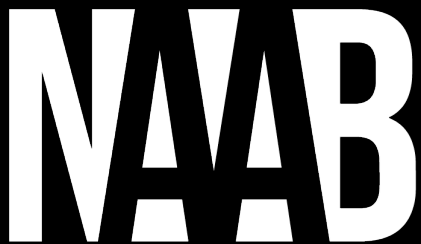# NAAB

National
Architectural
Accrediting
Board, Inc.

2023 Visiting Team Report

University of Colorado Denver
Department of Architecture

M.Arch.

Continuing Accreditation Visit
March 8-10, 2023

Contents

I.   Summary of Visit

a. Acknowledgments and Observations

The visiting team thanks the University of Colorado Denver (UCD) Department of Architecture for their efforts facilitating a virtual visit, including the meetings and documentation, and responsiveness to our questions. A special thanks to Department Chair, Marc Swackhamer, for the invaluable assistance he provided that helped make our review and visit go smoothly.

We would also like to thank everyone at the university and in the College of Architecture and Planning (CAP) who made themselves available to meet with us, and for their depth of reflection. We appreciated the opportunity to experience and hear about the collegiality of UCD's architecture program.

The team and the program have been in dialog about how to interpret and respond to the 2020 version of the NAAB Conditions with productive discussion about the NAAB's shift from a process in which visiting teams perform assessment based on examination of student work, to a process where the team evaluates assessment performed by the program. We recognize that assessment approaches are evolving and that the program is in the process of implementing several curricular changes in response to their assessment findings. As this process continues, the program is well positioned to implement both strategic and tactical improvements.

The team was particularly impressed with the program's partnerships with Denver's architectural profession, public sector, and communities, as well as its focus on the integration of research and innovation as a curricular and cultural framework.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

SC.5 Design Synthesis

SC.6 Building Integration

II. Progress Since the Previous Site Visit

5-Year IPR Response Letter (2021)

The NAAB Board of Directors rejected the program's 2021 5-year Interim Progress Report because it did not demonstrate sufficient progress toward addressing the deficiencies identified in the most recent visiting team report. The Board determined that the program did not provide sufficient evidence for the following SPC: B.2 Accessibility, B.6 Comprehensive Design, and B.7 Financial Considerations. Consistent with the 2015 Procedures, Section 10.1.d.ii Interim Progress Reports, pages 81- 82, the next accreditation visit was advanced by one calendar year to the spring of 2023.

2014 Student Performance Criteria Not 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.

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

2023 Team Analysis:

Student work provided for ARCH 6170 Studio VI and ARCH 6171 Integration Seminar did not demonstrate that all students meet this Condition at an ability level. The B.2 Accessibility Condition as defined in the 2009 NAAB Conditions is not met. See section SC. 5 of this report for additional information pertaining to accessible design.

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	

Previous Team Report (2015): 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.

2023 Team Analysis:

Student work provided for ARCH 6170 Studio VI and ARCH 6171 Integration Seminar did not demonstrate that all students meet this Condition at an ability level. The B.6 Comprehensive Design Condition as defined in the 2009 NAAB Conditions is not met. See sections SC 5. and SC. 6 of this report for additional information pertaining to design synthesis and building integration which include aspects of the 2009 Comprehensive Design Condition.

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.

Previous Team Report (2015): Evidence for this SPC was not consistently documented.

2023 Team Analysis:

Although the APR indicates that B.7 Financial Considerations is covered in ARCH 5410 Professional Practice and the syllabus for this course includes as one of its objectives "fundamentals of building costs, including cost estimating," the team could not find any course materials addressing this objective. In response to the team's questions the program explained that they had interpreted this Condition as applying to the subject area of practice, not construction, and described changes they would implement to

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satisfy this deficiency. B.7 Financial Considerations Condition as defined in the 2009 NAAB Conditions is not 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.

Previous Team Report (2015): Evidence for this SPC was not consistently presented in the courses as documented in the team room.

2023 Team Analysis:

The APR indicates that a newly revised course, ARCH 5430 Social Context of Design, focuses on SPC.9 Community and Social Responsibility. The syllabus and detailed schedule, as well as conversations relating to this Condition with faculty and students, verified that SPC.9 Community and Social Responsibility as defined in the 2009 NAAB Conditions is Met.

III.   Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:

The APR describes the following changes in response to differences between the 2020 Conditions and the 2009 Conditions used in the 2015 visit:

> Creation of the Five-Year Vision* and a new Learning and Teaching Culture Policy*
> Globalization of the architecture history curriculum
> Incorporation of research and innovation in design studios
> Greater emphasis on social equity and inclusion
> Greater emphasis and integration of sustainability
> Redesign of the Professional Practice course
> Greater emphasis and integration of visual representation
> New version of the Integration Seminar that addresses technical dimensions of project design

Supporting materials and meetings during the visit demonstrated that the changes marked with an asterisk (*) are complete. Other changes listed are underway.

IV.   Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops

multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☒ **Described**

2023 Team Analysis:
The APR provides the following context and mission summary statement:

The University of Colorado Denver Department of Architecture draws strength from its relationship to the University of Colorado four-campus system and its position in the heart of Denver, one of the fastest growing metropolitan areas in North America. Our student community grows stronger and more diverse every year through a purposeful connection to the city and an improving national reputation. With a new President, Chancellor, and Provost in place, alongside strong college and departmental leadership, we benefit from and contribute to a dynamic and progressive vision for the future. Our faculty and students care deeply about the challenges facing the region and the world. A genuine desire to make the planet a better place for all people guides everything we do. In coming years, as we continue to recruit exceptional, diverse faculty members and students, we will see our national reputation rise even higher and our connection to the local community strengthen.

We envision our role as producing future thinkers and leaders of the architecture profession. Our aspirations have never been higher. We continuously aim to ask bigger questions, to produce more impactful work, to grow better as teachers, to contribute more meaningfully to emerging research, and to more widely broadcast our work. There are tangibly great things happening at CU Denver and in the Department of Architecture. We enjoy a strong reputation already, built on a legacy of talented graduates and faculty members, and we see our department only reaching higher levels of achievement in the years ahead.

Throughout the APR, and in meetings during the visit, representatives of the program, the college, and the university described a variety of planning, curricular and cultural activities that draw from and contribute to the institutional and regional context. In program activities and the projects undertaken by students and faculty, the team found extensive evidence that the program encourages and supports engagement in community and professional contexts beyond the classroom. Examples include internships, professional and student organizations, a mentorship program, community partnerships, study abroad opportunities, research and research-related activities such as conferences and lectures, and the inclusion of visiting and practitioner faculty.

2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*
The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

☒ **Described**

2023 Team Analysis:
In the APR and supporting materials as well as in meetings with students, faculty, and staff the program responds to all sub-conditions of Shared Values. Long-range planning is evident in the visions, missions, goals, and objectives of the department's Five-Year Vision, the CAP Strategic and JEDI plans, and the UCD 2030 Strategic Plan.

Design:
Design that envisions better built environments is a prominent feature of the M.Arch. experience. This is evident in curricular design, course materials, and co-curricular activities, as well as the record of design awards received by students and faculty. Students are encouraged to develop a "capacity to question, explore, think critically, make unlikely connections, and take risks that can be measured by the quality of that student's drawing and making, or design ability."

