

# National Architectural Accrediting Board, Inc.

July 30, 2015

Bruce D. Benson, President  
University of Colorado, Denver  
1800 Grant Street, Ste. 800  
Denver, CO 80203



Dear President Benson:

At the July 2015 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the University of Colorado, Denver, College of Architecture and Planning.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of continuing accreditation.

The term is effective January 1, 2015. The program is scheduled for its next visit for continuing accreditation in 2023.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (see Section 10 of the NAAB *Procedures for Accreditation*, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, a program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11 of the 2012 NAAB *Procedures*. The next statistical report is due November 30, 2015; the first interim progress report is due November 2017.

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 5 for additional information.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Shannon B. Kraus", is written over a blue circular stamp.

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

cc: Ekaterini Vlahos, Chair ✓  
Michael J. Thompson, AIA, LEED®AP, NCARB, Visiting Team Chair

enc.

1101 Connecticut Ave, NW  
Suite 410  
Washington, DC 20036

tel 202.783.2007

fax 202.783.2822

www.naab.org

info@naab.org

**University of Colorado Denver  
College of Architecture and Planning**

## **Visiting Team Report**

### **Master of Architecture**

Track I (pre-professional degree plus 60 credits)

Track II (non-pre-professional degree plus 105 credits)

**The National Architectural Accrediting Board**  
March 11, 2015

*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.*

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**I. Summary of Team Findings**

**1. Team Comments and Visit Summary**

The team noted the six following observations while visiting the University of Colorado Denver (UC Denver):

- 1. Reorganization:** Reorganization of the College of Architecture and Planning (the College) and its consolidation onto the Denver campus has resulted in substantial improvements to the curriculum, facilities, and resources available to the Architecture Program (the Program), and Department (the Department). The Department of Architecture is housed in the College of Architecture and Planning. The Department of Architecture has two programs: the Master of Architecture and the Bachelor of Science in Architecture.
- 2. Energy:** Faculty and students exhibited a high level of excitement and anticipation due to the College's reorganization. Curriculum changes in the Program have motivated faculty to focus efforts on developing a path forward. Consolidation of the College onto a single campus—along with the new Bachelor of Science degree and certificate programs as well as research centers—provides students with a well-rounded education and some emerging opportunities for specialization.
- 3. Department Chair:** Professor Vlahos's leadership has been an asset to the Department and the College during this period of transition and transformation. Her leadership is guiding a distinguished faculty through this time of growth while cultivating an identity that will reflect well on the College and the Department.
- 4. Facilities:** In addition to recent impressive improvements on the second, sixth, and seventh floors at 1250 14<sup>th</sup> Street, a well-defined master plan outlines a number of future improvements, including infrastructure upgrades, additional interior renovations, building additions, and a recladding of the exterior skin. These efforts will strengthen the prominence of UC Denver and the College within the Denver community.
- 5. Community Outreach:** The admirable level of community outreach includes the continued support of non-profit organizations through the Design-Build program, regular live projects, and the roles of the Colorado Center for Community Development (CCCD) and the Center of Preservation Research (CoPR).
- 6. Commitment to Excellence:** The above elements culminate in a collaborative, enthusiastic, and rigorous educational environment that all institutions of higher education aspire to. We commend the College for its remarkable academic and organizational achievement in the midst of incredible change.

**2. Conditions Not Met**

- B.2 Accessibility
- B.6 Comprehensive Design
- B.7 Financial Considerations
- C.9 Community and Social Responsibility

**3. Causes of Concern**

- 1. Identity:** The Department continues to struggle with defining its identity, as noted in the 2009 VTR. While significant positive change has occurred since the split with the Boulder campus

and consolidation onto the Denver campus, the Department is having difficulty determining a vision for its future. The Department is currently working on developing a long-term vision and strategy for implementation as evidenced by four internal focus group discussions and the completion of two phases of strategic planning with an outside consultant.

