from 2009, it did not provide specific evidence of defined multi-year objectives and how these might be assessed. The appointment of Dean Speaks in 2013 and Chancellor Syverud in 2014 has led to a change in initiatives. The provost has explicitly recommended that the school refrain from initiating a new strategic plan until after the adoption of "Fast Forward" by the Board of Trustees in May 2016.

Progress has been made in addressing Student Performance Criteria deficiencies identified at the time of the last visit. The changes in the university and School of Architecture administration have impacted the status of the school's self-assessment procedures. Stewardship of the NAAB perspectives remains integral to the school's core values. The team found evidence that faculty, student, and graduate views of the program were solicited.

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: In 2015-2016, the Curriculum Committee completed its most recent comprehensive review of the curriculum and its delivery in the B. Arch and M. Arch programs. The curricular review process includes input from students through course evaluations and input from faculty through subject-based subcommittees of the Curriculum Committee. The annual faculty retreat is a key component of curricular discussions, as are weekly studio coordinator meetings and bi-weekly faculty meetings. Curriculum changes are proposed and vetted by the Curriculum Committee. The full faculty discuss and vote on curriculum changes. The changes are presented to the Syracuse University Senate for final approval. The graduate and undergraduate program chairs ultimately organize and manage the curriculum.

The course notebooks presented in the team room included self-assessments of the NAAB Student Performance Criteria, which were provided for each required course by the course

instructors. The curricular assessment by the instructor followed a standard format, but was specific to each course.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2016 Team Assessment: The visiting team found evidence demonstrating that this condition has been **Met**. The workloads of the faculty support a low student-faculty ratio, which provides ample student-teacher exchanges. Connie Caldwell is the school's ALA. She provides career guidance, including internship and job placement opportunities. Faculty members have opportunities to pursue professional development, which contributes to program improvement, through faculty grants made available by the School of Architecture to advance ongoing curricular discourse. The faculty are highly active and create a variety of symposia to bring a broader discourse to the campus while also participating in conferences and off-campus symposia. Opportunities for the professional development of the staff are provided through the annual review process. A large number of staff members have stayed with the school for decades and have moved into more advanced positions. Student support services are wide ranging and include academic and personal advising.

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: The team found that the program's physical resources support the program's pedagogical approach and student achievement. This was confirmed through the team's tours of the facilities and its discussions with faculty, students, and technical support staff. The team found studio-

based learning, interactive learning, labs, shops and equipment, and space to support the multiple learning pedagogies. For instance, Slocum Hall, the School of Architecture's home, was completely renovated in 2008, which greatly increased the school's technical opportunities through the integration of analog and digital tools to meet the program's pedagogical objectives. In 2013, the Einhorn 21st Century Studio was started to support hands-on digital design. Computing/plotting and woodshop/fabrication facilities were improved and expanded, as were the office suites and the Architecture Reading Room.

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 operates on a Responsibility Centered Management (RCM) model using a 10-year budget projection. Enrollment has remained positive in recent years. The operating budget has maintained a consistent net revenue throughout the past 3 fiscal years. The program has significantly increased its institutional development campaign.

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 program has an extensive collection housed in the Ernest Stevenson Bird Library, which is the university's main library, and the Architecture Reading Room, which is located in Slocum Hall. Barbara Opar, the program librarian, oversees the architecture collection and facilitates access to the collection for students and faculty within Slocum Hall. A strength of the Syracuse collection is its unique and rather extensive working drawing collection, which is used very effectively by both students and faculty for instruction and learning. These construction documents are used throughout the curriculum on a regular basis to develop student case studies.

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: Through the APR and the team's conversations with the administrators, faculty, and students, the school described its administrative structure and the roles of the faculty and staff in governance. Syracuse University is classified as a high research activity with 13 academic units, including 7 schools and 6 colleges. The dean of the School of Architecture is appointed by the vice chancellor. The dean is charged with administering the School of Architecture program. The faculty has jurisdiction over the curriculum.

