March 10, 2014

Dr. Erick J. Barron  
President  
Pennsylvania State University  
201 Old Main  
University Park, PA 16802

Dear Dr. Barron:

At the February 2014 meeting of the National Architectural Accrediting Board (NAAB), reviewed the Visiting Team Report for Initial Candidacy (VTR-IC) for the Pennsylvania State University, Department of Architecture.

As a result, the proposed, professional architecture program Master of Architecture was formally granted initial candidacy. The candidacy period is effective January 1, 2013.

The program is expected to achieve initial accreditation in no more than six years and must complete at least two. The program is tentatively scheduled for a continuation of candidacy visit in 2015. Initial accreditation must be achieved by 2019, or the program will be required to submit a new candidacy application. For information on the processes for candidacy and initial accreditation, please see Sections 3 and 4 of The NAAB Procedures for Accreditation, 2012 Edition, Amended.

Continuing candidacy is subject to the submission of Annual Statistical Reports and any subsequent visits that may be required until initial accreditation is achieved.

The Annual Statistical Report is described in Section 10, of the NAAB Procedures for Accreditation, 2012 Edition, Amended. This report captures statistical information on the institution and the candidate program.

Finally, under the terms of Section 4.4.a of The NAAB Procedures for Accreditation, 2012 Edition, the program is required to disseminate the APR, the final VTR-IC and pertinent attachments, the current editions of the Conditions and the Procedures, and any addenda. These documents must be housed together and be freely accessible to all.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA  
President-elect

CC: Mehrdad Hadighi, Head  
Ikhlas Sabouni, Ph.D., Visiting Team Chair  
Visiting Team Members

Enc.
Pennsylvania State University
School of Architecture

Initial Candidacy Visiting Team Report

M. Arch (degree = 97 graduate credits)

The National Architectural Accrediting Board
30 October 2013

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary of Team Findings</td>
<td></td>
</tr>
<tr>
<td>1. Team Comments</td>
<td>1</td>
</tr>
<tr>
<td>2. Conditions Not Met</td>
<td>2</td>
</tr>
<tr>
<td>3. Causes of Concern</td>
<td>2</td>
</tr>
<tr>
<td>4. Progress Since the Previous Site Visit</td>
<td>2</td>
</tr>
<tr>
<td>II. Compliance with the 2009 Conditions for Accreditation</td>
<td></td>
</tr>
<tr>
<td>1. Institutional Support and Commitment to Continuous Improvement</td>
<td>3</td>
</tr>
<tr>
<td>2. Educational Outcomes and Curriculum</td>
<td>16</td>
</tr>
<tr>
<td>III. Appendices:</td>
<td></td>
</tr>
<tr>
<td>1. Program Information</td>
<td>28</td>
</tr>
<tr>
<td>2. Conditions Met with Distinction</td>
<td>29</td>
</tr>
<tr>
<td>3. Visiting Team</td>
<td>30</td>
</tr>
<tr>
<td>IV. The Visiting Team</td>
<td>31</td>
</tr>
<tr>
<td>V. Confidential Recommendation and Signatures</td>
<td>32</td>
</tr>
</tbody>
</table>
I. Summary of Team Findings

1. Team Comments & Visit Summary

The visiting team would like to begin this report by thanking The Pennsylvania State University, its College of Arts and Architecture, and its Department of Architecture for the gracious hospitality that was extended to the NAAB team during this visit. Everyone with whom this team had the pleasure to work with, starting with Lorraine Reitz who was responsible for the travel logistics, was uniformly courteous and helpful.

The visiting team would also like to acknowledge the hard work that was expended by the Department of Architecture in the preparation of the Architectural Program Report required for this candidacy visit. The APR was a clear presentation of the institution, the history of architectural education at Penn State, the attributes of the existing B. Arch program, and the vision for the proposed professional M. Arch program. The work of this visiting team was made considerably easier because of the attention paid to the preparation of this APR.