Environmental Stewardship and Professional Responsibility:
The program addresses this value in design studios, courses, research, creative practice, and co-curricular activities focused on sustainable design. Drawing from its metropolitan location in the foothills of the Rocky Mountains, where sites range from inner city to open landscape, the program explores the architect's role in environmental stewardship with sensitivity to local and regional ecological contexts.

Equity, Diversity, and Inclusion:
The program promotes the value of equity, diversity and inclusion (EDI) through curricular development and recruitment of students and faculty that expands the cultures and perspectives present in the program; co-curricular and professional development activities that increase the ability of students, faculty and staff to address bias and promote equity and inclusion; support of student organizations with EDI missions; and the engagement of visitors and partners that contribute to EDI.

Knowledge and Innovation:
Evidence of sustained commitment to this value is evident in studio pedagogy, faculty research and creative practice--some of which involves students, interdisciplinary partnerships at the university, disciplinary partnerships with the profession of architecture, community partnerships, and the work of the LoDo Laboratory and the Colorado Building Workshop.

Leadership, Collaboration, and Community Engagement:
The department works closely with student organizations and student representatives to support student growth by encouraging student leadership within the school. Community engagement and collaboration is present across the curriculum and in research endeavors.

Lifelong Learning:
The program describes a breadth of outreach, curricular, co-curricular and professional development activities that instill the value of lifelong learning and support the long-term educational interests of students, alumni, faculty, staff, and practitioners. Examples include CAP lectures and exhibitions, university sponsored research, teaching, learning and leadership programs, study abroad and internship opportunities for students, and the department's partnerships with academic and professional organizations. The UCD Strategic Plan Goal, "University for Life" is evident as a philosophy and in actions.

3—Program and Student Criteria (*Guidelines*, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

☒ **Met**

2023 Team Analysis:
The APR narrative identifies ARCH 5410 Professional Practice as the required course where students learn about paths to licensure and the range of career opportunities available to graduates. It also describes supplemental career services, which include the CAP Career Fair, student internships at firms in Denver, faculty who are practicing architects, opportunities that arise through the department chair's service on the AIA Colorado Board of Directors, and the services offered by the CAP Director of Professional Development and Internships. Course materials for ARCH 5410, indicate that the course provides all students with learning opportunities that promotes understanding of PC. 1. Seven CAP graduate certificates offer students opportunities to explore career interests and the Career Connections section of the CAP website provides students and alumni with resources that promote career path understanding and opportunities.

The APR reports efforts to assess PC. 1 Career Paths by tracking quantitative data such as student and firm participation in career events, a survey of recent graduates to determine career placement rates and ARE (Architect Registration Examination) pass rates. Assessment of PC.1 led to the following changes: revision of ARCH 5410 to include instruction on soft skills, innovation in practice, and social equity as a dimension of sustainable design; career fair invitations to architectural firms with greater diversity, and updated communication approaches that further student access to career services. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, the program reports that quantitative data from a faculty survey show that all students meet PC.1 at the conclusion of ARCH 5410. It also identifies plans to expand learning outcomes to include professional readiness and self-awareness that informs career path choices.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

☒ **Met**

2023 Team Analysis:
The APR describes the prominent position of design throughout the M.Arch. program, which is demonstrated in course materials, student work and in conversations with students, faculty, and school leaders. Studios I – VI, which comprise the required six studio sequence (ARCH 5110, 5120, 5130, 5140, 6150, 6170) and ARCH 6171 Integration Seminar, provide students with opportunities to practice design and learn about the role of the design process in shaping the built environment across a variety of project settings and scales. Studio pedagogy and program briefs reflect the CAP motto, *Real People + Real Projects = Real Difference, and* provide opportunities for students to interact with practicing designers who teach and those who visit to participate in design reviews. Extracurricular activities in support of PC. 2 include the CAP lecture series and exhibitions program, conferences and symposia, and opportunities for students to participate in the AIA Colorado Design + Practice Conference.

The APR reports efforts to evaluate student achievement in design through curricular reviews conducted by faculty at the conclusion of each semester, a survey completed by faculty, and feedback from external reviewers. The APR also reports that assessment of PC.2 led to the following changes: increased engagement of full-time faculty in all studio levels, assigning full time faculty to coordinate multi-section studios, and bringing faculty from other schools of architecture to serve as external reviewers. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, the program reports that survey results indicate that all students meet or exceed PC. 2 in ARCH 6170. It also identifies assessment findings from across the studio sequence that have informed plans to make improvements that include: consistency of learning outcomes, prioritization of global and inclusive approaches to precedent study, development of students' visualization skills, and development of students' ability to formulate a thesis or point of view that informs design decisions.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

☒ **Met**

2023 Team Analysis:
The APR states that ecological knowledge and responsibility is "one of our two most pressing global challenges for the discipline in coming years (social justice, equity, diversity, and inclusion being the other)." Course documents for ARCH 5330 Sustainable Systems I and ARCH 5340 Sustainable Systems II show that these courses cover foundational technical knowledge that addresses the performance of common building systems and touches on relationships between environmental control systems, operational energy management and their overall relationship to sustainable and regenerative design. Course documents for ARCH 5450 Sustainable Design Practices show how the program delves further into sustainable design frameworks as presented through readings and practiced through a series of group presentations and research papers.

Elective and co-curricular experiences are also available. Design studios draw from Denver's geographical location with opportunities to undertake projects situated in sensitive landscapes with ecologically related programs, projects that investigate the ecological responsibilities of building materials and systems, and sustainability competitions as design briefs. Students also have access to elective courses that explore ecologically responsible approaches to design at the scale of furniture (ARCH 3804 Green Tech Eco-Furniture Fabrication I and ARCH 3806 Green Tech Eco-Furniture Fabrication II), and

the building (ARCH 6310 Green Building Technology, ARCH 6313 LEED Certification, Greenbuilding Seminar, and the Design Build Certificate courses). The program's commitment to PC. 3 is also demonstrated through co-curricular activities such as lectures and exhibitions. In meetings and during class observations, faculty and students shared their commitment to ecological responsibility.

The APR identifies efforts to improve the quality of courses in sustainable and resilient design in response to faculty assessments from end-of-semester reviews, and through the appointment of new faculty with expertise in sustainable design. Other assessment strategies include course development that could meet the ZEDD (Zero Energy Design Designated) certification standard and tracking the number of alumni who obtain LEED certification. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, the program reports that survey results indicate that all students meet or exceed PC. 3 in ARCH 5450. It also identifies assessment findings that have informed plans to incorporate geographical phenomena into ARCH 5450, and the need to update the content of ARCH 5330 and 5340, which are currently being revised by the department's Curricular Affairs Committee.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

☒ **Met**

2023 Team Analysis:
The APR reports that the study of history and theory in required coursework begins with ARCH 5210 Introduction to Architecture. This is followed by two recently revised courses, ARCH 5220 History and Theory of Architecture I and ARCH 5230 History and Theory Architecture II. A proposal to add an additional required course, ARCH 5240 History and Theory Architecture III, is currently under review for adoption by the university. The APR states that PC. 4 is addressed primarily through ARCH 5220, ARCH 5230 and ARCH 5240. Since the addition of ARCH 5240 as a required course is not yet finalized, this review focused on required coursework in ARCH 5210, 5220 and 5230.