An organizational chart of the School of Architecture was provided in the APR. The Office of the Dean comprises 30 administrative staff members, of which 7—including the dean, the associate dean, the undergraduate and graduate program chairs, and the Florence, London, and New York City program

coordinators—are also faculty members at the school. The associate dean works closely with the undergraduate and graduate chairs, who administer their respective degree programs, and with various other staff. The associate dean is the dean's key liaison to the faculty for academic matters. The assistant dean and related staff are responsible for all non-academic administration matters, including financial management, faculty and staff human resource issues, oversight of spaces and facilities, and the organization of all school events. The dean regularly convenes an executive committee of the associate dean, assistant dean, and program chairs to facilitate communication and collaboration. In addition, faculty meetings are held regularly, with the participation of tenured, tenure-track, and full-time faculty.

Access to the school's by-laws was provided electronically in the team room. The by-laws were most recently updated on April 3, 2015. Faculty are elected to four standing committees within the school and to the Syracuse University Senate. Students are elected to, and have a representative voice on, the Curriculum Committee and the Faculty Search Committee.

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 the following courses:

B. Arch: ARC 141 *Introduction to Architecture* (essays, videos, social media); ARC 181 *Representation I* (manual media); ARC 182 *Representation II* (digital media).

M. Arch: ARC 641 *Introduction to Architecture* (essays, videos, social media); ARC 681 *Media I* (manual media); ARC 682 *Media II* (digital media).

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 the following courses:

B. Arch: ARC 107 *Architectural Design I* (abstract ideas); ARC 307 *Architectural Design V* (clear questions raised and reasoned conclusions); ARC 242 *Architectural Theory* (design thinking in history); ARC 307 *Architectural Design V*.

M. Arch: ARC 604 *Architectural Design I*; ARC 605 *Architectural Design II*; ARC 607 *Architectural Design IV*.

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 the following courses:

B. Arch: ARC 108 *Architectural Design II*; ARC 409 *Architectural Design VIII*; ARC 505 *Thesis Preparation*.

M. Arch: ARC 605 *Architectural Design II*; ARC 505 *Thesis Preparation*; ARC 641 *Introduction to Architecture.*

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 the following courses:

B. Arch: ARC 108 *Architectural Design II*; ARC 208 *Architectural Design IV*; ARC 508 *Architectural Design IX* – Thesis.

M. Arch: ARC 605 *Architectural Design II*; ARC 606 *Architectural Design III*; ARC 409 *Architectural Design VIII* (integrated studio).

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 the following courses:

B. Arch: ARC 108 *Architectural Design II*; ARC 207 *Architectural Design III*; ARC 208 *Architectural Design IV.*

M. Arch: ARC 605 *Architectural Design II*; ARC 606 *Architectural Design III*; ARC 607 *Architectural Design IV.*

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 the following courses:

B. Arch: ARC 409 *Architectural Design VIII*; ARC 505 *Thesis Preparation.*

M. Arch: ARC 998 *Design VII – Thesis*.

The team felt that this criterion is **Met with Distinction** in both the B. Arch and M. Arch programs through the prevalent use of precedents as a clearly valued teaching tool in analyzing case studies in design studios. The student work shows in-depth analysis of precedents and the application of them to the benefit of students' design projects throughout all years of the program.

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

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 the following courses:

B. Arch: ARC 141 *Introduction to Architecture* (exams and papers); ARC 133 *Introduction to History of Architecture I* (exams and student class notes); ARC 134 *Introduction to History of Architecture II* (writing assignments).

M. Arch: ARC 639 *Architectural History Principles* (oral and PowerPoint presentations and student essays).

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work, reading assignments, papers, and examinations in the following courses:

B. Arch: ARC 141 *Introduction to Architecture* (exams and papers); ARC 133 *Introduction to History of Architecture I* (exams and student class notes); ARC 134 *Introduction to History of Architecture II* (writing assignments).

