

National Architectural Accrediting Board, Inc.

February 13, 2013

Michael Hagge, Chair  
Department of Architecture  
404 Jones Hall  
University of Memphis  
Memphis, TN 38152



Dear Michael,

Enclosed you will find the final draft of the University of Memphis, Visiting Team Report. This report will be submitted to the NAAB Board of Directors at its March, 2013 meeting.

If you plan to submit a response to the final VTR, it should be received in the NAAB office no later than February 22, 2013 by 10:00am EST.

If you have any questions, please contact the NAAB office.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Pair', written over the printed name and title.

Cassandra Pair  
Manager, Accreditation

enc. Final Draft of Visiting Team Report

*1101 Connecticut Ave, NW*

*Suite 410*

*Washington, DC 20036*

*[www.naab.org](http://www.naab.org)*

*tel: 202.783.2007*

*fax: 202.783.2822*

*email: [info@naab.org](mailto:info@naab.org)*

**University of Memphis  
Department of Architecture**

## **Initial Accreditation Visiting Team Report**

### **M. Arch.**

(128 undergraduate credit hours in a pre-professional program + 60 graduate credit hours)

**The National Architectural Accrediting Board**  
7 November 2012

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

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**I. Summary of Team Findings**

**1. Team Comments & Visit Summary**

The graduate program has 10 students and is projected to grow to 20. This small number of students has achieved consistent, high quality professional education that is comparable to the best of larger public school programs. A distinguishing feature of the program and the university is their strong commitment to community service, which promises a better natural and built environment for the city of Memphis and its region in the future. The student and faculty pledge to sustainability permeates all areas of the program.

The commitment to excellent academic and professional architecture education is supported throughout the university and the program from the president and upper administration to the dean of the college, the chair and director of the program, and the very enthusiastic and dedicated faculty.

The students are most appreciative of the intense tutoring they receive in design, technical building considerations, and computer skills. They are grateful for the opportunity to dedicate their work to making a better community and world. Several have transferred from respected architecture programs at other schools because they believe so strongly in the mission of the program and the people who are charged with carrying out its responsibilities.

The local AIA chapter members are exceptionally supportive of the program and involve students in all aspects of their social and professional programs. AIA members have expressed their high regard for the abilities of the graduates of the program.

The NAAB visiting team is impressed with the extraordinary collegiality of all the participants they met with during the course of their review.

**2. Conditions Not Met**

B7 Financial Considerations

**3. Causes of Concern**

The 2012 NAAB visiting team has no cause for concern. The members of the architecture program have spent many years moving toward program accreditation. They have sought and responded to advice from senior educators at other prominent schools as well as from NAAB directors and NAAB visiting teams leading up to this initial accreditation visit. The chair of the architecture program participated as an observer during a NAAB visit at another school the previous year. All of this preparation has greatly benefited the program.

**4. Progress Since the Previous Site Visit (2010)**

**2004 Condition 7, Human Resource Development:** *Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

**Previous Team Report (2010):** A written policy, with complete information on availability of research funds for travel, research, and conference presentations has not yet been developed. The many neighborhood projects, and the projected collaborations with the Hyde Foundation, promise to expand on the existing opportunities in potentially interesting ways.

**2012 Team Assessment:** This is no longer a concern. The College of Communication and Fine Arts has a formalized policy for faculty development, which is applicable to the faculty in the Department of Architecture. The architecture faculty is aware of these documents and has successfully used them to their advantage.

**2004 Condition 8, Physical Resources:** *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

**Previous Team Report (2010):** The team is concerned that a hazmat, ADA, and mechanical and environmental control study be conducted of the current facility, and that a plan be put into place to address the needed corrections, including a timetable for implementation.

The transformation of the first floor gallery into a loading dock would be a huge lost opportunity for the program, which already suffers from an absence of review areas for formal and informal displays. Much of architecture education hinges upon public review and analysis, which is currently limited to narrow hallways. Currently, the community and city building and neighborhood outreach projects cannot be placed on public view in any venue, but were the program to have access to a space such as that of the gallery, despite its relatively small size, there would be a place to welcome residents in the community and enable them to participate in the university environment. If the lobby were also developed as a useable resource, it would welcome students and faculty from throughout the university and enable them to share the program's lively vitality.