Course materials describe in detail the topics of lectures, required reading, assignments, exams, papers, and research projects. They demonstrate that ARCH 5220 addresses architecture of the Paleolithic Age to the 15th century, and ARCH 5230, architecture of the 15th Century to the late 19th Century. Both courses have a global scope that includes cultures of Europe, the Middle East, South, Southeast, and East Asia, the Americas, and Africa. ARCH 5210 explores theoretical frameworks, with emphasis on case studies and readings from the 20th century to the present day.

Students are currently being advised to choose ARCH 5240 as an elective course which completes the recently revised history and theory curriculum. Course materials confirm that the course addresses architecture of the mid-19th century to the turn of the 20th century by examining cultural, social, political, and economic contexts of building design and construction. Co-curricular activities in support of history and theory include lectures, exhibitions, and study abroad programs.

During the end-of-semester surveys, which determined that 85% of students meet NAAB criteria associated with the program's history and theory courses, and in curriculum reviews, faculty identified the need to revise the history and theory sequence to address global and inclusive perspectives. The first cycle of this revised curriculum is being offered in the 2023-2024 academic year.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

☒ **Met**

2023 Team Analysis:
As outlined in the APR and in response to changes in the NAAB Conditions, the program revised the design studio sequence to address research and innovation. At UCD students engage in or respond to research and innovation as part of the design process. A review of studio syllabi and discussion with students and faculty verified the program's approach and revealed the presence of research and innovation throughout the program, particularly within design practice, and through community and interdisciplinary engagement. The most convincing evidence is found in ARCH 5140 Studio IV, 6150 Studio V and 6170 Studio VI where design projects are framed to explore a research question or an innovation challenge. The variety of studio topics offered present a rich diversity of opportunities for students to understand the roles of architects as agents of change.

Students have access to elective courses that expose them to focused research areas. Co-curricular experiences that simulate dialog about research and innovation include lectures, exhibitions, opportunities to assist faculty with research, the hosting of research conferences and events at the school and the opportunity to attend conferences of professional organizations.

The APR reports that assessment of PC.5 led to the following changes: assigning two of the six credits required for each studio to a research seminar, and energizing research dialog by hosting the national conference of the Association for Computer Aided Design in Architecture in 2023. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, the program reports that quantitative data from faculty surveys show that all students meet PC.5 at the conclusion of ARCH 6150. A qualitative assessment of ARCH 6150 and 6160 found student uncertainty related to developing research questions and identified the need for greater emphasis on thesis development in these studios.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

☒ **Met**

2023 Team Analysis:
The APR identifies ARCH 5430 Social Context of Design, ARCH 5410 Professional Practice and ARCH 6170 Studio VI as required courses that address leadership and collaboration. Course materials describe visiting speakers, readings, writing assignments, examinations, and projects that expose students to leadership and collaboration. ARCH 5410 addresses architects' roles related to project and practice management, client relationships, and civic responsibility. ARCH 5430 prepares students to collaborate with communities from the perspective of learning about and being responsive to diverse social and cultural contexts and their interactions with the built environment. Students practice teamwork and community engagement in ARCH 6150 Studio V and ARCH 6170 Studio VI.

Optional studies available to students that are documented in the APR, in supporting materials and on the UCD website include certificate programs in Integrated Construction, Management and Leadership and Design Build. Co-curricular experiences that support leadership, collaboration, and community engagement include the JEDI student and faculty workshops, the University Technical Assistance Program that provides communities with planning and design studies, studio representative positions, student organizations, professional internships, and research and teaching assistantships.

The APR reports that assessment of PC.6 informed revisions to ARCH 5430, and internationalization of the Design Build Certificate program, as well as efforts to increase student participation in program governance and leadership. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, the program reports that quantitative data from faculty surveys show that all students meet PC.6 at the conclusion of ARCH 5410 and ARCH 5430. Qualitative assessments of ARCH 5410 identified changes that increase focus on self-awareness and awareness of equity issues, interpersonal skills, and unconscious bias, and improved the coordination with ARCH 5430. Qualitative

assessments of ARCH 5430 identified changes to the curriculum that would increase learning about applications of knowledge about leadership and collaboration to design.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

☒ **Met**

2023 Team Analysis:
The APR recognizes that learning and teaching has evolved significantly since most members of the architecture faculty were educated. It presents an evolving learning and teaching culture that actively engages stakeholders. Feedback from students, faculty and administrators informed the Learning and Teaching Policy, updated in August of 2023, which the program plans to reference in every M.Arch. and B..Arch. course syllabus. It is available on the department's website**.**

Annual workshops, documented in agendas and presentation slides, serve to orient all full-time faculty to the department's Five-Year Vision, its Learning and Teaching Culture Policy, resources available in the college, common issues that arise in classrooms and studios, and unconscious bias. Externally funded, mandatory Justice, Equity, Diversity, and Inclusion (JEDI) workshops for students address unconscious bias and intercultural competency. Inclusive pedagogy training is also provided to faculty in teaching workshops.

According to the APR, assessment of the program's teaching and learning culture is ongoing and takes place primarily in meetings with student studio representatives, faculty meetings, and monthly meetings with the department chair that are open to all students. Conversations with students, faculty, staff, and administrators during the visit demonstrated that all members of the college community are committed to ensuring that the school provides a positive and respectful environment to learn and teach.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

☒ **Met**

2023 Team Analysis:
The APR identifies ARCH 5220 History and Theory of Architecture I and ARCH 5230 History and Theory Architecture II and ARCH 5430 Social Context of Design as required coursework that examines cultural and social contexts and how built environments can support all people equitably. Course materials for ARCH 5430 present various social and cultural influences on architecture, and examine them through the lenses of justice, equity, diversity, and inclusion. Course activities include weekly debates on case studies, workshops, and a project that integrates applied research and design thinking. Revisions to ARCH 5220 and ARCH 5230, discussed in section PC. 4 of this report, globalized the scope of the history curriculum to include non-Western cultures.

Students also have access to the elective course ARCH 6290 Special Topics in Cultural Studies. A recent version of this course included weekly field trips to different constructed landscapes where students could experience how these places affect and are affected by intersecting phenomena such as race, class, and climate change.

Co-curricular experiences that further PC. 8 include the CAP JEDI workshops and symposiums, unconscious bias and intercultural competency training, and activities sponsored by student organizations including NOMAS (National Organization of Minority Architects – Students) chapter, and AFWIAS (All for Women in Architecture Students).

In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, the program reports that quantitative data from faculty surveys show that all students meet PC.8 at the conclusion of ARCH 5430. Qualitative assessment of ARCH 5430 identified the need to increase student understanding of the application of knowledge presented in the course.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

☒ **Met**

2023 Team Analysis:
The APR identifies ARCH 6170 Design Studio VI, ARCH 6171 Integration Seminar, ARCH 5330 Sustainable Systems I, and ARCH 5340 Sustainable Systems II as the required courses that address health, safety, and welfare (HSW). ARCH 6171 course materials show that students are exposed to HSW principles and associated building code requirements, including egress and fire resistance. Course materials for ARCH 5330 and ARCH 5340 show that students are exposed to climate change, carbon emissions, urban heat islands, air contaminants, water pollution, light pollution, sound pollution, and access to nature in terms of design challenges for healthy, resilient, high-performing buildings and cities. Evidence of this was found in course materials. (The team could not verify that all aspects of HSW at all scales were considered by all students in ARCH 6170 due to differences in course materials and student work presented for the different sections of the studio.)