M. Arch: ARC 639 *Architectural History Principles* (oral and PowerPoint presentations and student essays).

Realm A. General Team Commentary: In this realm, the team noted that one criterion was Met with Distinction and all other criteria were noted as Met. Students and faculty demonstrated a shared commitment to the goals covered by this realm, as illustrated through discussions and student work. There was extensive use of precedents and case studies across multiple courses, which led to an understanding of current architectural thinking based on research regarding, and analysis of, multiple theoretical, social, political, economic, cultural, and environmental contexts.

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: Evidence of student achievement at the prescribed level was not found in student work for key elements of this criterion. While certain components of pre-design (such as site analysis and code review) were found in the student work, in both the B. Arch and M. Arch coursework, the team did not find evidence of the ability to prepare a comprehensive architectural project program that included many of the requirements of this criterion.

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 the following courses:

B. Arch: ARC 207 *Architectural Design III* (ecologies); ARC 208 *Architectural Design IV* (open sites); ARC 409 *Architectural Design VIII* (urban sites).

M. Arch: ARC 605 *Architectural Design II* (ecologies); ARC 607 *Architectural Design IV* (urban sites).

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] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work for key elements of this criterion. While the team found evidence of the teaching of life-safety standards in coursework, it only found evidence of an understanding of accessibility standards and no evidence of the ability to apply accessibility standards consistently in integrated design studio work in both the B. Arch and M. Arch coursework.

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] Met

M. Arch
[X] Met

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

B. Arch: ARC 222 *Building Systems Design I*; ARC 409 *Architectural Design VIII (*integrated studio); ARC 423 *Advanced Building Systems.*

M. Arch: ARC 607 *Architectural Design IV* (integrated studio); ARC 621 *Building Systems Design I*; ARC 623 *Advanced Building Systems.*

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 the following courses:

B. Arch: ARC 211 *Structures I*; ARC 311 *Structures II*.

M. Arch: ARC 611 *Structures I*; ARC 612 *Structural Systems Design II*.

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

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 the following courses:

B. Arch: ARC 121 *Introduction to Building and Structural Systems* (exams and case studies); ARC 322 *Building Systems Design II* (fall 2015: exams and assignments; fall 2014: case studies); ARC 423 *Advanced Building Systems* (case studies); ARC 409 *Architectural Design VIII* (student projects).

M. Arch: ARC 622 *Building Systems Design II* (quizzes, exams, student assignments); ARC 623 *Advanced Building Systems* (case studies)*;* ARC 607 *Architectural Design IV* (student projects).

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 the following courses:

B Arch: ARC 409 *Architectural Design VIII* (integrated studio); ARC 222 *Building Systems Design I*; ARC 423 *Advanced Building Systems.*

M Arch: ARC 607 *Architectural Design IV*; ARC 621 *Building Systems Design I*; ARC 623 *Advanced Building Systems.*

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 the following courses:

B. Arch: ARC 409 *Architectural Design VIII* (integrated studio); ARC 222 *Building Systems Design I*; ARC 423 *Advanced Building Systems.*

M. Arch: ARC 607 *Architectural Design IV* (integrated studio); ARC 621 *Building Systems Design I*; ARC 623 *Advanced Building Systems*

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 the following courses:

B. Arch: ARC 322 *Building Systems Design II* (electrical ceiling plan); ARC 423 *Advanced Building Systems* (HVAC, vertical transportation).

M. Arch: ARC 622 *Building Systems Design II* (MEP); ARC 623 *Advanced Building Systems (HVAC,* vertical transportation).

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] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. Student work at the understanding level was not consistently demonstrated in the areas of building costs, scheduling, and operational/life-cycle costs. No student work, exams, or case studies were provided to indicate that the students were able to achieve an understanding of project financial considerations.