2. **Student Representation:** The College does not appear to include student representation in key administrative decision-making roles related to faculty searches, appropriate committees, studio culture policy revisions, etc. During the student meeting, most students seemed unaware of the representative roles that they could play within the administration of the College. However, it was also clear that students had not, to date, taken advantage of the administration's invitation for their participation.
3. **Strategic Planning:** While the level of critical reflection at a time of incredible change is admirable, the Department has not yet reached the strategic planning phases of its work. At the time of our visit, it was not clear to the team how the current analysis and planning effort will unfold and be implemented.
4. **Curriculum Concentration and Certificates:** The Department appears to have ample opportunities for future growth in curriculum concentration and the possible development of additional certificate programs. Faculty, however, seem to lack consensus regarding the future focus of certificates.
5. **Resource Strain:** M. Arch. students expressed concern that resources previously available to their Program are being strained by the rapid growth of the B.S. Arch. program. Specific areas of concern involve access to the woodshop, the digital fabrication tools, and the computer lab. Adequate faculty and staff support and growth for the emerging programs are also a concern.
6. **Facility Improvements:** Great progress has been made with facility improvements, but the team is concerned that the facility improvements will be unable to keep pace with anticipated growth and meet the intent of Phases I and II as presented.
7. **Faculty Diversity:** The team noted a lack of diversity among the tenured and tenure-track faculty. A university policy does exist in this regard, but the team could not find evidence of a Departmental or College plan to address this issue.

#### 4. Progress Since the Previous Site Visit (2009)

**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 (2009):** This condition is NOT met. The new "consolidated" university has recently published a new 2008-2020 Strategic Plan and the college has identified "Integrative Design" as a unifying strategy. Furthermore, the APR identifies "tiered" tools for program assessment. However, a systematic implementation of rubrics, surveys, and outcome assessment tools are not evident in how the program identifies initiatives or curricular direction. "Vertical" evaluation of course outcomes and curricular goal alignment is not evident. Annual reviews of faculty performance are, by university policy, limited to the use of student course

evaluations. An administrative structure to coordinate and implement annual assessments is inconsistent

**2015 Visiting Team Assessment:** This condition is now **Met**. Self-assessment of each academic program, each year, is mandated by the university. The team reviewed self-assessment documents from each of the last 5 years. There was clear evidence of the development and use of rubrics and tools. A restructuring of the curriculum aligned curricular goals and course outcomes. Current university policy mandates a more in-depth evaluation of the faculty, and discussions with the chair confirmed that this is being addressed.

**2004 Condition 5, Studio Culture:** *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

**Previous Team Report (2009):** This condition is NOT met. While the team recognizes the inclusion of a written policy in *APR Volume 2: Supplemental Information*, acknowledgement of its content, implementation, or participation was not confirmed by students and faculty. The policy submitted does not acknowledge the goals of mutual responsibility or process review. The Studio Culture policy is not visible through public document or online information.

**2015 Visiting Team Assessment:** This condition is now **Met**. Students are fully aware of the Program's studio culture policy, as it is included in syllabi for each studio course, as well as at the following link:

[http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Documents/Policy-Architecture%20Studio%20Culture%20Policy%202012\\_14.pdf](http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Documents/Policy-Architecture%20Studio%20Culture%20Policy%202012_14.pdf). The December 2014 document is identical to earlier editions. While students in the AIAS were invited to review the document with the administration after its proposal, there was no student involvement in the writing of the policy. Students seemed unaware of their right and responsibility to assist in the development of the document.

**2004 Condition 12, 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.*

**Previous Team Report (2009):** This condition is NOT met. The department of architecture at the University of Colorado Denver offers the Master of Architecture under two curricular tracks. One track is for those with a non-preprofessional undergraduate degree plus 114 credits and takes seven semesters. The other track is for those with a pre-professional undergraduate degree plus 60 credits and takes four semesters.

Although the program website and graduate catalog outline the two tracks, there is some confusion through the admission process as all letters of admission state that candidates are admitted to the "114-credit track" and students with pre-professional degrees are eligible for advanced standing.