The APR reports that assessment of SC.1 led to the following changes: revisions to the spring 2023 version of the ARCH 6171 Integration Seminar that is currently being taught for the first time, and revisions to update and expand the content of ARCH 5330 and ARCH 5340. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, Phase 5 of ARCH 6171 is identified as a point of assessment. A benchmark that at least 85% of students will meet the criterion has been established. ARCH 6170 was assessed in the spring of 2023 and results of the faculty survey reported that all students met SC.1.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

☒ **Met**

2023 Team Analysis:
The APR identifies ARCH 5410 Professional Practice as the required course that addresses SC.2. Course materials describe visiting speakers, readings, writing assignments, examinations, and projects that address architects' roles related to project and practice management, client relationships, civic responsibility including regulatory requirements, and professional ethics.

The APR reports that assessment of SC. 2 identified the need to shift course content from a focus on a "firm ready" approach to a "general profession ready" approach. In the document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, quantitative data from faculty surveys show that all students meet SC.2 at the conclusion of ARCH 5410. Qualitative assessments of ARCH 5410 identified curricular changes that address self-awareness, understanding of equity issues, interpersonal skills, and unconscious bias, and the addition of alternative career paths to the curriculum.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

☒ **Met**

2023 Team Analysis:
The APR frames this criterion as part of a "regulated field of practice, where issues like life safety, land use, assembly ratings, contracts, and business practices are all tightly controlled." It identifies ARCH 5140 Professional Practice, ARCH 5430 Social Context of Design, and ARCH 6171 Integration Seminar as the required courses where students learn about regulatory contexts. Course materials for ARCH 5430 show that students receive a theoretical introduction to the regulatory context of architecture and its intersections with social contexts. The syllabus for ARCH 5410 shows that the course covers professional practice and ethical considerations related to regulations. Course materials and meetings with faculty indicate that the most recent version of ARCH 6171, currently being taught for the first time, addresses conceptual and technical requirements necessary to understand and design for built environment regulations. Additionally, course materials provided for several technical building systems courses reinforce this criterion, such as ARCH 5310 - Building Construction Methods.

The APR reports that assessment of SC.3 led to revisions to the ARCH 6171 and its intersections with the concurrent studio, ARCH 6170 Studio VI. The document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, reports that faculty surveys indicate that all students meet SC. 3 at the completion of ARCH 5430, and that 83% of students meet SC. 3 at the completion of ARCH 5410. Qualitative findings from end-of-semester reviews include the need to coordinate instruction on regulatory context in ARCH 6171 and ARCH 5430, with greater focus on practical exercises.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

☒ **Met**

2023 Team Analysis:
The APR states that the purpose of the program's technical curriculum is to "familiarize students with scientific methodology and to position technical knowledge as generative within the design process." It identifies six required courses in the subject areas of building construction, sustainable systems and building structures that cover technical knowledge. Course materials including syllabi, bibliographies, detailed topic schedules, instructional materials, lecture summaries, and exercises provided for each of these courses demonstrate student understanding of SC.4. ARCH 5330 Sustainable Systems I provides an overview of the structure, systems, assemblies and processes that make a building. ARCH 5310 Building Construction I and ARCH 5320 Building Construction II focus on principles and processes of building construction and introduce conventional constructional systems. ARCH 5330 Sustainable Systems I and ARCH 5340 Sustainable Systems II introduce concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems. ARCH 5350 Structures I introduces the analysis and design of structural elements and focuses on the principles of statics and the strength of materials. ARCH 5360 Structures II focuses on the relationship between architectural concepts and the selection of structural systems, and the qualitative and quantitative analysis of reinforced concrete, steel and wood structural systems and members. ARCH 6171 guides students in applying their technical knowledge to the design process.

The APR reports that qualitative assessment of SC.4 and associated courses has identified opportunities to envision the sequencing of technical courses and whether some of these should be prerequisites for specific studios. The document, *Curricular Assessment Goals, Points, Performance Indicators, Findings*

and Actions, reports that qualitative findings from end-of-semester reviews of ARCH 5350 and 5360 identified the need to expose students to more holistic understanding of structural systems and include technical documentation of structural conditions. Findings about ARCH 5310 and 5320 identified the need to improve students' preparation to apply knowledge about construction materials to studio projects. Findings related to ARCH 5330 and 5340 included the need to update the curriculum. Actions related to these findings and revisions to the ARCH 6171 Integration Seminar and its intersections with the concurrent studio, ARCH 6170 Studio VI are underway.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

☒ **Not Met**

2023 Team Analysis:
The APR indicated that ARCH 6170 Design Studio VI and ARCH 6171 Integration Seminar are where students attain the learning outcomes of SC.5. Although course materials for the spring 2023 version of ARCH 6171 reflect design synthesis content, student work samples from ARCH 6170 and ARCH 6171 from spring 2022, did not provide consistent evidence of student ability to address each of SC.5 Design Synthesis sub criteria. There was little evidence of design decisions informed by regulatory requirements and code compliance from site to the building scale, specifically site conditions (topography, orientation, parking), and accessible design (parking, stair refuge areas, applicable regulations). Consideration of measurable environmental impacts was not evident in any of the student projects. This was demonstrated in faculty annotations of student work and in a meeting with faculty focused on these courses.

ARCH 6170 studio sections undertake different projects, address different themes, and require different activities. Inconsistencies in learning outcomes related to SC. 5 across sections was evident in the student work.

The document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, reports that qualitative results of the end-of-semester and faculty review discussions identified the need for greater consistency across sections. It also reports quantitative results from the survey of faculty conducted in the spring of 2022 that all students in ARCH 6170 meet or exceed SC. 5. The results of the faculty survey do not agree with the visiting team's findings based on student work samples from the same semester.

The *Statement on Plans in Place for ARCH 6170 and ARCH 6171 to meet NAAB SC.5 and 6,* dated March 9, explains that the program's assessment of ARCH 6170 Design Studio VI and ARCH 6171 Integration Seminar over the past two years found that student projects lacked explicit documentation of regulatory requirements, synthesis and integration of accessible design, and consideration of measurable environmental impacts. To address these issues and to bring the program into compliance, the program developed changes to ARCH 6171, ARCH 5330 Sustainability I and ARCH 5340 Sustainability II. Meetings with faculty and the department chair demonstrated that these changes are underway but are not yet fully implemented.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

☒ **Not Met**

2023 Team Analysis:
The APR indicated that ARCH 6170 Design Studio VI and ARCH 6171 Integration Seminar are where students attain the learning outcomes of SC.6. Student work samples from ARCH 6170 Design Studio VI and ARCH 6171 Integration Seminar, did not provide consistent evidence of student ability to address each of SC.6 Building Integration sub criteria. There was inconsistent evidence of design decisions informed by environmental control systems, life safety systems, and measurable outcomes of building performance into design decision making. This was demonstrated by faculty annotations of student work and in a meeting with faculty focused on these courses.

ARCH 6170 studio sections undertake different projects, address different themes, and require different activities. Inconsistencies in learning outcomes related to SC. 6 across sections was evident in the student work.