There is no storage space for student work, which is a serious shortcoming for an architecture program.

The shop lacks the appropriate equipment for the production of architectural models and has limited access hours and storage space. Laser cutters, for example, are standard features of architecture programs throughout the U.S., but this program does not have one. Plans should be made for the acquisition of such specialty equipment.

**2012 Team Assessment:** This is no longer a concern. Completion of Jones Hall renovation projects in the fall of 2012 alleviated most of the space limitations observed by the 2010 visiting team. The 10 graduate students now enjoy new studio space large enough to accommodate them, with room for some increase in enrollment. New seminar rooms are equipped with projectors and other amenities. A new Lighting lab gives students and faculty the opportunity to study and experiment with different lighting effects. Faculty members are openly appreciative of the new offices.

The shop facility shared with the Fine Arts Department has been reorganized to provide adequate room at each piece of equipment. Student employees now supervise the shop when open. A separate model lab is located in the Jones Hall basement. When it opens for student use after completion of HVAC modifications, this lab will provide an assortment of model-making equipment.

The school has been given the first-floor gallery for its use.

**2004 Criterion 13.2, Critical Thinking Skills:** *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

**Previous Team Report (2010):** There is evidence in studio and thesis projects and the accompanying materials that this is addressed, and in ARCH 7211. However, the level of sophistication in the analysis of some of the reading materials suggests that more work needs to be done. The team found no evidence of instructor feedback on the written work, from short papers to thesis proposals.

**2012 Team Assessment:** This is no longer a concern. Much of the most recent student work now reflects a greater variety of research methodologies and an increased sophistication in data analysis. Some student papers still lack faculty feedback where it appears notes would be constructive; however, that seems to be the exception rather than the rule. While the program should continue to strive for more consistency in research excellence and faculty feedback, the work currently provides evidence of appropriate critical thinking skills.

**2004 Criterion 13.4, Research Skills:** Ability to *gather, assess, record, and apply relevant information in architectural coursework*

**Previous Team Report (2010):** Visual, precedent, and other types of design research appear to be adequate. A higher level of development is necessary in the thesis research. While bibliographies were often extensive in the final thesis proposals, there was little evidence that any of these texts were actually *used* in the preparation of thesis proposals and research projects and in the development of the students' concepts and strategies for completing the theses.

**2012 Team Assessment:** This is no longer a concern. Comparison of the 2010, 2011, and 2012 thesis projects indicates an increasing degree of development and sophistication in research and writing skills.

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

**Previous Team Report (2010):** Progress has been made in the addition of non-Western material to the existing history course, but there are inadequate student performance materials to demonstrate an understanding of the parallel and divergent canons and traditions of design in the non-Western world. At the time of the visit, the course work covering non-Western materials only required students to respond to two short exam questions on this material, which in any case was significantly less than the attention given to Western traditions.

**2012 Team Assessment:** This is no longer a concern. Evidence for this criterion can be found in ARCH 7211 Contemporary Architectural Theory. A range of periodicals, articles, and literature covered numerous topics in relation to traditions, both Western and non-Western in origin.

**2004 Criterion 13.10, National and Regional Traditions:** Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

**Previous Team Report (2010):** The emphasis on regional traditions is abundantly evident in Advanced Architectural Design studios ARCH 7712, 7713, and 4716. There is no evidence of understanding of national traditions.

**2012 Team Assessment:** This is no longer a concern. Adequate evidence can be found for this criterion in ARCH 7712 Advanced Architectural Design Seminar 3, and ARCH 7713 Advanced Architectural Design Studio 2.

**2004 Criterion 13.12, Human Behavior:** Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

**Previous Team Report (2010):** While some student work for thesis research indicated some awareness of this topic, it was not consistent across the student body. Such materials rarely appeared in bibliographies for thesis proposals, nor were they incorporated into thesis development. No course work syllabi or other materials indicated that this criterion is addressed.