Realm B. General Team Commentary: In this realm, the team noted that three criteria were Not Met and all other criteria were noted as Met. For the most part, student work illustrated an understanding of the technical aspects of design, systems, and materials that is needed to comprehend architectural solutions. However, key elements of B.1 Pre-Design, B.3 Codes and Regulations, and B.10 Financial Considerations were not found in student work in both the B. Arch and M. Arch coursework.

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 the following courses:

B. Arch: ARC 307 *Architectural Design V* (student projects); ARC 505 *Thesis Preparation* (student reports); ARC 508 *Architectural Design IX – Thesis* (student projects); ARC 423 *Advanced Building Systems* (case studies).

M. Arch: ARC 607 *Architectural Design IV* (student projects); ARC 505 *Thesis Preparation* (student reports); ARC 998 *Design VII – Thesis* (student projects); ARC 623 *Advanced Building Systems* (case studies).

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 the following courses:

B. Arch: ARC 307 *Architectural Design V*; ARC 409 *Architectural Design VIII* (integrated studio); ARC 508 *Architecture Design IX – Thesis.*

M. Arch: ARC 607 *Architectural Design IV* (integrated studio).

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 the following courses:

B. Arch: ARC 409 *Architectural Design VIII* (integrated studio); ARC 207 *Architectural Design III*; ARC 208 *Architectural Design IV.*

M. Arch: ARC 607 *Architectural Design IV* (integrated studio).

Realm C. General Team Commentary: In Realm C, the team found all criteria to be Met. Students were able to produce integrated solutions through analysis of the many variable design parameters. They also showed the ability to incorporate environmental strategies into their projects as they demonstrated well-reasoned design thinking that shapes complex design and technical solutions.

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 the following courses:

B. Arch: ARC 409 *Architectural Design VIII* (integrated studio); ARC 585 *Professional Practice.*

M. Arch: ARC 607 *Architectural Design IV* (integrated studio); ARC 585 *Professional Practice.*

This criterion is **Met with Distinction** in both the B. Arch and M. Arch programs. ARC 585 *Professional Practice* capitalizes on the study abroad, visiting critic, and ARC 409 *Architectural Design VIII* and ARC 607 *Architectural Design IV* experiences. It provides a strong framework for the traditional practice of architecture. The student test material exemplified a full understanding of the architectural process and the stakeholders involved in each phase of production. The required thesis work of the B. Arch and M. Arch programs supports the development of issues related to the stakeholders with individually formulated work.

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 the following courses:

B. Arch: ARC 585 *Professional Practice.*

M. Arch: ARC 585 *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 the following courses:

B. Arch: ARC 585 *Professional Practice.*

M. Arch: ARC 585 *Professional Practice.*

This criterion is **Met with Distinction** in both the B. Arch and M. Arch programs**.** Evidence of student achievement at an advanced level was found in student work through a review of research, case studies, and examinations in a rigorous course on practice. Through an emphasis on case studies, the students gain a deep understanding of basic business practices, including financial management and business planning, marketing, and organization, and they practice entrepreneurialism through a variety of student-directed projects.

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 through the team's review of research, case studies, and examinations in the following courses:

B. Arch: ARC 585 *Professional Practice.*

M. Arch: ARC 585 *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 examinations prepared for the following courses:

B. Arch: ARC 585 *Professional Practice.*

M. Arch: ARC 585 *Professional Practice*.

Realm D. General Team Commentary: In this realm, the team noted that two criteria were Met with Distinction and all other criteria were noted as Met. The team felt that Realm D was especially well addressed in the school's Professional Practice coursework. Students are particularly well equipped for the business aspects of architectural practice through exams and case studies relating to the legal, financial, and ethical issues involved in the complex design and construction arena. The importance of the architect's role is emphasized along with real-world examples of how decisions have significant legal and financial implications.

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 team found this condition to be **Met**. The Middle States Commission on Higher Education documentation is provided 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.