Another factor that made to work of the visiting team easier was the diligent work on behalf of the Department that went into the preparation of the team room. This team found the team room to be both a clear and easy to follow repository of materials which supported the APR and a comfortable milieu in which to work.

The team found that architectural students at The Pennsylvania State University benefit from enlightened and engaged leadership. This starts with Dr. Barbara Korn, the dean of the College of Arts and Architecture, who is clearly deeply committed to the betterment of the Department of Architecture. The team found ample evidence that the dean is always willing to consider the innovative and the creative when it comes to architectural education.

Along these same lines, the visiting team found that Mehrdad Hadighi, the department head for architecture, highly effective in his multiple roles and responsibilities. He is universally respected and appreciated by faculty and students alike in the Department of Architecture and broadly viewed as a major positive asset to architectural education at Penn State.

Another obvious asset to architectural education at Penn State is its faculty. The visiting team found the faculty to be a dynamic and effective mixture of veteran and younger educators that is widely praised by the existing B. Arch students for their deep commitment and tireless efforts on behalf of the Department. To a person they are viewed as accessible to students, often functioning as unofficial mentors where needed. Further the team found that the faculty displayed genuine congeniality and cooperation not always in evidence in this type of environment.

Likewise, the staff of the Department, the School, and the College were found by the visiting team to support the students, faculty, and administration and represent a key component to the success of the program.

The visiting team would like to commend the architectural students at Penn State for their talent, creativity, positive attitude, intellectual curiosity, and the demonstrated entrepreneurial instincts. Taken as a whole they are quite impressive.

The visiting team learned that the proposed 3-year M. Arch program is intended to provide an accredited degree path for students with non-professional undergraduate degrees. To accomplish this mission the APR states that the Department will draw heavily on the existing resources of the successful B. Arch program and their curricular structure. This approach to the masters education was reinforced during the visit through multiple conversations with representatives at
all levels of the university and college leadership as well as with sources within the Department of Architecture. Given this approach, the team necessarily focused significant portions of the visit on assessing the strengths and assets of the B. Arch program that will be incorporated into the M. Arch program curriculum.

2. Conditions Not Met

The program is in its first semester of course offerings. The following conditions have not been met:

I.3.1 Statistical Reports
I.3.2 Annual Reports

Conditions Not Yet Met

II.1.1 Student Performance Criteria -- The program is in its first semester of course offerings. As a result, the team has determined that all Student Performance Criteria are Not Yet Met.
II.2.3 Curriculum Review and Development
II.4.5 ARE Pass Rates

3. Causes of Concern

No causes for concern were found during the Initial Candidacy Visit.

4. Progress Since the Previous Site Visit

This category is not applicable to the Master of Architecture program.
II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

1.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program’s benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2013 team assessment: The Pennsylvania State University is a state-related institution with 24 locations statewide with continuing education opportunities in nearly 300 high schools and other locations. The University offers a broad range of academic programs and is a major worldwide research facility. Penn State’s University Park is the main campus with an undergraduate student population of 36,612 and a graduate enrollment of 8,945. The College of Arts and Architecture is one of eleven academic colleges in the University and it houses the School of Architecture and Landscape Architecture (SALA), which was established in 1997 with the intent to encourage further cooperation and joint efforts between the two departments. In addition to the two departments, SALA has two centers, the Hamer Center for Community Design, and the Stuckeman Center for Design Computing.

After receiving the Stuckeman Endowment, the School was renamed the Stuckeman School of Architecture and Landscape Architecture (SSALA). The Stuckeman School of Architecture and Landscape Architecture’s mission is to educate future architects and landscape architects to lead research and thinking about the future of the design professions, to contribute to the intellectual life and outreach of the university, and to promote the sustainability and improvement of the quality of life in the built and natural environment.