**2012 Team Assessment:** This is no longer a concern. Evidence can be found for this criterion in ARCH 7431 Advanced Professional Practice. Consideration of human behavior as it relates to design is considered and discussed in student course work.

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

**Previous Team Report (2010):** While the student body appears to be respectful and aware of such issues in their contacts with fellow students and faculty, the evidence for this in design work is absent.

**2012 Team Assessment: This is no longer a concern.** Sufficient evidence can be found in student projects from ARCH 7713 Advanced Architectural Design Studio 3 and ARCH 7730 Architectural Thesis Research.

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

**Previous Team Report (2010):** While elements of understanding of this criterion were illustrated in most studio projects, the team noted that ADA compliance was not uniformly demonstrated to the ability level on all projects in the comprehensive advanced studio projects.

**2012 Team Assessment:** Student work from ARCH 7711 Advanced Architectural Design Studio 1 exhibited an ability to design accessible buildings and sites.

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

**Previous Team Report (2010):** While some individual elements of the criterion were utilized in studio projects, evidence was not demonstrated in student work of the ability to prepare a comprehensive architectural program.

**2012 Team Assessment:** This is no longer a concern. Evidence of the ability to prepare a comprehensive program is demonstrated by the student work from ARCH 7996 Architectural Thesis Studio. Other work displayed in the team room supports the conclusion that this ability has been achieved.

**2004 Criterion 13.22, Building Service Systems:** Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

**Previous Team Report (2010):** While evidence of understanding was found in student work in ARCH 7421 Environmental Systems for most of the criteria, no evidence was found to support an understanding of communication and security systems.

**2012 Team Assessment:** This is no longer a concern. This criterion is covered in courses ARCH 7711, 7712, and 7713 Advanced Design Studio I, II, and III, and ARCH 7421 Advanced Environmental Systems I. ARCH 7421 specifically speaks to issues of communication and security. Communication is no longer a requirement, since now much of communication is handled wirelessly. Student work displayed in the team room and in the binders showed understanding in this broad area.

**2004 Criterion 13.25, Construction Cost Controls:** Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

**Previous Team Report (2010):** Graduate level Arch 7431 Advanced Professional Practice where the subject matter of this criterion is scheduled to be covered is currently ongoing and not complete. The team is concerned that this course is already packed and is not certain that the appropriate attention can be given to this criterion in this course alone.

**2012 Team Assessment:** This is still a concern (see B.7 Financial Considerations, under Conditions Not Met). ARCH 7431 Advanced Professional Practice has incorporated the fundamentals of cost estimating. However, evidence is not available to show students' exposure to life-cycle costing concepts.

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## II. Compliance with the Conditions for Accreditation

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

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

**I.1.1 History and Mission:** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

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

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

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

**2012 Team Assessment:** The APR provided the history, mission, and culture of the university and the architecture program. The missions of both align in two important ways with their emphasis on learner-based metropolitan education, and on leadership and involvement in the economic, social, and professional growth of the city of Memphis. The architecture program offers strong professional education primarily taught by registered architects and a commitment to "City Building" that serves Memphis. Each design studio from second through sixth year has at least one project per semester with a community partner.

#### **I.1.2 Learning Culture and Social Equity:**

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

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

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

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

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

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

**2012 Team Assessment:** The small number of graduate students allows for devoted, detailed, collegial tutoring by the faculty. The community's loyalty and involvement of the students and faculty members form an unusually supportive learning environment. An example that provides evidence that each student and faculty member is equitably able to learn, teach, and work is the involvement and recent acceptance of faculty and student ideas in the design and construction of the new graduate studio spaces and faculty offices.