The review of transcripts and other admission materials for above stated advanced standing is done in such a manner to ensure that candidates with a pre-professional degree have met NAAB Student Performance Criteria prior to entering the graduate program but that process is not always made clear to the candidates until after admission. Also, the team did NOT find evidence

of compliance with the required 45 credit hours of general studies (as defined as coursework with content "outside architectural studies" and therefore not addressing Student Performance Criteria). The APR inaccurately represents compliance with this Condition in Section 2.2 – Summary of Responses to Changes in the NAAB Conditions in stating, "The department is complying with the increase of the general education credits to the required 45 credits."

Additionally, the program offers a post-professional Master of Architecture II. As the nomenclature of this degree is the same as the professional degree, the program is strongly encouraged to rename this particular degree offering to avoid confusion.

**2015 Visiting Team Assessment:** This condition is now **Met**, having been adequately addressed by the Program through admissions and advising policies and procedures.

**2004 Criterion 13.14, Accessibility:** Ability to *design both site and building to accommodate individuals with varying physical abilities*

**Previous Team Report (2009):** This criterion is NOT met. Though there is limited evidence of an awareness of issues of accessibility in building design, there is significantly inaccurate representation of handicapped requirements and no substantive evidence of demonstrated ability in the design of accessible sites.

**2015 Visiting Team Assessment:** Criterion B.2 is still **Not Met**. Evidence of an ability to design both site and building elements to accommodate individuals with disabilities consistently and accurately could not be found in student work provided in the team room.

**2004 Criterion 13.16, Program Preparation:** Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

**Previous Team Report (2009):** This criterion is NOT met. The team found selective evidence of work that meets this criterion; however, not all students are required to take a course that includes the criteria of program preparation. The team did not find consistent evidence of the assessment of client user needs and the assessment of their implication for a design project.

**2015 Visiting Team Assessment:** This criterion has been **Met**, as indicated under SPC B.1 below. In addition to the seminar work from Arch 5410, the team found further evidence of a thorough understanding of programming, precedent research, site analysis, etc., throughout the students' Comprehensive Studio work, Design-Build projects, and the work the Program continues to produce.

**2004 Criterion 13.18, Structural Systems [60-credit hour track]:** Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

**Previous Team Report (2009):** This criterion is NOT met. The team found adequate evidence in the two courses, ARCH5350 Structures I and ARCH5360 Structures II, which are required courses for the M Arch 114-credit hour track.

However, the team was not provided evidence for AREN4035 Architectural Structures 1 and AREN4045 Architectural Structures 2, which are required courses for students in the

undergraduate program on the Boulder campus who may later enter the M. Arch. 60-credit hour track.

The team notes though, that not all M Arch 60-credit hour track students graduated from the Boulder program. The team recognizes that the admission process maintains a system of review for candidates from other pre-professional programs to ensure compliance with this criterion.

**2015 Visiting Team Assessment:** This criterion has been **Met**, as indicated below under SPC B.9. Significant improvement was made over the previous term (2009-2015) in students' ability to *understand* structural systems and *apply* them to studio work, as presented in the team room. Seminar work illustrated a thorough understanding of structural systems, which were drawn and modeled consistently, accurately, and typically with a reasonable and thoughtful level of detail and craft.

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

**Previous Team Report (2009):** This criterion is not met. The team found evidence of the ability to make technically precise drawings but no evidence of the ability to write outline specifications.

**2015 Visiting Team Assessment:** Criterion A.4 is now **Met**. Evidence of a strong ability to make technically precise drawings was found consistently in multiple courses throughout the team room, including outline specifications in Arch 5410 Professional Practice.



## II. Compliance with the 2009 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:

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

**2015 Team Assessment:** UC Denver, as identified in the APR, is a public institution of higher learning that promotes the creation of responsible, meaningful, and beautiful environments through the utilization of design and research. In addition, the APR provided a thorough description of the Program, its history and mission, and its context as a program within the College of Architecture and Planning.

The program has radically changed since UC Denver and UC Boulder split, which appears to have resolved a number of organizational and logistical issues. The faculty and staff have taken to restructuring the Program with excitement and enthusiasm.