B. Arch
[X] Not Met

2016 Team Assessment: The team found this condition to be **Not Met** in the B. Arch program. The NAAB requires 45 general studies credits, and this program has 42. This was confirmed in the School of Architecture handbook and in discussions with the school's administration. Note: The program stated that the university regulates the number of general studies courses, and the 162 total credit hours for the B. Arch program exceed the NAAB minimum required total credit hours.

M Arch
[X] Met

2016 Team Assessment: In the prerequisites for admission to the program, the team found evidence indicating that this condition is **Met** in the M. Arch program.

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 pre-professional 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: Materials supporting the evaluation of preparatory education were presented in the team room in the form of files of admitted students, which included transfer agreements, tests for assessing structures and history placement, transcripts, and portfolios. Information on the admissions process was found on the Syracuse University and School of Architecture websites. Letters stating the length of the program are sent to students with their transfer evaluations.

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: The team found the statement on NAAB-accredited degrees on the School of Architecture page of the Syracuse University website, and this condition is, therefore, **Met**.

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: The team found the statement on the NAAB Conditions and Procedures on the School of Architecture page of the Syracuse University website, and this condition is, therefore, **Met**.

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: The NAAB team found that this condition is **Met with Distinction** due to the access that students and graduates have to career development and placement services. The program supports a full-time career development staff member who administers a variety of career development programs, including coaching individuals on summer job and permanent job strategies; provides support for the Intern Development Program; and assists with researching alternative career options. The students also receive assistance with resume and cover-letter writing, interviewing techniques, and the networking and research process. A spring program brings dozens of architects from offices along the east coast to the campus for individual interviews. Additionally, the Career Services Office advertises new job opportunities to and from alumni via its LinkedIn website. The connection of the students with the Career Services Office was affirmed in all interviews with the students. The permanent display of “license stamped” mail from alumni celebrates architectural licensure as an accomplishment of recent graduates and a goal for all students.

II.4.4 Public Access to APRs and VTRs:

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

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

[X] Met

2016 Team Assessment: The most recent decision letter and the VTR are accessible on the school website. The Annual Reports, the Interim Progress Reports, and the APR are also available on the school website, so this condition is **Met**.

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: The team found this condition to be **Met**. On the Syracuse University Career Services website, links are available to the ARE pass rates on the NCARB website.

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: The NAAB team found that this condition is **Met**. Evidence was found on the School of Architecture website and on the Syracuse University website.

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

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: The NAAB team found that this condition is **Met**. Evidence was found on the Syracuse University website.

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: The team found this condition to be **Met**. Official documentation was provided in the APR.

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: The team found this condition to be **Met**. Evidence was provided in the team room for years 2010-2015 and is now available on the School of Architecture website.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.6 Use of Precedents (B. Arch, M. Arch)

The team felt that this criterion is Met with Distinction in both the B. Arch and M. Arch programs through the prevalent use of precedents as a clearly valued teaching tool in analyzing case studies in design studios. The student work shows in-depth analysis of precedents and the application of them to the benefit of students' design projects throughout all years of the program.

D.1 Stakeholder Roles in Architecture (B. Arch, M. Arch)

This criterion is Met with Distinction in both the B. Arch and M. Arch programs**.** Evidence of student achievement at an advanced level was found in student work through a review of research, case studies, and examinations in a rigorous course on practice that emphasizes case studies. The student test material exemplified a full understanding of the architectural process and the stakeholders involved in each phase of production. The required thesis work of the B. Arch and M. Arch programs supports the development of issues related to the stakeholders with individually formulated work.

D.3 Business Practices (B. Arch, M. Arch)

This criterion is Met with Distinction in both the B. Arch and M. Arch programs. Evidence of student achievement at an advanced level was found in student work through a review of research, case studies, and examinations in a rigorous course on practice. Through an emphasis on case studies, the students gain a deep understanding of basic business practices, including financial management and business planning, marketing, and organization, and they practice entrepreneurialism through a variety of student-directed projects.