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

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

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

**2012 Team Assessment:** The architecture program enjoys a favored position with members of the upper administration. The university has embarked on a substantial involvement with the city of Memphis by promoting engaged research to assist local community improvement. Members of the architecture program fulfill the intention of this initiative exceptionally well. Most studio projects address city issues that provide data and experimentation for faculty research. The partnership with Memphis, the university and the architecture program has generated abundant good will. An example of this is the president of the university chairs a Chamber of Commerce Aerotropolis Committee that studies ways to beautify the gateways to Memphis and create a favorable impression among visitors to the city. The architecture program chair has made a substantial contribution to the committee, which highlights the capabilities of the students and faculty. Program faculty members serve on university and college committees. They work with other departments on joint educational projects.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

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

**2012 Team Assessment:** The Department of Architecture is exceptionally supportive of its students at both the graduate and undergraduate level. While a high level of design excellence is expected of and accomplished by the students, the administration and faculty commit much of their time and resources to creating a nurturing, collaborative environment. They provide

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

numerous opportunities both within the classroom and beyond for students to expand their knowledge and experience. The student organizations (AIAS, CSI, or IIDA) are committed and passionate about the program, working cooperatively to provide informal workshops and mentoring to younger students. Graduate students have been encouraged to design and craft their studio spaces, teach undergraduate class and provide supervision of the facility as a part of their assistantships. There is a collective sense of pride throughout the student body, inspiring much of the program's success.

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

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

**2012 Team Assessment:** This subject is covered quite well and is actually included as questions on various tests per conversations with the chair. Some of the faculty members are currently going through IDP. There is a faculty member who is the IDP coordinator. Many of the students are also enrolled in IDP and all seemed well aware of the process and purpose.

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

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

**2012 Team Assessment:** Student work, both graphic and narrative, provides evidence of understanding these precepts. Because the local architecture community is so supportive of this program, there are many opportunities for students to gain real-world experience during their academic life. Involvement in AIA organizations, leadership positions in community projects, and internships in local offices further inform students of professional responsibilities.

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

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

**2012 Team Assessment:** Civic engagement is a driving force for the curriculum. The majority of studio projects are required to have community partners and produce work that goes beyond the theoretical to accomplish real and lasting benefits. Such examples include the TERRA House and the Recycling Center prototype. Such civic engagement is the emerging hallmark of the program,

with research through community service as a model for how the school interacts with those beyond its walls. This extends further than departments and colleges in the university to include initiatives with the local AIA component and the Design Center. From coordinated cleanup efforts of local waterways to teaching high school students the impact of sustainable principles, the program accomplishes much in regard to localized environmental and social issues.

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

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

**2012 Team Assessment:** The program included its long-range plan in its Architecture Program Report. Team interviews with university upper administration, program faculty and students, program alumni, and local professionals provided evidence that the program is achieving plan goals. Overarching the desire for excellent professional education and service to the community is their more immediate goal of achieving NAAB accreditation for the architecture program.

***1.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

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

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

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

**2012 Team Assessment:** The faculty works as a committee-of-the-whole to produce an extensive annual review of their five-year plan. Faculty, students, and local design professionals have input. The detailed and multiyear goals have been identified under the headings of student success; research and creativity through community work; access and diversity; community partnerships; and a sense of place. The results of student studio work and community accomplishments show the program is meeting its goals. The composition of the faculty and student body is composed of people from diverse backgrounds, ethnicity, and gender.

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

### I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

**2012 Team Assessment:** Faculty/student ratios are less than 1:10. The College of Communication and Fine Arts has a formalized policy for faculty development, which is applicable to the faculty in the Department of Architecture. Funds are available for faculty and student travel to conferences. The program pays 100% of the travel expenses in most cases.

- **Students:**
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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

**2012 Team Assessment:** All policies, procedures, and documentation were reviewed. Transfer documentations account for all elements of the requirements. Students are satisfied that their academic and professional accomplishments have been fairly evaluated.

### **I.2.2 Administrative Structure & Governance:**

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

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

administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**[X] Administrative Structure is adequate for the program**

**2012 Team Assessment:** There is a chair of the architecture department and two directors—a director of the architecture program and a director of the interior design program. Administrators have a 50% teaching load.

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

**[X] Governance opportunities are adequate for the program**

**2012 Team Assessment:** Administrators and faculty members work together on all aspects of the program. Adjunct faculty members are able to participate if they wish. Students have informal input about policy and curriculum matters.