The Department of Architecture offering the proposed M. Arch was established in 1910 with a four-year course in Architectural Engineering. In 1922, a curriculum in architecture was added, which led to the Bachelor of Science in Architecture. In 1948, the curriculum was changed to five-year Bachelor of Architecture program. Later on, the department moved from the College of Engineering and Architecture and became part of a newly established College of Arts and Architecture. With an endowed fund, the Raymond A. Bowers Program for Excellence in Design and Construction of the Built Environment was initiated to develop interdisciplinary collaboration among the three departments of architecture, landscape architecture, and architectural engineering.

Administratively, the Department of Architecture reports directly to the dean of the College of Arts and Architecture, while SSALA functions as an umbrella for interdepartmental issues and outreach, and is directed by a School Director, who is advised by a faculty Council composed of an equivalent number of faculty members from each department.

Penn State University’s self-assessment is a continuous process that occurs at the University, College, and Department levels. It begins with the University strategic plan, which follows a five-year planning cycle and trickles down to the colleges and departments. The college and the department are currently
participating with the University in developing its strategic plan for the coming five years. Actually, during this initial candidacy visit, the department head was attending a university administrator’s meeting to prepare and plan for this initiative.

I.1.2 Learning Culture and Social Equity:

- **Learning Culture**: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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.

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- **Social Equity**: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

**2013 team assessment**: The Program provides a supportive learning environment for students enrolled in the candidacy program. The faculty meet weekly to discuss the evolution of the program in general and how it is meeting the needs of individual students. Discussions with students enrolled in the candidacy program reveal they are engaged and respected.

The program provides a supportive environment for faculty research and collegiality. Through discussions with the faculty, administration and staff, the visiting team understands there is a general consensus that sustainability, mechanical/digital craft, and visualization form the program’s foundation.

Faculty members currently assigned to teach in the program represent a range of cultural backgrounds and span the age range of faculty within the department. The student population is half female. Half of the students are from foreign institutions. It was unclear to the visiting team as to whether the responsibility for recruiting and enrolling a diverse group of students lies within the department, the school, or the college as a written policy on this matter was not provided.

The program is developing a flexible structure which allows regular evaluation and evolution. The faculty meet weekly to review how the program is meeting the needs of individual students in the first cohort and are using this information to improve aspects of the program. The students are engaged in an innovative
program that is geared toward meeting the NAAB requirements while allowing for individual exploration of issues related to architecture and the built environment.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.1 In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2013 team assessment: The proposed M. Arch curriculum will benefit from the wealth of educational resources available at the University Park campus. Within the College, the M. Arch students will have the advantage of collaborating with other students in various academic units. The Landscape Architecture program resides in the same building. The departments of Art History, Visual Arts, and Music provide classroom instruction to the architecture students. The studio and performance facilities and the visual and performing arts programs are within a two minute walk of the Stuckeman Family Building. These include sculpture, painting, print making, photography studios, practice facilities and performance venues for theater production and music.

The Department of Architecture collaborates with the Department of Architectural Engineering, which provides faculty for the required structural and mechanical systems courses. In return, faculty in the Department of Architecture teach design courses for engineering majors and provides an Architectural Studies Minor for non-professional degree students seeking an architecture-related career.

The architecture faculty are expected to meet the requirements of teaching, research and creative scholarly work and service to the university, society, and the profession. Several architecture faculty members in the department practice architecture locally, nationally, and internationally. Faculty and students provide their expertise in the selection process of architecture firms for new construction and renovation projects at Penn State. This involvement contributes to a higher standard of architectural quality of campus facilities.

The Hamer Center for Community Design Assistance offers design expertise to communities and planning agencies in the Commonwealth of Pennsylvania. It provides valuable opportunities for architecture students to conduct research and gain practical experience related to sustainability in the built environment. At the time of the visit, the team observed that a student of the M. Arch cohort is involved with the center in a research project related to energy conservation in the design of new affordable housing and in retrofitting existing homes in the nearby City of Lewistown, in Union County.