The document, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, reports that qualitative results of the end-of-semester and faculty review discussions identified the need for greater consistency across sections. It also reports quantitative results from the survey of faculty conducted in the spring of 2022 that all students in ARCH 6170 meet or exceed SC. 6. The results of the faculty survey do not agree with the visiting team's findings based on student work samples from the same semester.

The *Statement on Plans in Place for ARCH 6170 and ARCH 6171 to meet NAAB SC.5 and 6,* dated March 9, explains that the program's assessment of ARCH 6170 Design Studio VI and ARCH 6171 Integration Seminar over the past two years found that documentation of environmental controls systems and life safety systems was inconsistent between studio sections and measurable outcomes of building performance were not evident in student projects. To address these issues and to bring the program into compliance, the program developed changes to ARCH 6171, ARCH 5330 Sustainability I and ARCH 5340 Sustainability II and assigned the instructor of ARCH 6171 to serve as the coordinator of the ARCH 6170 studio sections. In meetings with faculty and the department chair the team confirmed that plans to meet SC. 6 are in place and implementation is in progress.

4—Curricular Framework (*Guidelines*, p. 13)
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)
For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ **Met**

2023 Team Analysis:
Through a review of supporting documents linked to the APR and on the HLC website, the team confirmed that UCD is accredited by the Higher Learning Commission as documented in the letter from HLC dated July 16, 2021 that serves as the official record of continued accreditation.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

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

    4.2.1   **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

    4.2.2   **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

    4.2.3   **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

    4.2.4   **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

    4.2.5   **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

    4.2.6   **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies.

Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

☒ **Met**

2023 Team Analysis:
The APR describes the program's degree nomenclature and credit-hour requirements in section 4.2.5. Additionally, section 4.2.4 gives a list of optional studies offered by the CAP, which includes subject area certificates and access to elective coursework that are a distinctive feature of the program. All M.Arch. students have flexible opportunities to pursue individual interests and obtain additional expertise.

Conversations with members of the academic community clarified that one course listed in the APR, History and Theory of Architecture III, was offered for the first time in the 2022-2023 academic year and is currently being reviewed using the university's approval process for adoption as a required course. Since this curricular change is underway and therefore outside of the 2021-2022 academic year, which is the focus of this review, the team confirmed that without this course, there are 105 required graduate credits listed in the catalog that comprise the NAAB accredited degree. The M.Arch. awards a maximum of 45 advanced standing credits to students holding pre-professional architecture degrees, which brings the number of graduate credits needed to satisfy the M.Arch. to 60 credits. As such, the total number of required credits exceeds the 168-credit hour minimum of combined undergraduate and graduate coursework and exceeds the minimum of 30 semester credits of graduate coursework.

4.3 Evaluation of Preparatory Education *(Guidelines, p. 16)*
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

    4.3.1   A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

    4.3.2   In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

    4.3.3   A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

☒ **Met**

2023 Team Analysis:
In the APR, supporting documents and a meeting with associate chairs and the academic advisor, the program demonstrated that it has, thorough equitable processes in place to evaluate preparatory education completed in a variety of prior education settings and pathways. The program appropriately communicates the standards by which each applicant's prior education will be evaluated and the expected time it will take them to complete the program.

4.3.1 The process for evaluating preparatory education is documented in the Advanced Standing Policy. Prior coursework is evaluated by the associate chairs and academic advisor to determine if students should be considered for the four-studio or the six-studio track based on prior design studio coursework

and a portfolio of design work. Prior non-studio coursework is reviewed to determine if learning outcomes fulfill requirements for the UCD M.Arch. curriculum. For courses not previously reviewed by the program, evaluators obtain course information online or from the applicant. Multiple courses completed in a pre-professional architecture program at another institution can be combined to fulfill requirements for one of their required courses at UCD.

4.3.2 The APR and *Advanced Standing Policy* describe the assessment standards applied to prior coursework to determine if it fulfills M.Arch. requirements. Students admitted to the four-studio track must hold a pre-professional degree from a school accredited by a regional accrediting agency in the United States or the international equivalent which meets the graduate admissions requirements of the university. Students must have completed four (five or six credit hour) studios with a grade of a B or better. If either of these criteria are not fulfilled the applicant is considered for the six-studio track. To receive credit for non-studio courses, a grade of a B or better is required. Students can receive a maximum of 45 credits applied to the M.Arch. program.

4.3.3 The language on the UCD website is unambiguous in articulating the four-studio and six-studio track requirements after this clear preamble:

> *We offer two tracks for completing your Master of Architecture (M.Arch.) degree based on your experience level. If you have an undergraduate degree that is not in architecture or a related design degree, you should plan on at least three years to earn your M.Arch. degree. If you have a pre-professional undergraduate degree in architecture or a related design field, you may receive advanced standing credit for your previous coursework and can expect to complete your M.Arch. degree in about two years. You can learn more about the curriculum for each track below.*

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.
- 5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

☒ **Described**

2023 Team Analysis:
Administrative and governance processes are described in the APR and were confirmed in meetings with administrators, faculty, staff, and students.

5.1.1 Organizational charts for UCD and CAP and access to professional profiles of UCD, CAP and Department of Architecture leaders are provided on the university website and can be accessed through links in the APR. Also, the UCD Administrative Policy Statement for department chairs is provided.

5.1.2 At the university level, faculty governance is structured through the Faculty Senate and Faculty Council. The organizational chart for the Faculty Governance Structure is available on the university's website and can be accessed through links in the APR. At the college level, faculty participate through the Executive Committee, the Dean's Advisory Committee, and the Diversity Committee. At the department level, faculty members sit on the Curricular Affairs Committee, the Faculty Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. These committees are responsible for

coordination of executive tasks; the development and implementation of policies and procedures for faculty appointment, evaluation, and reappointment; the development and implementation of academic policies pertaining to student admission and academic progress; and curriculum oversight and implementation. These responsibilities are outlined in the Department of Architecture Bylaws provided through a link in the APR.

All staff are appointed at college level, reporting to the assistant deans. A link to the staff roster is provided in the APR. Staff participate in university governance through the UCD Staff Council and the UC Staff Council.

Student representatives attend the department's faculty meetings, faculty search committees, and monthly meetings with the chair and associate chairs. At the university level, they participate through the Student Government Association and the Intercampus Student Forum.

5.2 Planning and Assessment *(Guidelines, p. 18)*
The program must demonstrate that it has a planning process for continuous improvement that identifies:
5.2.1   The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
5.2.2   Key performance indicators used by the unit and the institution.
5.2.3   How well the program is progressing toward its mission and stated multiyear objectives.
5.2.4   Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5.2.5   Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

☒ **Demonstrated**

2023 Team Analysis:
The APR, supporting materials and visit discussions demonstrated that the program is actively engaged in self-assessment that informs continuous improvements focused on faculty and student success, curriculum, and meeting NAAB Conditions.

5.2.1 The Architecture Five-Year Vision document provided in the APR was developed by architecture faculty with input from across the program's constituents in response to leadership transitions and strategic planning efforts within the department and more broadly at the college and the university. It presents five goals with associated multi-year quantitative and qualitative objectives to be implemented by faculty and administration. In meetings with department and program leaders, and the program faculty, the team verified that individuals responsible are actively addressing Vision goals.

5.2.2 The APR provides a summary of the types of key performance indicators that will be used to monitor the Five-Year Vision. The document titled, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions*, summarizes the assessment approach used for each required course in the M.Arch. program.