***1.2.3 Physical Resources:*** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

**[X] Physical Resources are adequate for the program**

**2012 Team Assessment:** Completion of Jones Hall renovation projects in the fall of 2012 alleviated most of the space limitations observed by the 2010 visiting team. Graduate students are now enjoying new studio space large enough to accommodate the current 10 students, with room for some increase in enrollment. New seminar rooms are equipped with projectors and other amenities. A new lighting lab gives students and faculty the opportunity to study and experiment with different lighting effects. Faculty members are openly appreciative of the new offices.

The shop facility shared with the Fine Arts Department has been reorganized to provide adequate room at each piece of equipment. There is a shop staff member who, along with student employees, now supervises the shop when open. A separate model lab is located in the Jones Hall basement. The lab will open after completion of HVAC modifications and will provide an assortment of model-making equipment.

The school has been given the first-floor gallery for its use.

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

**[X] Financial Resources are adequate for the program**

**2012 Team Assessment:** The program has a modest but adequate operating budget to provide for the needs of the program. The state has arranged to annually share with the program \$20,000–22,000 garnered from professional license fees. This money has been used to purchase such things as equipment for model building. Computers, software, and equipment for smart classrooms have been paid for from university technical funds. The biggest future program need is to increase the funding for visiting lecturers.

**I.2.5 Information Resources:** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

**[X] Information Resources are adequate for the program**

**2012 Team Assessment:** The library has more than achieved the required number of books. While it is in a separate building, it is not far from the architecture building space and is thus easily accessible. The professors include required readings in their course material at various times, which further helps to involve the students with the library. Current periodicals are usually available in the faculty offices as well. There is a small library space on the third floor of the architecture department for the most-used books such as *Architectural Graphic Standards*.

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**PART I: SECTION 3 –REPORTS**

**1.3.1 Statistical Reports<sup>3</sup>.** Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

**[X] Statistical reports were provided and provide the appropriate information**

**2012 Team Assessment:** All statistical report requirements were provided, and the university’s Office of Institutional Research verified the data. Team observation of faculty and student composition along with conversations with faculty and students further verified elements of the statistical report.

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports

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



*transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information**

**2012 Team Assessment:** All required reports and responses were available to the visiting team.

***I.3.3 Faculty Credentials:*** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

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

**2012 Team Assessment:** The team was impressed with the faculty and their enthusiasm. Their credentials demonstrated a background of education and work experience to provide them with the tools and knowledge to adequately impart the thinking skills needed by architects. Faculty members have appropriate terminal degrees for their area of instruction. Faculty members are generalists who are capable of teaching a design studio and developing areas of specialization. The concept to hire generalists reflects program thinking that is based on the small number of faculty members in the program. The need is for faculty members to be flexible enough to cover different areas of the curriculum if necessary. All faculty members in the design studios have degrees in architecture and most are registered architects. The faculty exhibit illustrated the creative activity of the faculty.

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<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

**PART ONE (I): SECTION 4 – POLICY REVIEW**

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

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

**2012 Team Assessment:** All of the required documents were provided in the team room.

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

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

#### **Realm A: Critical Thinking and Representation:**

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

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

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

[X] Met

**2012 Team Assessment:** Student work prepared for ARCH 7996 Architectural Thesis Studio demonstrates the ability to communicate effectively.

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

[X] Met

**2012 Team Assessment:** This area is covered in ARCH 7930 Architecture Research and ARCH 7995 Professional Project Studio. The student work, some with multiple, complex spaces, displayed abilities in this area.

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

[X] Met

**2012 Team Assessment:** ARCH 7713 Advanced Arch Design Studio and ARCH 7996 Architecture Thesis Studio illustrate a wide variety of appropriate representation media.

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

[X] Met

**2012 Team Assessment:** This material is covered in several courses: ARCH 7431 Advanced Professional Practice, ARCH 7712 and 7713 Advanced Architectural Design Studio II and III, and ARCH 7995 Professional Project Studio. The students' exhibits demonstrated the learning in this area.

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

[X] Met

**2012 Team Assessment:** Evidence for this criterion can be found primarily in two sources, ARCH 7930 Architecture Thesis Research and ARCH 7421 Advanced Environmental Systems.