##### 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 each person is equitably able to learn, teach, and work.**

**2015 Team Assessment:** Students and faculty report that the Program provides both a positive and culturally rich learning environment. Diverse interests of the faculty, coupled with enthusiasm for the advancement of the program, provide students with a constructive learning environment and a variety of

academic opportunities. Relationships between the students, faculty, and administration are respected and valued by all parties. The gender and ethnic diversity of students is well balanced and has increased since the last visit, which the Program attributes to its split with UC Boulder. The school has also adopted University Strategic Priority 5, which outlines the plan for increasing diversity among faculty and staff through the "fostering of a culture of inclusion."

**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.<sup>1</sup> 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.**

**2015 Team Assessment:** The Program demonstrates a strong contribution to UC Denver through notable individual and collaborative faculty research agendas, which include Design-Build programming, new building material research and development, winning competitions in the solar decathlon, substantial service and research centers that contribute to new knowledge and best practices in public outreach, co-curricular programming open beyond UC Denver and the College, and contributions to the substantial growth and positioning of the campus in downtown Denver, to name a few. The range of scholarship demonstrated by the faculty touches on diverse scholarship, from teaching to discovery to application. The faculty exhibit demonstrated a holistic and well-balanced range of contributions to the broader educational goals of the university as well as the discovery and dissemination of knowledge that contributes to the discipline.

- 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.**

**2015 Team Assessment:** Students confirmed that they feel both prepared and excited to enter the profession because of the opportunities provided by the College. According to the students, faculty have constructed a positive environment in which students have developed informed design decision-making thought processes, and the students feel that their individuality is respected under the wide variety of faculty interests. Many students have expressed interest in continuing involvement with architectural education and leadership roles within professional organizations after graduation.

- 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*

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

*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.**

**2015 Team Assessment:** Students report that they are fully aware of the IDP, and a majority of the students interviewed are enrolled in the process. The IDP Education Coordinator attends the IDP Education Coordinator Conferences and is active in promoting both IDP and formalized mentorships from professionals in the Denver area. Internships with local firms are encouraged.

- 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; and to contribute to the growth and development of the profession.*

**[X] The program is responsive to this perspective.**

**2015 Team Assessment:** Through various research initiatives, such as CoPR and CCCD, the College provides learning opportunities and real-life client management skills. Students are exposed to real-world scenarios in order to provide valuable practice lessons through experience, especially in the elective Design-Build studio. The Department appears to contribute to the growth and development of the profession by graduating high-quality architects with a well-rounded understanding of the architectural profession, in some cases with certificates demonstrating a specialized skill acquired in some of the opportunities mentioned above.

- 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.**

**2015 Team Assessment:** Studio work and work being completed by the various centers, as well as the certificate programs, have the public good at the core of their teaching. Service to UC Denver's greater community is a theme that the team heard and saw in student work throughout the visit, from the Chancellor/Provost (university) level, through the College, and down to the individual work students pursued. Countless examples of work completed during the most recent accreditation period (2009-2015) exhibited an ethic of serving the public good through the work of the students, faculty, and architecture program in general.

**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.**

**2015 Team Assessment:** Long-range planning was demonstrated at the University and College level through documents found in the team room. Evidence of program long-range planning was presented through documents and interviews with the chair. When undergraduate education and graduate education were divided between the Denver and Boulder campuses, pressing matters of curriculum development, reorganization, and re-staffing, and other short-term planning and implementation issues made long-range planning difficult. After the consolidation of the College in Denver in 2012, long-range planning has become a priority, and the process has been initiated.

**I.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's, 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.**

**2015 Team Assessment:** Self-assessment of each academic program each year is mandated by the University. Self-assessment documents from each of the last 5 years were reviewed by the team.

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**PART ONE (I): SECTION 2 – RESOURCES**

**I.2.1 Human Resources and Human Resource Development:**

- *Faculty and 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.<sup>2</sup>*
  - *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 and staff) are adequate for the program.**

**2015 Team Assessment:** The program contains and effectively utilizes appropriate human resources, including representation regarding EEO/AA, the IDP, and the achievements by and the promotion of faculty and staff. Faculty workload is currently perceived to be at an appropriate level by the faculty. Workloads may change/increase with the impending increase in the undergraduate program student enrollment. Rapid growth of the undergraduate program will put a strain on the existing faculty during a critical time in the reorganization of the Department and the College. Along with hiring additional tenured/tenure-track faculty and staff, the implementation of new Clinical Track and Clinical Teaching Track (CTT) positions in the program will create different forms of teaching/practice opportunities for the faculty.