B. Architectural Education and Students. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and

the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 team assessment: The visiting team found the existing B. Arch program that will provide the basis for the proposed M. Arch program offers an architectural education firmly based in the breadth of architectural design and practice and thoughtfully balanced by sensitivity to sustainability, facility with visualization, and experience with the craft of manual and digital fabrication. The opportunity for travel that the existing and proposed program offers provides students with a global view of the environment in which they will practice. Many leadership opportunities are offered through student organizations such as AIAS, NOMAS, SEED, and through student initiated activities such as the Beehive and the student-run store. The students emerge from the program as confident professionals, prepared to engage an ever-evolving practice in a changing world.

It is proposed that students will be exposed to a range of socioeconomic and cultural perspectives related to the practice of architecture in a diverse world through coursework and projects executed in studio, history and theory and technical courses (ARTH 201/202, ARCH 121/122, ARCH 210, ARCH 231/232, ARCH 331/332, ARCH 486/499, ARCH 511, ARCH 520, and ARCH 600). The diversity of the faculty exposes students to a wide range of practice and research models which provide clear options for practice and for participation in a vibrant professional community. This is particularly critical in an institution which exists outside of urban environment where opportunities for exposure to practitioners and a range of practice models is limited.

Studio and other coursework is offered which is intended to take students beyond central Pennsylvania to areas where they can explore architecture in urban environments of many sizes, both in the US and abroad. The summer abroad program (ARCH 499) will expand the intellectual horizons for both students and faculty who choose this option.

Students are encouraged to collaborate with students in other programs, within and outside the School, which will expose them to the challenges and opportunities associated with working with and undertaking research with other disciplines.

Through the professional practice course (ARCH 451) the intent is for students to visit 4 to 6 firms in a large urban area where they learn about firm composition, marketing, compensation, and other practice issues.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2013 team assessment: The program supports academic and career development for students through a program that begins with academic advising and includes career advising. The school supports the program in this effort by providing an academic advisor and a career advisor. A faculty member within the program serves as the IDP coordinator. A communications director recently hired by the school is developing a comprehensive communications plan with the intent of coordinating the timely dissemination of information about these programs to students and faculty.
The professional practice course (ARCH 451) will incorporate coursework, activities, and field trips envisioned to further expose students to the practice and regulatory environments.

D. Architectural Education and the Profession. That students enrolled in the accredited degree program are prepared to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; an, to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 team assessment: The program plans to offer a range of academic exposures in the studio and other coursework that will provide students with a grounded foundation in the global practice of architecture. The collaborative teaching pedagogy observed in the presentation of the first semester courses to the visiting team is intended to lead to the development of a curriculum which prepares students to pursue careers in a diverse practice environment.

A summer internship option (ARCH 495) is planned to give students additional first hand exposure to the regulatory environment.

E. Architectural Education and the Public Good. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 team assessment: The material reviewed by the team as well as its lengthy conversations with students, faculty, and administrators during the visit confirmed that the architecture students at Penn State are pressed to engage issues of sustainability and environmentally responsible design at multiple times in their education. Although located in a rural and remote venue, the existing B. Arch program makes meaningful efforts to expose its students to the broader national and global community through student field trips and its required summer program in Rome. A similar commitment to an inclusive view of society is expected in the nascent M. Arch program. This is a commitment that will be reinforced by a higher percentage of foreign students that are anticipated to populate the M. Arch program.

Evidence of the existence of “a climate of civic engagement” by members of the Penn State architectural community was not found in abundance by this visiting team.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program’s processes meet the standards as set by the NAAB.

2013 team assessment: The APR includes in its appendices the 2008-2013 long-range plans of the College of Arts and Architecture, the School of Architecture and Landscape Architecture (SALA), and
Department of Architecture. In addition, the visiting team had access during the visit to The Pennsylvania State University Long Range Plan. External preoccupations at the university level have recently diverted the attention of the University and its academic units from strategic planning, and each of the four long-range plans referenced above is now currently under revision.