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

[X] Met

**2012 Team Assessment:** ARCH 7711, ARCH 7712, ARCH 7713 Advanced Architectural Design I, II, III, and Arch 7996 Thesis Studio demonstrate high quality design skills, which is impressive given the small number of graduate students in the program.

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

[X] Met

**2012 Team Assessment:** Precedents are gathered throughout program course work, but evidence is most apparent in the required course, ARCH 7930 Architecture Thesis Research.

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

[X] Met

**2012 Team Assessment:** Student knowledge of Ordering Systems is illustrated throughout the graduate student work, but was formally covered in ARCH 7713 Advanced Architectural Design Studio III.

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

[X] Met

**2012 Team Assessment:** Evidence for this criterion can be found in ARCH 7211 Contemporary Architectural Theory. A range of periodicals, articles, and literature covered numerous topics in relation to traditions, both Western and non-Western in origin.

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

**[X] Met**

**2012 Team Assessment:** Evidence of this criterion being met can be found in ARCH 7211 Contemporary Architectural Theory. A wide array of articles and books cover diverse cultural perspectives and their impact upon the architectural realm.

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

**[X] Met**

**2012 Team Assessment:** Evidence for this criterion can be found in ARCH 7930 Architecture Thesis Research and ARCH 7421 Advanced Environmental Systems.

**Realm A. General Team Commentary:** Critical Thinking Skills are best illustrated in the student preparation of their required thesis research and thesis studio. Students excel in representation of their ideas through writing, drawing, model building, and computer skills illustrated by work produced in their four required design studios.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

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

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

[X] Met

**2012 Team Assessment:** Evidence of the ability to prepare a comprehensive program is demonstrated by the student work from ARCH 7996 Architectural Thesis Studio. Other work displayed in the team room supports the conclusion that this ability has been achieved.

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

[X] Met

**2012 Team Assessment:** The department identified two courses as representative of student work meeting these criteria. Student work from ARCH 7711 Advanced Architectural Design Studio 1 exhibited an ability to design accessible buildings and sites.

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

[X] Met

**2012 Team Assessment:** The students' ability to design sustainable projects is evident in the student work from ARCH 7713 Advanced Architectural Design Seminar 3 and ARCH 7421 Advanced Environmental Systems. In addition, an understanding of sustainable design is reflected in other studio work displayed and in projects undertaken within their campus facilities.

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

[X] Met

**2012 Team Assessment:** The school is very much involved in Environmental Design and as such has a strong emphasis on site design. Evidence of this criterion can be found in courses ARCH 7711, 7712 Advanced Design Studio I & II and ARCH 7512 Urbanism and Suburban Revitalization Studio. Student work in the team room showed a competent level of understanding in this area of concern.

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

[X] Met

**2012 Team Assessment:** The projects placed in the team room showed a respect for this issue. Egress and stair locations were generally well placed. The various aspects are covered in courses ARCH 7711, 7712, & 7713 Advanced Architectural Design Studio I, II, & III. The student projects in the team room generally showed a respect and understanding of this area of concern.

**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.5. Life Safety

A.9. Historical Traditions and  
Global Culture

B.8. Environmental Systems

B.9. Structural Systems

[X] Met

**2012 Team Assessment:** This criterion is met in ARCH 7711 Advanced Architecture Design Studio I and ARCH 7713 Advanced Architecture Design Studio II.

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

[X] Not Met

**2012 Team Assessment:** Student work reflects an understanding of construction cost estimating. However, no evidence is provided to show the students' knowledge or understanding of acquisition costs, project financing and funding, financial feasibility, operational costs, and life-cycle cost accounting.

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

[X] Met

**2012 Team Assessment:** An understanding of environmental systems is evident in the ARCH 7713 Advanced Architectural Design Studio and ARCH 7421 Advanced Environmental Systems course work.