- *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 requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, 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.**

**2015 Team Assessment:** The Program appears to employ a comprehensive admissions procedure, which ensures that admission to the Program constitutes a transfer of sufficient background in the appropriate knowledge and skills and the appropriate degree. Further, the College commits its human resources to the students' success once they are enrolled by assisting with academic, financial,

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

career advancement/placement, and other needs. Students echoed this support throughout the team visit.

### **I.2.2 Administrative Structure and 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.**

**2015 Team Assessment:** The Program operates as a Department within the College and has a clear organizational structure.

- **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.**

**2015 Team Assessment:** Through documentation and interviews, the Program demonstrated a shared governance approach to decision-making. Students have an opportunity to participate in governance, but do not participate as fully as might be expected.

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**I.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.**

**2015 Team Assessment:** The College has enthusiastically embarked on renovations of its current facilities. To date, the second, sixth, and seventh floors have been completely upgraded to provide new, open studio spaces, which include a number of flex spaces available for student use. An ambitious master plan has been established to upgrade the remaining floors and add on to the building to provide a monumental staircase, which draws in the adjacent campus, additional classrooms, and a new "front door" specific to the College's space. Faculty and advising offices have been provided and appear to be adequate for the purposes they serve.

**I.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.**

**2015 Team Assessment:** Based on information provided in the APR, as well as in a number of interviews with faculty, the Program appears to have the appropriate financial resources to deliver a quality education to its students.

**I.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.**

**2015 Team Assessment:** Interviews with students and faculty indicate that information resources are more than adequate. Students have access to the Auraria campus library, which is within walking distance of the College's facility, as well as multiple digital image databases online. At the request of the students, the administration has also purchased resources that are readily available. In-house resources include a photography studio with camera and equipment check-out, as well as a materials library located in the administrative office.

**PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS**

**I.3.1 Statistical Reports<sup>3</sup>:** *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 and 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 and 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 provided and provide the appropriate information.**

**2015 Team Assessment:** Statistical Reports were provided in the APR and contain the appropriate information.

**I.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.*

*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*

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<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.



*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 provided and provide the appropriate information.**

**2015 Team Assessment:** Annual Reports were provided by the Department to the NAAB. The NAAB Responses were provided for two Annual Reports. The Annual Reports and NAAB Responses are posted on the Department's website at:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/Accreditation.aspx>.

**I.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 exhibit<sup>4</sup> 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.**

**2015 Team Assessment:** The instructional faculty are adequately prepared, attained their education at universities around the world, and have at least a Master's degree. Faculty members teaching in the College of Architecture and Planning have diverse backgrounds and were educated at universities around the world. The faculty are involved in a wide range of practice, research, scholarship, and creative work, and each member's knowledge, expertise, and experience are principal factors in determining teaching assignments to promote student achievement.

The faculty exhibit reflected a suitable range of knowledge of, and experience in, development and achievement since the previous NAAB visit.

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<sup>4</sup> 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.**

**2015 Team Assessment:** Policies were referenced in the APR and provided in the team room.

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

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

**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] Met**

**2015 Team Assessment:** Many courses showed evidence of students' ability to read and write effectively, particularly Arch 5230 and Arch 5240. Studio classes showed evidence of students' ability to speak and listen. This criterion is **Met with Distinction**.

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

**[X] Met**

**2015 Team Assessment:** The team found evidence of this SPC in several areas, most consistently documented across multiple studios and sections in Arch 5140. This criterion is **Met with Distinction**.

#### **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] Met**

**2015 Team Assessment:** Several of the introductory design studios collectively met this SPC, including Arch 5110 and Arch 5120 at elemental levels, and Arch 5130 at an analytical level. Additional evidence of this criterion was demonstrated in the analytical and reflective studios of Arch 5140, Arch 6150, and Arch 6170. This criterion is **Met with Distinction**.

- 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] Met

**2015 Team Assessment:** Drawing and models in Arch 6150 met this SPC. Outline specifications were found in Arch 5410. This criterion is **Met with Distinction**.