The visiting team believes that the multi-faceted planning exercise that is ongoing throughout the University affords an opportunity to arrive at a more coordinated and condensed vision for architectural education at Penn State. The team also believes the long range planning documents would be more useful resources if they included more tangible means of assessing progress toward completion of goals as part of the process of implementing its strategic vision(s).

1.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
- How the program is progressing towards its mission.
- Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
- Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
- Self-assessment procedures shall include, but are not limited to:
  - Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.
  - Individual course evaluations.
  - Review and assessment of the focus and pedagogy of the program.
  - Institutional self-assessment, as determined by the institution.

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

[X] The program's processes meet the standards as set by the NAAB.

2013 team assessment: The section of the APR dealing with program self-assessment begins, "Self-assessment at Penn State is a continuous process that occurs at multiple levels." The team found that this is indeed the case - many mechanisms exist for assessment and performance evaluation at the Department, the College, and the University levels. These include written evaluations by students and alumni, standing faculty committees (like the Curriculum Committee, the Design Studio Coordinator's Committee, and the Computing/Technology Committee) that each respond to feedback about the program's effectiveness, and University polices. An example of a well-documented process is the post-tenure performance evaluation (HR-40). After the conversations during this visit, the team concluded that these multiple assessment procedures, though sometimes overlapping, are effective in fostering positive adjustments to the existing B. Arch program in response to internal and external feedback. We expect similar success in support of the M. Arch program.

The ongoing long range planning efforts discussed in the previous section will soon yield new long range plans for the Department, the College, and the University. The completion of this process will also offer an opportunity to align self-assessment procedures more closely with these new visions and increase their effectiveness.
PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources & Human Resource Development:

- Faculty & Staff:
  - An accredited degree program must have 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. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.
  - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
  - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.
  - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
  - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 team assessment: As stated in the APR, the M. Arch program at Penn State will draw heavily on the faculty and the administrative support staff of the University’s established B. Arch program. In addition there have been two recent permanent hires by the Department of Architecture that are intended to augment the faculty’s resources in anticipation of the additional M. Arch students. The visiting team believes the M. Arch program has appropriate human resources to succeed. Further, the visiting team observed that faculty have balanced workloads that afford adequate time for tutorial exchange and support of student learning. The APR includes a summary of the faculty development resources made available in 2012-13 by the Department. Also, during the visit, the faculty voiced the belief that the program was providing adequate opportunities for professional development and independent research.

The APR referenced the University’s Fair Employment Practices and to the Penn State Staff Employee Handbook as two indications of support for EEO/AA and diversity initiatives. These documents were made available to the visiting team during its stay in State College.

Nathaniel Belcher is the IDP Education Coordinator. At the meeting of the visiting team and the Penn State architectural students, it was apparent that the students were both knowledgeable of IDP and aware that Nathaniel is their IDP Coordinator.

The University's promotion and tenure policy is codified in University Policy HR-23 which was distributed to the team. In addition the team reviewed during the visit both the Department's and the College's P&T written procedures.

- Students:
  - An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions

\(^2\) A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.
requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.

- An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

[X] Human Resources (Students) are adequate for the program

2013 team assessment: The admissions and advising records for the current program enrollees were reviewed. Admissions applications are submitted to and approved by the Graduate School. The program's Graduate Program Committee reviews admissions applications and makes admission recommendations to the Graduate School. Copies of the student admissions documents were readily available in the programs office. Original documents reside within the Graduate School.

The intent of the program, as documented in the APR and through meetings with the faculty and administration, is to offer a range of individual and group learning opportunities to support student achievement and success.

1.2.2 Administrative Structure & Governance:

- Administrative Structure: An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2013 team assessment: The School of Architecture and Landscape Architecture (SALA) was established with the intent to encourage further collaboration and joint efforts between the Departments of Architecture and Landscape Architecture within the College of Arts and Architecture. After receiving the Stuckeman Endowment, the School was renamed the Stuckeman School of Architecture and Landscape Architecture (SSALA), which is administered by a director reporting to the dean. Administratively, the Department of Architecture head reports directly to the dean of the College of Arts and Architecture. The team observed that the administrative organization chart in the APR Appendix 10 is still the same, except for the change in the appointment of the SSALA director.