5.2.3 The APR presents a progress report for each Vision goal, that identifies recent, in-progress and proposed curricular and non-curricular activities. In meetings with administrators, faculty, staff, and in documents, the team confirmed that the program is actively engaged in identifying and implementing actions that further its mission. This includes revision and expansion of M.Arch. curricular and co-curricular offerings.

5.2.4 A summary of strengths, challenges and opportunities in the APR is consistent with the program context and mission and the approach outlined in the Vision. This summary, in combination with other

aspects of the program's planning and assessment, conveys a broad-based approach, but with an emphasis on human resource development as a frequently mentioned strategy for continuous improvement. Discussions with faculty and students confirmed that curricular development addresses learning outcomes while leveraging a wide range of opportunities presented by the program's relationship to the college, the university, and external partners.

5.2.5 The APR reported and visit discussions confirmed that practitioners contribute to planning and assessment in their roles as adjunct and lecturer faculty, as employers of graduates, through collaboration with AIA Colorado and activities sponsored by the AIAS chapter. Alumni and practitioners participated in the survey sent to all constituents as part of the Five-Year Vision process.

5.3 Curricular Development (*Guidelines*, p. 19)
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:
   5.3.1   The relationship between course assessment and curricular development, including NAAB program and student criteria.
   5.3.2   The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

☒ **Demonstrated**

2023 Team Analysis:
The APR describes a curricular assessment cycle that includes the following types of activities: Identify, Distribute, Integrate, and Assess. The Assess phase examines the curriculum and all courses required in the M.Arch. program annually through end-of-semester reviews of courses and student work that are conducted by the faculty. The APR provides links to the assessment forms used by faculty and assessment reports for Fall 2021 and Spring 2022.

The program's approach to curricular assessment is evolving. The *Master of Architecture Assessment Plan for 2023/24*, developed in collaboration with the UCD Director of Assessment, documents a plan for curricular assessment that focuses on NAAB Program and Student Criteria and uses the APR course matrix as a tool for mapping points of assessment. The program's attention to curricular development was demonstrated in meetings with faculty, students, and administrators, and in supporting materials documenting changes to courses and other learning experiences.

5.3.1 In preparation for the visit the program assembled a summary document titled, *Curricular Assessment Goals, Points, Performance Indicators, Findings and Actions,* which summarizes the approach and results of recent assessments performed by faculty for each course in the program. Additionally, students are invited to provide feedback on courses and instructors through the Faculty and Course Questionnaire administered by the university. Results from these surveys are available to course instructors and reviewed by the department chair.

5.3.2 The APR describes the roles of the department chair, the department's Curricular Affairs Committee, curriculum coordinators, studio coordinators and the faculty in curricular development and coordination. Supporting documentation includes the UC Administrative Policy Statement 1026 that defines the chair's role, and the Department of Architecture Bylaws which define the role of the Curricular Affairs Committee.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional

faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

    5.4.1   Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

    5.4.2   Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

    5.4.3   Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

    5.4.4   Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

☒ **Demonstrated**

2023 Team Analysis:
Through a review of the APR and supporting documents and in meetings with department administrators and faculty, and college administrators and staff, the program demonstrated appropriate and adequately funded human resources to support student learning and achievement.

5.4.1 The APR describes how workloads of various full-time and part-time faculty positions are distributed. Teaching and research that promote student and faculty achievement are primarily supported through a clearly described faculty appointment structure of full-time positions (Tenured and Tenure-Track (T/TT), Clinical Teaching Track (CTT), Instructor/Sr. Instructor), and part-time positions (Clinical Track and Lecturer). The number of faculty at various appointment levels ensure that all courses are adequately staffed while allowing T/TT and CTT faculty to develop and pursue research agendas.

5.4.2 In the summer of 2022 the college appointed a new Director of Professional Development and Internships who also serves as the Architect Licensing Advisor and has assumed the position duties defined by NCARB. The position provides licensure advising and connects students to practitioners with licensure expertise, career preparation advising, development and administration of: M.Arch. internships, the college's annual career fair, and a variety of co-curricular professional opportunities.

5.4.3 Professional development support appropriate to their position, is available to all full-time faculty and staff. This includes an annual allocation of funds to each person that individuals may use to support activities that contribute to program improvement such as: travel, conferences, technology and equipment purchases, supplies, and research assistance. The college's EVOLVE Seed Grant program invites faculty to apply for grants of up to $10,000 for research and creative activities. The CAP also funds sabbaticals for tenured faculty and course releases for full-time faculty. Additionally, the UCD Office of Research Services invites faculty to apply for grants that support research, travel, and publication. The University of Colorado system offers a tuition assistance benefit that provides employees and their dependents with up to nine credits of tuition free coursework per academic year.

5.4.4 Faculty and staff advisors and program administrators provide academic, personal and career advising to all students in the college. The Counseling Center provides students with mental health and therapy counseling services. The Health Center at Auraria offers comprehensive medical services. Disabilities Resources and Services assists students with disabilities to ensure their access to full participation. Veteran and Military Student Services provide service members and their families with support. In addition to services provided by the Director of Professional Development and Internships described in section 5.4.2 above, the Lynx Connect platform provides students with access to internship opportunities and assistance with job preparation and search.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

    5.5.1   Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

    5.5.2   Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

    5.5.3   Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

    5.5.4   Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

    5.5.5   Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

☒ **Demonstrated**

2023 Team Analysis:
5.5.1 In the APR, supporting materials, and meetings with administrators, faculty, students and staff, the program demonstrated a commitment to social equity, diversity, and inclusion. Evidence includes the close monitoring of demographics, outreach initiatives, workshops on unconscious bias, intercultural competency and inclusive pedagogy, ongoing efforts to provide equitable and individualized support of all members of the program's community, and distribution of physical and financial resources to provide inclusive, equitable learning experiences and inclusive, equitable opportunities for professional growth. The department's *Learning and Teaching Culture Policy* also establishes a commitment to diversity and inclusion.

5.5.2 The CAP JEDI Action Plan identifies strategies to enhance faculty and staff diversity. The program's analysis of student demographics as compared to faculty and staff demographics identified differences among those populations. This has informed plans to diversify the demographic profile of the faculty to match that of the students by 2031. Included in the school's JEDI initiatives is the appointment of visiting assistant professors who broaden the perspectives and interests of the M.Arch. faculty.

5.5.3 The program provides a list of actions to maintain and increase student diversity in the APR. A notable achievement is the launch and growth of the undergraduate program which increased the diversity of the student body. Pathways to the undergraduate architecture major are supported by articulation agreements with community colleges and outreach to local high schools. The program plans to increase the diversity of students in the M.Arch. program through efforts that encourage undergraduate students at UCD to apply. Support for underrepresented students is provided by the recently launched JEDI scholarship fund. Financial support of NOMAS and AFWIAS Chapters provide students with resources for activities that promote social equity, diversity, and inclusion.

5.5.4 The UCD Office of Equity provides a Resource Toolkit on its website that offers guidance for compliance with EEO/AA. The office also offers education and training for faculty and staff and prepares them to use a newly adopted university-wide selection process that reduces unconscious bias.