- A. 5. **Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Met

**2015 Team Assessment:** Evidence suggests that students gain an ability to comparatively evaluate relevant information within the architectural coursework and design process in Arch 6150 and 6170, specifically in the diagrammatic and technical drawings.

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

[X] Met

**2015 Team Assessment:** Several of the introductory design studios collectively **Met** this SPC, including Arch 5110 and Arch 5120 at elemental levels, and Arch 5130 at analytical levels.

- 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] Met

**2015 Team Assessment:** Work shown in Arch 6150 and 6151 illustrates a significant ability to examine, comprehend, and apply precedents to design work. Seminar work shows research and analysis, while subsequent studio work illustrates how precedents were incorporated into design work.

- 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] Met

**2015 Team Assessment:** Several of the introductory design studios collectively **Met** this SPC, including Arch 5110 and Arch 5120 at elemental levels, and Arch 5130 at analytical levels.

- 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] Met

**2015 Team Assessment:** Tests and essays in Arch 5220 and 5230 demonstrate a clear understanding of historical traditions and global culture. Vernacular canons and cultural factors are a particular strength in Arch 5230.

**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] Met**

**2015 Team Assessment:** Students exhibit an understanding of the history, values, social/spatial patterns, and behaviors of diverse cultures, as evidenced by papers and quizzes documented in Arch 5220.

**A. 11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

**[X] Met**

**2015 Team Assessment:** Evidence of an understanding of applied research could be found consistently across the student work provided for Arch 6170.

<p><b>Realm A. General Team Commentary:</b> Realm A is very well documented and includes an impressive array of student work that is intellectually rich and compelling. The introductory and intermediate design courses and history courses combine well to provide evidence that students are experiencing strong foundational work and progressing through critical-thinking material at a high level of quality.</p>
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**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] Met**

**2015 Team Assessment:** Arch 5410 and Arch 6150 presented evidence of pre-design abilities.

- 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 Met**

**2015 Team Assessment:** Evidence relating to a consistent student ability to incorporate principles of accessibility into student work could not be located within the work provided.

- 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] Met**

**2015 Team Assessment:** Evidence from Arch 5330 and Arch 5340 indicates the ability of students to design “sustainable” projects, as defined above. Further, studio work throughout the College indicates that this coursework—and, more importantly, sustainability in its broadest interpretation—has permeated students’ design work in a meaningful way.

- 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] Met**

**2015 Team Assessment:** Consistently, Arch 6170 studio work showed evidence of students’ ability to respond to site characteristics. Other examples were found throughout the work in Arch 6150.

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

**[X] Met**

**2015 Team Assessment:** Arch 6150 showed evidence of students' ability to apply basic principles of life safety.

**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**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

**A.9. Historical Traditions and  
Global Culture**

**B.9. Structural Systems**

**B.5. Life Safety**

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**[X] Not Met**

**2015 Team Assessment:** While the assignments from Arch 6150 and Arch 6151 documented in the team room demonstrated a reasonable level of integration, all work was presented in the form of team projects; therefore, it was not possible to establish each student's individual ability to meet the intent of this criterion.

**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 Met**

**2015 Team Assessment:** Evidence for this SPC was not consistently documented.

**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] Met**

**2015 Team Assessment:** Arch 5330 and Arch 5340 showed evidence of students' understanding of this criterion.

- 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] Met**

**2015 Team Assessment:** The work from Arch 5350 and Arch 5360, as well as the Arch 6150 Design Studio work, showed students' understanding of structural systems. This criterion is **Met with Distinction**.

- 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] Met**

**2015 Team Assessment:** Work presented in Arch 5320 Building Envelope Systems illustrated an understanding of the principles of this criterion. Student work represented a good understanding of these systems through essays, quizzes, and graphics.

- 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] Met**

**2015 Team Assessment:** Arch 5330 and Arch 5340 showed evidence of students' understanding of this criterion.

- 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] Met**

**2015 Team Assessment:** Evidence suggests that students gain an understanding of construction materials and assemblies in the quizzes, exams, and drawing assignments of Arch 5310 and Arch 5320.