The proposed M. Arch program will operate within the same governance structure within the Department of Architecture. Its faculty will be a part of the larger faculty of the department and will have the same opportunities to teach in the graduate and the undergraduate programs. The M. Arch students will also have access to the same governance structure including having student representatives on standing faculty committees that are currently available to the B. Arch students.

- Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2013 team assessment: The Department of Architecture is administered by a department head with 60% of his time spent on departmental and School administrative tasks, 20% on College-wide business, and 20% on university-wide responsibilities. There is adequate staff in the School to support budget, human resources, administration, the design computing lab, the model shop, and the various printing and reproduction devices located throughout the building. In addition to the full time
staff, the Department employs six to eight persons through work/study or as wage payroll employees to support departmental needs.

Faculty efforts for teaching and other responsibilities varies with the individual faculty member, but on average 60% of their time is dedicated to teaching (and related preparation time), 30% to research and creative activities, and 10% to service and community outreach. With the Stuckeman Endowment being fully vested, SSALA has been able to hire 7 additional faculty members to be shared within the two departments. The faculty have opportunities to participate in the program and institutional governance through the Stuckeman council and committees.

1.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

[X] Physical Resources are adequate for the program

2013 team assessment: The M. Arch program will be housed in the Stuckeman Family Building. This building, completed in 2005, provides a fine venue for a professional program in architecture. It offers sufficient flexible, well lit, and functional studio space, adequate review areas, individual offices for all non-adjunct faculty, the SALA library (see 1.2.5 Information Resources), computing and printing facilities, a well-equipped and continuously staffed shop, space for individual faculty teaching and research, administrative offices, and other support space necessary to architectural education.

Studio spaces also encourage interaction between the graduate and undergraduate programs and between the landscape architecture students which share the facility. Both students and faculty have access to external resources within the university which allows them to expand their learning and research into related programs including landscape architecture, engineering, sustainable design and development, and the visual and performing arts.

1.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2013 team assessment: The visiting team found ample evidence that there are sufficient financial resources available for a successful M. Arch program at Penn State. Although the yearly budget allocated to the Department of Architecture by the College of Arts and Architecture has remained fixed for a number of years, supplementary funding has been made available by the College to the architecture program that has enabled the Department to both meet the needs of its accredited B. Arch program and to begin preparation for its desired professional M. Arch program. While this yearly augmentation to the Department's budget is not guaranteed, its current funding is from profits generated by E-Learning and World Campus (the University's online learning activities). Currently 45 percent of the funds remitted to the College can be allocated to general College needs by the Dean. This is viewed by the administration as a reliable source. Further, the visiting team received assurances from the College administration of its anticipated continuity into the future.

The University is currently reexamining its budgeting process and considering a change from its current system that relies on historic budgets in establishing the funding level for individual programs. This anticipated change, coupled with the possibility that there may be future modifications to the formula for
allocating supplemental funds from distant learning suggests that future visiting teams should carefully review the budget to ensure that adequate financial resources continue to be available for the M. Arch program.

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

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

[X] Information Resources are adequate for the program

2013 team assessment: The Department of Architecture at Penn State is fortunate that its library is located in the Stuckeman Family Building. This location puts the library in convenient proximity to all of the Department’s functions affording students, faculty, and administrators’ easy access to its resources. The library is open seven days a week for a total of 87 hours (including five evenings till 11:00 PM) further increasing its availability to the Department of Architecture community.

The library contains sufficient material to support an accredited program in architecture. The most heavily used books and periodicals in the collection of material related to architecture are housed in this facility in the Stuckeman Family Building. The less frequently required material is located in the University’s main library. Visual and digital material is also housed in the main library.