II.4.3 Access to Career Development Information

The NAAB team found that this condition is Met with Distinction due to the access that students and graduates have to career development and placement services. The program supports a full-time career development staff member who administers a variety of career development programs, including coaching individuals on summer job and permanent job strategies; provides support for the Intern Development Program; and assists with researching alternative career options. The students also receive assistance with resume and cover-letter writing, interviewing techniques, and the networking and research process. A spring program brings dozens of architects from offices along the east coast to the campus for individual interviews. Additionally, the Career Services Office advertises new job opportunities to and from alumni via its LinkedIn website.

Appendix 2. Team SPC Matrix

B.Arch
Student Performance Criteria (SPC) Matrix

		Critical Thinking & Representation								Building Practices, Technical Skills, & Knowledge										Integrated Architectural Solutions			Professional Practice				
		Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History & Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes & Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems & Assemblies	Building Materials & Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations & Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
		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 prepatory education																									
		SPC met in NAAB-accredited program																									
		Realm A								Realm B										Realm C			Realm D				
DESIGN		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
Architectural Design I	ARC 107		■																								
Architectural Design II	ARC 108			■	■	■																					
Architectural Design III	ARC 207					■					■											■					
Architectural Design IV	ARC 208				■	■					■											■					
Architectural Design V	ARC 307		■																	■	■						
Architectural Design VIII	ARC 409			■	■		■				■		■		■	■	■				■	■	■				
Thesis Preparation	ARC 505			■			■													■							
Architectural Design IX-Thesis	ARC 508																			■	■						
STRUCTURES		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
Structures I	ARC 211													■													
Structures II	ARC 311													■													
TECHNOLOGY		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
Intro to Building & Structural Systems	ARC 121														■												
Building Systems Design I	ARC 222												■			■	■										
Building Systems Design II	ARC 322														■			■									
Advanced Building Systems	ARC 423												■		■	■	■	■		■							
HISTORY		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
Intro to History of Architecture I	ARC 133							■	■																		
Intro to History of Architecture II	ARC 134							■	■																		
THEORY		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
Intro to Architecture	ARC 141	■						■	■																		
Architectural Theory	ARC 242		■																								
PROFESSIONAL PRACTICE		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
Representation I	ARC 181	■																									
Representation II	ARC 182	■																									
Professional Practice	ARC 585																						■	■	■	■	■

M.Arch
Student Performance Criteria (SPC) Matrix

		Critical Thinking & Representation								Building Practices, Technical Skills, & Knowledge										Integrated Architectural Solutions			Professional Practice				
		Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History & Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes & Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems & Assemblies	Building Materials & Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations & Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
		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 prepatory education																									
		SPC met in NAAB-accredited program																									
		Realm A								Realm B										Realm C			Realm D				
DESIGN		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
Architectural Design I	ARC 604		■																								
Architectural Design II	ARC 605		■	■	■	■					■																
Architectural Design III	ARC 606				■	■																					
Architectural Design IV	ARC 607		■		■	■					■		■		■	■	■			■	■	■	■				
Thesis Preparation	ARC 505			■																■							
Design VII Thesis	ARC 998						■													■							
STRUCTURES		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
Structures I	ARC 611													■													
Structural Systems Design II	ARC 612													■													
TECHNOLOGY		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
Building Systems Design I	ARC 621												■			■	■										
Building Systems Design II	ARC 622														■			■									
Advanced Building Systems	ARC 623												■		■	■	■	■		■							
HISTORY		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
Architectural History Principles	ARC 639							■	■																		
THEORY		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
Introduction to Architecture	ARC 641	■		■																							
Architectural Theory & Design Research	ARC 642																										
PROFESSIONAL PRACTICE		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
Media I	ARC 681	■																									
Media II	ARC 682	■																									
Professional Practice	ARC 585																						■	■	■	■	■

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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Hayley Johnson **Team Member**	**Representing the AIAS**
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Catherine Q. Wetzel **Team Member**	**Representing the ACSA**
Margaret P. Griffin, FAIA **Nonvoting Member**	