**Realm B. General Team Commentary:** Student work demonstrated basic competencies in most areas of Realm B, with some variability of achievement in studio projects. Although there are many indicators that students are achieving comprehensive design skills, the fact that the studio work was done in teams made it impossible to verify whether or not an individual student had acquired the ability to adequately integrate various systems into one comprehensive design.



**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] Met**

**2015 Team Assessment:** Evidence of students' ability to work in teams was found in Arch 6150 and 6151 coursework. Arch 6170 showed evidence of multi-disciplinary collaboration in studio projects.

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

**[X] Met**

**2015 Team Assessment:** Work presented from Arch 5240 showed an understanding of the relationship between human behavior, the natural environment, and the design of the built environment.

**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] Met**

**2015 Team Assessment:** Arch 5240 showed evidence of students' understanding of this criterion.

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

**[X] Met**

**2015 Team Assessment:** Arch 5410 showed evidence of students' understanding of this criterion.

**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] Met**

**2015 Team Assessment:** Work presented in Arch 5410 indicated an understanding of the basic principles of architectural practice management.

- 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.***

**[X] Met**

**2015 Team Assessment:** Quizzes and exam evidence in Arch 5410 met this SPC, as did studio courses where collaboration and community outreach were involved.

- 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] Met**

**2015 Team Assessment:** Arch 5410 showed evidence of students' understanding of this criterion.

- 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] Met**

**2015 Team Assessment:** Evidence in the exams and written assignments of Arch 5410 suggests that students gain an understanding of ethics and professional judgment.

- 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 Met**

**2015 Team Assessment:** Evidence for this SPC was not consistently presented in the courses as documented in the team room.

<p><b>Realm C. General Team Commentary:</b> The team observed that the majority of the Realm C criteria were met. It was noted, per the SPC Matrix provided by the program, that a majority of the criteria were addressed in the Professional Practice class, which presents some concern with respect to the width of the range and the depth of the course content being presented. However, it was found that a number of these criteria extended beyond the lecture classes and into the elective coursework.</p>
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**PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.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**

**2015 Team Assessment:** A letter from the Higher Learning Commission of the North Central Association of Colleges and Schools, dated July 25, 2011, is included in the APR. The letter grants the institution a 10-year term of accreditation.

**II.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] Met**

**2015 Team Assessment:** While the admissions process does not include a specific review of the general education requirements, the likelihood that any student has not met the 45-hour general education requirement is extremely low. The team based this determination on the review of sample student files and a discussion with the Program admissions staff during the visit. The team was satisfied that the intent of this aspect of the condition was met. The opportunity for a variety of student elective choices, existing and proposed certificate programs, and work outside the unit in the various centers was present. The team found evidence that the M. Arch degree is the only accredited degree provided by the Program, and the Program does not use the other titles for non-accredited degree and certificate programs. The new undergraduate degree program is a Bachelor of Science degree.

**II.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] Met**

**2015 Team Assessment:** The Program described the process of curriculum review and development through the APR and in interviews with the faculty and the program chair. It should be noted that the Program recently undertook an extensive review, which resulted in the restructuring of the entire curriculum. Implementation of this process is ongoing. Licensed architects are included in the two faculty committees charged with the development and review of the curriculum.

**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 that 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**

**2015 Team Assessment:** The Program accepts students into the 3-year degree program from multiple backgrounds, including students with an undergraduate degree in architecture and students without one. Students are reviewed on a case-by-case basis to determine any advanced placement. The review is conducted by Department leadership and the graduate advisor, and includes school-by-school, course-by-course research of credits that may substitute for courses in the 3-year degree program. Students have the opportunity for a "re-review" of their placement if they feel that courses have been overlooked. The Department uses a consistent worksheet format for documenting the advanced placement courses prior to initial enrollment by the student, and evidence of this material was found in sample student records.