There is not a specific, dedicated budget for yearly purchases of material to support architecture, but faculty expressed satisfaction with the library’s ability to acquire material needed for instruction and research.
PART ONE (I): SECTION 3—REPORTS

1.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- **Program student characteristics.**
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- **Program faculty characteristics**
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were not provided

2013 team assessment: This candidacy program has admitted its first professional M. Arch students for the Fall 2013 semester so a Statistical Report describing program student characteristics has not been prepared. Information on program faculty characteristics was made available to the team in the annual Statistical Report prepared by Penn State for its B. Arch program.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to 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.

---

3 In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were not provided

2013 team assessment: As a program seeking initial candidacy that has just admitted its first professional M. Arch students, Penn State has not yet been required to file an annual report on its M. Arch program.

1.3.3 Faculty Credentials. The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 team assessment: As noted earlier in Section 1.2.1, the M. Arch program at Penn State will draw heavily on the faculty that currently supports the University’s well-established B. Arch program. In addition there have been two recent permanent hires by the Department of Architecture that are intended to augment the faculty’s resources in anticipation of the additional M. Arch students. The credentials of these faculty members were provided in the APR.

---

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.
PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 team assessment: The required material was made available to the team.
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:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: Ability to read, write, speak and listen effectively.

[X] Not Yet Met

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

[X] Not Yet Met

A. 3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

[X] Not Yet Met

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

[X] Not Yet Met
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Not Yet Met

A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

[X] Not Yet Met

A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Not Yet Met

A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Not Yet Met

A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Not Yet Met

A.10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Not Yet Met


[X] Not Yet Met
Realm A. General Team Commentary: The program has just admitted its first professional M. Arch students in the fall of 2013. These students have not yet completed the first year courses nor taken the second year courses that have been identified as the vehicles that will impart to Penn State M. Arch students sufficient ability and understanding of the Realm A: Critical Thinking and Representation requirements to satisfy the NAAB Student Performance Criteria.
Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Not Yet Met

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Yet Met

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Not Yet Met

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Not Yet Met

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Not Yet Met
B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills  
A.4. Technical Documentation  
A.5. Investigative Skills  
A.8. Ordering Systems  
A.9. Historical Traditions and Global Culture  
B.2. Accessibility  
B.3. Sustainability  
B.4. Site Design  
B.5. Life Safety  
B.7. Environmental Systems  
B.9. Structural Systems

[X] Not Met

B. 7. Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Yet Met

B. 8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Not Yet Met

B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Not Yet Met

B. 10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Not Yet Met
B. 11. Building Service Systems Integration: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Not Yet Met

B. 12. Building Materials and Assemblies Integration: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Not Yet Met

Realm B. General Team Commentary The program has just admitted its first professional M. Arch students. These students have not yet taken the second year courses including design studios and Arch 480 Technical Systems Integration that have been identified as the vehicles that will impart to Penn State M. Arch students sufficient ability and understanding of the Realm B: Integrated Building Practices, Technical Skills and Knowledge requirements to satisfy the NAAB Student Performance Criteria.
Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Not Yet Met

C. 2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Not Yet Met

C. 3. Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Not Yet Met

C. 4. Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

[X] Not Yet Met

C. 5. Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Not Yet Met

C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
C. 7. Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

[X] Not Yet Met

C. 8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

[X] Not Yet Met

C. 9. Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Not Yet Met

Realm C. General Team Commentary The program has just admitted its first professional M. Arch students. These students have not yet taken the second year Arch 451 Arch Pro Practice course that has been identified as the primary vehicle that will impart to Penn State M. Arch students sufficient ability and understanding of the Realm C: Leadership and Practice requirements to satisfy the NAAB Student Performance Criteria.
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

Il.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following 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).

[X] Met

2013 team assessment: Pennsylvania State University is currently accredited by the Middle States Commission on Higher Education.

Il.2.2 Professional Degrees and Curriculum: 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.

[X] Not Yet Met

2013 team assessment: As described in the APR the M. Arch program at Penn State, once implemented, will include professional studies, general studies, and electives consistent with NAAB requirements.