5.5.5 The UCD Office of Disability Resources & Services provides an Accommodate System that supports students with disabilities. Campus Accessibility is a UCD website where anyone can report a barrier. The CAP uses several stories of the same building, all of which are accessible by elevator.

However, the upper level of the Annex building where the Colorado Building Workshop is housed is not accessible. When any participant cannot reach that space, the program adapts by relocating the activities of the entire group to an equivalent space that is accessible to all. Syllabi of courses that use the Annex include statements inviting students to request accessibility accommodations and APR states that there are plans to correct.

5.6 Physical Resources (*Guidelines*, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

   5.6.1   Space to support and encourage studio-based learning.
   5.6.2   Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
   5.6.3   Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
   5.6.4   Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

☒ **Demonstrated**

2023 Team Analysis:
The APR shares the program's self-assessment that facilities are a strength and the school's proximity to an active area of Denver's Lower Downtown (LoDo) enhances the urban campus. Through the facilities video prepared by the program, remote visits to classes in progress, and in meetings with students, faculty, and staff the program demonstrated that facilities are adequate to meet the program's current needs. There are actions underway and plans in place to improve facilities, particularly in the fabrication shops. Recently, the university implemented student safety and wellness considerations such as building closure during the early hours of the morning, and a badge policy that controls who can enter buildings and use elevators.

5.6.1 Studio space supports teaching and learning throughout the curriculum. However, the program currently uses space in the Annex that is not accessible as support space for the Colorado Building Workshop. (See section 5.5.5 of this report.)

5.6.2 The program has access to a variety of spaces that collectively support a comprehensive range of didactic and interactive learning uses.

5.6.3 Faculty have access to office, meeting, and instructional space appropriate to their roles and responsibilities.

5.6.4 Facilities support all learning formats and pedagogies used by the program. They include specialized studios such as for furniture design, a recently renovated research center, exhibition areas and laboratories containing equipment for computing, 3D printing, photography and other design visualization and representation activities. Fabrication spaces including a woodshop, metals shop and painting lab, the Annex, and the LoDo Lab. Spaces for general education and spaces shared with other programs such as the library are also available at the UCD campus.

Financial Resources (*Guidelines*, p. 21)

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

☒ **Demonstrated**

2023 Team Analysis:
The APR provides a general description of the UCD budgeting process that distributes financial resources to colleges and other units that comprise the university and outlines how the budgeting process works in the CAP. Meetings with university and college academic leaders provided additional perspectives on how the budgeting process operates. Budget plans for the Department of Architecture, based on allocations from the college, are developed and monitored collaboratively by the CAP Assistant Dean of Finance and Administration and the department chair in monthly meetings.

Most funds provided to the college by the university are applied to costs associated with faculty and staff compensation, which is closely monitored by the college to ensure that instruction and support services required by the program are provided. The college also manages remaining funds available for operations and those generated by student fees that sustain fabrication and computer labs and the Visual Resource Center. Additional revenue sources available to the department include: Extended Studies courses such as the Design Build Certificate program, Auxiliary Activity that generates fees for services, Gifts which have expanded in recent years to increase funds available for programmatic support and student scholarships, and indirect cost recovery from externally funded research projects.

Some of the data that indicate financial resources are adequate for the M.Arch. program include: the profile and number of faculty and staff, class sizes, the quantity and condition of facilities including recent renovations, equipment available for student use, the number of paid student assistantships, the extent of co-curricular programming, availability of elective coursework, increases in student access to financial support and the comprehensive extent of services available to architecture students and faculty that are provided by the college and the university.

Meetings with UCD and CAP academic leaders confirmed that recent reductions in enrollment and associated credit hours at the university and the college have necessitated a budget reduction. Although this is having some impact on the department, such as postponing a search for one of the planned new faculty positions, financial resources continue to be adequate for the students served. UCD budget planning, led by the Chancellor's Advisory Committee on Budget, is underway. The college and department are exploring strategies for student recruitment and fundraising.

5.7 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

☒ **Demonstrated**

2023 Team Analysis:
As reported in the APR, the Auraria Library is the main campus library shared by UCD, the Metropolitan State University and Community College of Denver. It houses a general collection that supports all programs at these institutions, including printed books, eBooks, online journals, streaming videos, and databases. Subscriptions to ARTstor provide visual images of architecture, and the JStor Forum provides server space for cataloging and analyzing images created by CAP faculty and staff. A project to develop a CAP digital image collection is underway.

In addition to providing photographic equipment, software, and studio space to produce images, the CAP Visual Resource Center houses the college's digital image collections. The center's program manager is a professional photographer who assists students and faculty with image development.

A meeting with the librarian who oversees the architecture and urban planning collection confirmed that the Auraria Library consults with the Department of Architecture to ensure that collection development supports the needs of the M.Arch. program and that the library provides accessible information services to faculty and students that support teaching, learning, and research.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)
All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

☒ **Met**

2023 Team Analysis:
The exact language from Appendix 2 of the *Conditions for Accreditation* is in the university catalog, the college website, and the program website.

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
The program must make the following documents available to all students, faculty, and the public, via the program's website:
- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

☒ **Met**

2023 Team Analysis:
The *Conditions for Accreditation-2009 Edition* and the *Procedures for Accreditation-2015 Edition* that were both in effect at the time of the last visit, and the *Conditions for Accreditation, 2020 Edition* and the *Procedures for Accreditation, 2020 Edition* are posted on the *Accreditation* section of the department's website.

6.3 Access to Career Development Information (*Guidelines*, p. 23)
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

☒ **Met**

2023 Team Analysis:
The APR states that the program offers career services, connections to the practice community, opportunities to interact with practitioner mentors, and academic advising related to career interests in addition to career services offered by the college. This is amplified by the program's sustained engagement with the region's practice community and professional associations.

The CAP website includes a robust Career Connections section that serves students, alumni, employers, and mentors. In meetings with faculty and staff who advise students and organize career development programs and in meetings with students who have benefitted from this support to obtain internships and search for jobs, there was strong agreement that students have access to career development information and to personalized advising as they develop their career plans.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:
  a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
  b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
  c) The most recent decision letter from the NAAB
  d) The Architecture Program Report submitted for the last visit
  e) The final edition of the most recent Visiting Team Report, including attachments and addenda
  f) The program's optional response to the Visiting Team Report
  g) Plan to Correct (if applicable)
  h) NCARB ARE pass rates
  i) Statements and/or policies on learning and teaching culture
  j) Statements and/or policies on diversity, equity, and inclusion

☒ **Met**

2023 Team Analysis:
All accreditation reports and related documents described in a, b, c, d, e, h, i, and j are available at the *Accreditation* section of the department's website. Items g and f are not applicable.

6.5 Admissions and Advising *(Guidelines, p. 24)*
The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:
  a) Application forms and instructions
  b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
  c) Forms and a description of the process for evaluating the content of a non-accredited degrees
  d) Requirements and forms for applying for financial aid and scholarships
  e) Explanation of how student diversity goals affect admission procedures

☒ **Met**

2023 Team Analysis:
Public documentation of admissions and advising information is available in the *Admissions* section of the CAP website and at the *Master of Architecture Admissions* website.

a) Prospective students can access an electronic application form upon creating an application account. A copy of the form is available from a link in the APR.

b) General application requirements for the M.Arch. program, including all documents applicants submit are listed, as are requirements for consideration for the 6-studio and 4-studio tracks. The *Advanced Standing* statement provides a list of courses that will be considered, the process used to evaluate advanced standing eligibility including grade criteria, and instructions for obtaining the *Architecture Program Request for a Course Waiver* form.

c) The process for evaluating portfolios and transcripts from non-accredited degree programs is described in the *Six-Studio Track Application Consideration* section.

d) The *Scholarships and Funding* page of the college's website, provides information about scholarships and financial aid with links to information, forms, and application instructions.

e) A link to *The CAP JEDI Plan* is provided where applicants can review Goal #1 Enhance Representation in the Student Body that includes objectives to increase equity of access through scholarships, outreach to middle, high-school and community colleges, non-tolerance of racism, and a culture of inclusion.