**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**

**2015 Team Assessment:** The Statement on NAAB-Accredited Degrees was found, verbatim, at the following location:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/Accreditation.aspx>

**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**

**2015 Team Assessment:** Links to the NAAB web page containing the 2009 NAAB Conditions for Accreditation and the 2012 NAAB Procedures for Accreditation were found on the following UC Denver web page:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/Accreditation.aspx>

**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](http://www.ARCHCareers.org)

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

[www.NCARB.org](http://www.NCARB.org)

[www.aia.org](http://www.aia.org)

[www.aia.org](http://www.aia.org)

[www.acsa-arch.org](http://www.acsa-arch.org)

**[X] Met**

**2015 Team Assessment:** Links to the above-listed websites could be found on UC Denver's website at the following location:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/CareersInternships/Pages/CareersInternships.aspx>

**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**

**2015 Team Assessment:** APRs and VTRs were located on the Program's website at the following location:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/Accreditation.aspx>

**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] Met**

**2015 Team Assessment:** A link to ARE Pass Rates was found at the following location on the Program's website:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/Accreditation.aspx>

**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 University of Colorado Denver APR, pp. 1-6

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

Reference University of Colorado Denver APR, pp. 7-9

**C. Long-Range Planning (I.1.4)**

Reference University of Colorado Denver APR, pp. 29-33

**D. Self-Assessment (I.1.5)**

Reference University of Colorado Denver APR, pp. 33-37

**2. Conditions Met with Distinction**

**A.1. Communication Skills:** The team noted a clear demonstration of improvement in student writing skills progressively from year one to year three, resulting in high-quality writing. Additionally, verbal presentation skills seemed similarly strong.

**A.2. Design Thinking Skills:** Critical thinking and making skills demonstrated through design studio education occupy a central role in the Program. The quality of work at all levels of the curriculum is very high.

**A.3. Visual Communication Skills:** The use of both traditional and digital media to delineate the design process and solutions is outstanding across the curriculum.

**A.4. Technical Documentation:** Despite this condition being unmet during the 2003 and 2009 NAAB visits, the student work presented to the team demonstrated a very high level of quality and rigor with respect to technical drawings, particularly in the Arch 6150 and Arch 6170 studios.

**B.9. Structural Systems:** The student work meeting this criterion is quite strong throughout the studio work in addition to an understanding of this criterion being demonstrated elsewhere in the curriculum.



### 3. The Visiting Team

Team Chair, Representing the AIA  
Michael J. Thompson, AIA, LEED®AP, NCARB  
138 Central Avenue  
Glenside, PA 19038  
(215) 886-2956  
(215) 495-9571 mobile  
[architrave50@gmail.com](mailto:architrave50@gmail.com)

Representing the ACSA  
Keelan P. Kaiser, AIA, NCARB, LEED®AP  
Chair, Department of Architecture  
Judson University  
207 Harm A. Weber Academic Center  
1151 North State Street  
Elgin, IL 60123  
(847) 628-1011  
(847) 628-1008 fax  
[kkaiser@judsonu.edu](mailto:kkaiser@judsonu.edu)

Representing the AIAS  
Haley A. Walton  
3003 Woodhaven Court  
Highland Village, TX 75077  
(972) 369-6392  
[hawalton@uark.edu](mailto:hawalton@uark.edu)

Representing the NCARB  
Martha Green, AIA, NCARB, LEED®AP  
Walker/Coen/Lorentzen Architects  
3706 Ingersoll  
Des Moines, IA 50312  
(515) 279-8818  
(515) 681-2030 Mobile  
[mgreen@realizeyourvision.net](mailto:mgreen@realizeyourvision.net)

Non-voting member  
Daniel Craig, AIA, LEED®AP  
cor-designstudio  
3111 W. 36<sup>th</sup> Avenue  
Denver, CO 80211  
(303) 877-5169  
[dan@cor-designstudio.com](mailto:dan@cor-designstudio.com)

IV. Report Signatures

Respectfully Submitted,



Michael J. Thompson, AIA, LEED®AP, NCARB  
Team Chair

Representing the AIA



Keelan P. Kaiser, AIA, NCARB, LEED®AP  
Team member

Representing the ACSA



Haley A. Walton  
Team member

Representing the AIAS



Martha Green, AIA, NCARB, LEED®AP  
Team member

Representing the NCARB



Daniel Craig, AIA, LEED®AP

Non-voting member