Penn State currently uses the title "M. Arch" for the non-accredited post professional master's degree it offers. The team learned that it is Penn State's intent that this non-accredited M. Arch will be phased out once the College starts granting students in this program the Ph.D. The department has already gained University approval for this change.

Il.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Not Yet Met

2013 team assessment: The APR states it is the program's intent that, "As with our existing programs, the curriculum for the professional M. Arch program will regularly be reviewed through a curriculum committee...." the NAAB grants initial candidacy to this M. Arch program, the effectiveness of this curriculum committee will be an important element in the future success of this nascent professional degree program.
PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student’s progress through the accredited degree program. This assessment should be documented in a student’s admission and advising files.

[X] Met

2013 team assessment: The Graduate School reviews student transcripts for conformance to University admissions policies. The program does not intend to rely on preparatory/pre-professional education experiences to meet SPC. The Curriculum Matrix indicates that all student performance criteria will be met through the curriculum offerings.

Student admissions and advising files were reviewed for all 8 students currently registered in the program. No students were granted advanced standing, so these criteria were met for this year’s cohort.
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2013 team assessment: The statement on NAAB accredited degree is available in its entirety on the Penn State Department of Architecture website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
- The 2009 NAAB Conditions for Accreditation
- The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 team assessment: The 2009, and 2012 NAAB Procedures and the 2009 Condition for Accreditation are available on the Penn State Department of Architecture website.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
- www.ARCHCareers.org
- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional’s Companion
- www.NCARB.org
- www.elia.org
- www.elias.org
- www.ecsa-arch.org

[X] Met

2013 team assessment: Links to the above resources are available on the Penn State Department of Architecture website.

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 available to the public:
- All Annual Reports, including the narrative
- All NAAB responses to the Annual Report
- The final decision letter from the NAAB
- The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 team assessment: The most recent 2012 APR for the proposed MARCH has been made available to the faculty and students in the Department of Architecture. After receiving the NAAB decision on the initial candidacy visit, it will be placed on the department website with the APR and VTR of the professional Bachelor of Architecture degree.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Met

2013 team assessment: The program has not graduated any students from the M. Arch I program.
III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Pennsylvania State University, APR, pp 7-8.

B. History and Mission of the Program (I.1.1)

Reference Pennsylvania State University, APR, pp. 8-15.

C. Long-Range Planning (I.1.4)

Reference Pennsylvania State University, APR, pp. 18-19.

D. Self-Assessment (I.1.5)

Reference Pennsylvania State University, APR, pp. 19-22.
2. Conditions Met with Distinction

1.2.3 Physical Resources

The visiting team found that the Stuckeman Family Building provides a superior facility in which to furnish a professional architectural education. It offers an excellent resource for both the existing B. Arch program and for the new M. Arch undertaking.
3. The Visiting Team

Team Chair, Representing the Academy
Dr. Ikhlás Sabouni, Dean
Prairie View A&M University
School of Architecture
P.O. Box 519, M.S. 2101
Prairie View, TX. 77446
(936) 261-9810
(936) 261-9827 fax
isabouni@pvamu.edu

Representing the Profession
Kathryn T. Prigmore, FAIA, LEED®AP Vice President
HDR Architecture, Inc.
1101 King Street
Alexandria, VA 22314
(703) 518-8511
(703) 518-8649 fax
(703) 568-0932 mobile
kathryn.prigmore@hdrinc.com

Representing the NAAB
Michael Stanton, FAIA, LEED®AP
Stanton Architecture
555 De Haro Street
Suite 300
San Francisco, CA 94107
(415) 865-9600
(415) 235-5530 mobile
(415) 865-9608 fax
mstanton@stantonarchitecture.com
IV. Report Signatures

Respectfully Submitted,

Dr. Ikhlás Sabouni
Team Chair

Representing the Academy

Kathryn T. Prigmore, FAIA, LEED®AP
Team member

Representing the Profession

Michael Stanton, FAIA, LEED®AP
Team member

Representing the NAAB