6.1 Student Financial Information (*Guidelines*, p. 24)
    6.1.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
    6.1.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

☒ **Met**

2023 Team Analysis:
6.6.1 The *Student Finances* section of the university's website provides comprehensive information for all UCD students and prospective students about the cost of attendance, financial aid, and associated procedures. Advice for making decisions about financial aid is available in informational sessions offered by the Financial Aid Literacy program.

6.1.2. The *Tuition and Fees* section of the college's website, provides cost of attendance estimates for tuition and fees, and an estimate of the cost of a computer, books and supplies for all student types and all pathways leading to the MArch degree.

V.　　Appendices

Appendix 1. Conditions Met with Distinction

PC.5 Research and Innovation

The CAP motto, *Real People + Real Projects = Real Difference*, is evident in the culture of the school and the presence of research and innovation throughout the program, particularly within design practice, and through community and interdisciplinary engagement. The program is preparing students for future forward work that can take on the big challenges of our time and the times to come.

Appendix 2. Team SPC Matrix

See the following pages.

Column groups: Preparatory Education | Year 1 (Fall / Spring) | Year 2 (Fall / Spring) | Year 3 (Fall / Spring) | Non-Curricular Activity

Course columns:

Year 1 Fall
- ARCH 5110 — Design Studio 1
- ARCH 5350 — Structures I
- ARCH 5510 — Architectural Graphics
- ARCH 5210 — Introduction to Architecture

Year 1 Spring
- ARCH 5120 — Design Studio II
- ARCH 5360 — Structures II
- ARCH 5220 — History and Theory of Architecture I
- ARCH 5450 — Sustainable Desing Practices

Year 2 Fall
- ARCH 5130 — Design Studio III
- ARCH 5310 — Building Construction and Methods I
- ARCH 5230 — History and Theory of Architecture II
- ARCH 5430 — Social Context of Design
- ARCH 6XXX — Elective

Year 2 Spring
- ARCH 5140 — Design Studio IV
- ARCH 5320 — Building Construction and Methods II
- ARCH 5330 — Sustainable Systems I
- ARCH 5240 — History and Theory of Architecture III*
- ARCH 6XXX — Elective

Year 3 Fall
- ARCH 6150 — Design Studio V
- ARCH 5340 — Sustainable Systems II
- ARCH 5410 — Professional Practice
- ARCH 6XXX — Elective
- ARCH 6XXX — Elective

Year 3 Spring
- ARCH 6170 — Design Studio VI
- ARCH 6171 — Integration Seminar
- ARCH 6XXX — Elective
- ARCH 6XXX — Elective
- ARCH 6XXX — Elective

Non-Curricular Activity
- Director of Professional Development & Internships
- Learning and Teaching Culture Policy
- Lecture Series
- Exhibition Series
- Symposia and Conferneces
- AIA Colorado Design + Practice Conference
- Teaching Workshops
- Justice, Equity, Diversity & Inclusion Workshops
- Visiting Assistant Professor in Justice, Equity, Diversity & Inclusion
- LoDo Lab
- University Technical Assistance Program (UTAP)
- Historic Preservation Certificate
- Integrated Construction Management and Leadership Certificate
- Colorado Building Workshop (CBW) Design Build Certificate
- American Institute of Architecture Students (AIAS)
- National Organization of Minority Architects - Students (NOMA-S)
- All for Women in Architecture Students (AFWIAS)
- Freedom by Design
- Studio Representative Positions
- Student Internships
- Research Assistantships
- Teaching Assistantships
- Study Abroad Programs
- Aspen Workshop
- Faculty Research
- Design Reviews
- In-Class Visiting Lectures

Criteria rows:

Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

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*Although ARCH 5240/5250 Theory and History III is being taught, the review process that will determine if it becomes a required course in the future is not yet complete.

grey cells signify where the program reported compliance

v signifies where the team verified compliance

Column Groups

Prepetory Education (Max 45 credits)
- ARCH 5110 — Design Studio 1
- ARCH 5120 — Design Studio II
- ARCH 5210 — Introduction to Architecture
- ARCH 5220 — History and Theory of Architecture I
- ARCH 5220 — History and Theory of Architecture II
- ARCH 5350 — Structures I
- ARCH 5360 — Structures II
- ARCH 5310 — Building Construction and Methods I
- ARCH 5320 — Building Construction and Methods II
- ARCH 5330 — Sustainable Systems I
- ARCH 5340 — Sustainable Systems II
- ARCH 5450 — Sustainable Desing Practices
- ARCH 5430 — Social Context of Design
- ARCH 5510 — Architectural Graphics

Year 2 — Fall / Spring
- ARCH 5130 — Design Studio III
- ARCH 5XXX — Required Arch Course Not Given Advanced Standing
- ARCH 5XXX — Required Arch Course Not Given Advanced Standing
- ARCH 6XXX — Elective
- ARCH 5140 — Design Studio IV
- ARCH 5250 — History and Theory of Architecture III
- ARCH 6XXX — Elective
- ARCH 6XXX — Elective

Year 3 — Fall / Spring
- ARCH 6150 — Design Studio V
- ARCH 5410 — Professional Practice
- ARCH 6XXX — Elective
- ARCH 6XXX — Elective
- ARCH 6170 — Design Studio VI
- ARCH 6171 — Integration Seminar
- ARCH 6XXX — Elective
- ARCH 6XXX — Elective

Non-Curricular Activity
- Director of Professional Development & Internships
- Learning and Teaching Culture Policy
- Lecture Series
- Exhibition Series
- Symposia and Conferneces
- AIA Colorado Design + Practice Conference
- Teaching Workshops
- Justice, Equity, Diversity & Inclusion Workshops
- Visiting Assistant Professor in Justice, Equity, Diversity & Inclusion
- LoDo Lab
- University Technical Assistance Program (UTAP)
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- Colorado Building Workshop (CBW) Design Build Certificate
- American Institute of Architecture Students (AIAS)
- National Organization of Minority Architects - Students (NOMA-S)
- All for Women in Architecture Students (AFWIAS)
- Freedom by Design
- Studio Representative Positions
- Student Internships
- Research Assitantships
- Teaching Assistantships
- Study Abroad Programs
- Aspen Workshop
- Faculty Research
- Design Reviews
- In-Class Visiting Lectures

Row Criteria

Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

Appendix 3. The Visiting Team

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VI.   Report Signatures

Respectfully Submitted,

Christine Theodoropoulos

Christine Theodoropoulos, DPACSA, AIA, PE
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James Abell

James Abell, FAIA
Team Member

Raúl Rivera-Ortiz

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Team Member

John Cays

John Cays
Observer