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

[X] Met

**2012 Team Assessment:** This area seems to be well met with the new instructor as shown in the samples of material and student work in courses ARCH 3312 and ARCH 3313 Structures 2 and 3. The courses cover the full range of materials and also the basics and intricacies of structural design and calculations for various structural elements. The implementation of integration is also covered in courses ARCH 7711, 7712 & 7713 Advanced Design Studio I, II & III.

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

[X] Met

**2012 Team Assessment:** This criterion is covered in courses ARCH 7711, 7712 and 7713 Advanced Design Studio I, II & III, & Arch 7421 Advanced Environmental Systems. Student work displayed in the team room relative to this subject, demonstrated an understanding of this area of importance.

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

**2012 Team Assessment:** This criterion is covered in courses ARCH 7711, 7712 and 7713 Advanced Design Studio I, II and II, and ARCH 7421 Advanced Environmental Systems I. ARCH 7421 specifically speaks to the previously not met issues of fire protection and security. Student work displayed in the team room and in the binders showed understanding in this broad area.

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

[X] Met

**2012 Team Assessment:** This criterion is covered in courses ARCH 7711, 7712 and 7713 Advanced Design Studio I, II and III. Some of the student work displayed in the team room spoke specifically to this area of learning and showed a competent level of understanding.

<p><b>Realm B. General Team Commentary:</b> The team found this area to be generally well represented and covered in the various course syllabi relative to these various subject areas. The student work exhibited a</p>
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good absorption and achievement of understanding in these areas of concern. The faculty is well suited to this area as most are licensed professionals and also their cohesive team adds to a greater depth of knowledge imparted to the students.

### **Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

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

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

**[X] Met**

**2012 Team Assessment:** Evidence indicates that student collaboration occurs at different levels within the graduate studios. While formalized at the information gathering phase, it rarely results in team design solutions or collaborative project results. Faculty appears enthusiastic about the potential of integrating collaborative projects into the curriculum in a more structured manner. The community-engagement model espoused by University of Memphis administration suggests that an opportunity exists for M. Arch students to work cross-campus with students of other academic programs to produce comprehensive design solutions.

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

**[X] Met**

**2012 Team Assessment:** Evidence was found for this criterion in ARCH 7431 Advanced Professional Practice. Student work shows an awareness and respect of this issue in the courses mentioned above. However, its presence in projects is inconsistent.

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

**[X] Met**

**2012 Team Assessment:** ARCH 7431 Advanced Professional Practice provides students with several client and architectural case studies for which the student must respond utilizing AIA documents as reference. The assignment format and student responses indicate that they have attained an understanding of their future responsibilities to the client and/or owner and to associated public and community domains.

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

[X] Met

**2012 Team Assessment:** This area is well covered in the ARCH 7431 Advanced Professional Practice as shown in the course description and student work prepared for this review. A recently retired principal of an architecture firm teaches the course.

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

[X] Met

**2012 Team Assessment:** This area is well covered in the ARCH 7431 Advanced Professional Practice as shown in the course description and student work prepared for this review. A recently retired principal of an architecture firm teaches the course.

- C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

**2012 Team Assessment:** ARCH 7431 Advanced Professional Practice syllabi and student papers indicate that students are acquiring an understanding of leadership skills. Further, students' participation in the architecture program, campus, community and professional activities give evidence of leadership ability.

- C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws**

[X] Met

**2012 Team Assessment:** This area is well covered in the ARCH 7431 Advanced Professional Practice as shown in the book of course description and student work prepared for this review. A recently retired principal of an architecture firm teaches the course.

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

[X] Met

**2012 Team Assessment:** ARCH 7431 Advanced Professional Practice incorporates ethics and professional judgment as related to contract fulfillment.

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

[X] Met

**2012 Team Assessment:** Evidence was found of this criterion throughout the studio projects given, especially in ARCH 7996 Architectural Thesis Studio and ARCH 7930 Architectural Thesis Research. Numerous projects require students to have local partners and work toward the benefit of the community.

**Realm C. General Team Commentary:** The team found no deficiencies in Realm C. Students have demonstrated their understanding and/or ability to meet the criteria set forth.

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## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

**[X] Met**

**2012 Team Assessment:** The Southern Association of Colleges and Schools Commission on Colleges accredits the University of Memphis. A copy of the letter from the commission was included in the APR along with a letter of verification from the University of Memphis Office of Institutional Research.

**II.2.2 Professional Degrees and Curriculum:** *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

**[X] Met**

**2012 Team Assessment:** The published curriculum of the University of Memphis is the two-year Master of Architecture degree based on the “4+2” model. It consists of a minimum of 60 credit hours of graduate study. The integrated degree program meets the requirements for professional studies, general studies, and electives.

### **II.2.3 Curriculum Review and Development**

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

**[X] Met**

**2012 Team Assessment:** The review of the curriculum of the Master of Architecture degree program is through the faculty of the Department of Architecture. There can be informal input from the students and others involved in the architecture program including but not limited to members of the local professional community, graduates of the program, and members of the program advisory board.

**PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

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

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

**[X] Met**

**2012 Team Assessment:** The APR described evaluation of preparatory/pre-professional education. The team verified this by interviewing the program advisor and reviewing student files. There is a worksheet to carefully evaluate the student's course requirements. All deficiencies must be completed before official entrance into the M. Arch program.

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## **PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

### **II.4.1 Statement on NAAB-Accredited Degrees**

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

**[X] Met**

**2012 Team Assessment:** The statement on the NAAB-accredited degree program was found on several course syllabi as well as the Department of Architecture's web site and catalogue.

### **II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2012 Team Assessment:** The link for this material can be found on the Department of Architecture's web site.

### **II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

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

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

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

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

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

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

**[X] Met**

**2012 Team Assessment:** Students have ample access to career resources on the web site, but also through a close working relationship with the local architecture community and AIA Memphis.

### **II.4.4 Public Access to APRs and VTRs**

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

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

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

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

**[X] Met**

**2012 Team Assessment:** The material is available on the Department of Architecture's web site.

***II.4.5 ARE Pass Rates***

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

**[X] N/A**

**2012 Team Assessment:** Since no students from this program have taken the ARE, this data does not exist.

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**III. Appendices:**

**1. Program Information**

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

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

Reference University of Memphis, *APR*, pp. 1-3.

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

Reference University of Memphis, *APR*, pp. 3-8.

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

Reference University of Memphis, *APR*, pp.19-20.

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

Reference University of Memphis, *APR*, pp. 20-25.

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**2. Conditions Met with Distinction**

- A 3 Visual Communication Skills
- A11 Applied Research
- B 1 Pre-Design
- B 3 Sustainability
- B 9 Structural Systems
- C 5 Project Management
- C 7 Legal Responsibilities

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### 3. The Visiting Team

Team Chair, Representing the ACSA  
Patricia O'Leary, FAIA  
74 Moulton Lane  
Victor, ID 83455  
(720) 839-0117  
[patricia.oleary@cudenver.edu](mailto:patricia.oleary@cudenver.edu)

Representing the AIA  
Sheila K. Snider, FAIA  
222 Banta Trail  
Indianapolis, IN 46227  
(317) 783-3662  
[skrsnider@aol.com](mailto:skrsnider@aol.com)

Representing the AIAS  
Stephen N. Parker, Assoc. AIA  
5813 Silk Tree Drive  
Riverdale, MD 20737  
(843) 902-0577  
[stephenparker23@gmail.com](mailto:stephenparker23@gmail.com)

Representing the NCARB  
S. Edward Jeter, AIA  
3554 Haldeman Creek Drive  
Apt. 122  
Naples, FL 34112-4261  
(239) 793-6677  
(860) 729-3499 mobile  
[sejeter@yahoo.com](mailto:sejeter@yahoo.com)

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**IV. Report Signatures**

**Respectfully Submitted,**

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**Patricia O’Leary, FAIA  
Team Chair**

**Representing the ACSA**

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**Sheila K. Snider, FAIA  
Team member**

**Representing the AIA**

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**Stephen N. Parker, Assoc. AIA  
Team member**

**Representing the AIAS**

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**S. Edward Jeter, AIA  
Team member**

**Representing the NCARB**

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