

# ***2023 Visiting Team Report***

Carnegie Mellon University  
School of Architecture

M.Arch.

Continuing Accreditation Visit  
March 13-15, 2023



National  
Architectural  
Accrediting  
Board, Inc.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The team thanks the faculty, students, staff, and administration for their work in preparing for this visit and in their participation. The team enjoyed meeting with the CMU School of Architecture community; it was clear through the many meetings that this was a special place and everyone felt a part of the community. The faculty, staff, students, and administration were very engaging and honest about the challenges and many advantages of the program.

The team wants to also recognize the amount of change required and the effort it took to switch from the previous Conditions and Procedures under which the M.Arch. degree was granted initial accreditation three years ago to the new 2020 Conditions and Procedures, as required for this first continuation of accreditation visit.

The team commends the school for using its strategic planning Pedagogies 2020: climate change, artificial intelligence, and social justice as a platform for curricular realignment along the three-tier structure of design fundamentals, design research, design ethics (realizing it is a work in progress).

The program has made great strides in developing a robust assessment process that, when totally complete, could serve as a model for other programs.

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

PC.4 History and Theory  
SC.1 Health, Safety and Welfare  
SC.3 Regulatory Context  
SC.5 Design Synthesis  
SC.6 Building Integration  
4.2 Professional Degrees  
4.3 Evaluation of Preparatory Education

## II. Progress Since the Previous Site Visit

### 2014 Condition Not Met

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

**Previous Team Report (2019):** Evidence of student achievement at the prescribed level was not found in student work prepared for Architecture Theory (48-634). The syllabus for Modern Architecture (48-633) covers the required material, but the course is not yet offered. Several courses taught in the B.Arch. program are offered to M.Arch. students as electives, but no student work was provided to demonstrate student achievement.

### *2023 Team Analysis:*

The APR states that the program has developed a more rigorous "Evaluation of Preparatory Education" to assess students' previous history/theory courses, and ensure that those who require additional coursework enroll in the 48-641 Modern Architecture and Theory course. According to the program, the cohort of students entering in 2021 and 2022 were all offered the choice to opt-out of the 48-641 Modern Architecture and Theory course. The program looked not just for course titles in the transcript but confirmed that every student has covered the canonical works of modern architecture and global

architecture across a broad range of historical traditions, types, etc. by looking at syllabi and submitted coursework. This ensured that previous courses covered aspects of the vernacular and the global and included critical reflection on this work in terms of politics, gender, race, colonialism, etc.

While the team did not see the students' work since this is no longer required, student files were available and the program's spreadsheet was presented to see that decision by the program based on the information the students provided.

**B.9 Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

**Previous Team Report (2019):** Complete student achievement at the prescribed level was not found in Courses 48647 - Materials & Assemblies, and 48-655 - ESII: Design Integration of Active Systems. Missing evidence included communication, vertical transportation, security, and fire protection systems.

*2023 Team Analysis:*

Graduate students now take a new graduate level course 48-647 Materials and Construction Systems. Graduate studios are also now separate from undergraduate studios and have co-requisite courses 48-647 and 48-655 Environmental systems. The previous missing material in SPC B.9 Building Service systems were communication, vertical transportation, and security and fire protection systems, which are no longer specific technologies that schools must address under the 2020 Conditions.

**C.3 Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**Previous Team Report (2019):** Evidence of student achievement at the prescribed level was not found in student work prepared for 48-630 UBDS I and II. Specifically the team did not find clear evidence of accessibility, life safety, and environmental system in the student work provided.

*2023 Team Analysis:*

The program no longer offers the Urban Design Build Studio sequences, which was where the deficiencies existed. The program now has Praxis-1 & 2 Studios with only graduate students and co-requisite courses 48-647 Materiality & Construction Systems and 48-655 Environmental Systems-2: Building Systems and Integration, which help ensure that all students are looking at systems integration to varying degrees.

### **Section 3 – Evaluation of Preparatory Education**

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.
- The program must demonstrate that the evaluation of baccalaureate-degree or associated degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

**Previous Team Report (2019):** To date, admission to the program is only available to advanced standing

students. As such, all students are evaluated for advanced standing through a review of their transcripts, portfolio, and professional expertise. The evaluation of the baccalaureate degree is part of the admission process. Students may opt-out of courses that they can submit substantial proof of equivalency for evaluation by the track chair and the course professor. There was not sufficient evidence found of the admission process accounting for the course equivalents of 48-633 Modern Architecture and 48-663 Architectural History Selective that were identified in the SPC Matrix as satisfying SPC A.07 History and Global Culture. While these courses are identified as part of the first year of a three-year program of study and as yet, have not been taught, they represent substantial content relevant to SPC A.07.

**2023 Team Analysis:**

The APR states that the M.Arch. admissions process was changed since 2019 and a three-year program is no longer an option. The website was updated so potential applicants clearly understand the need to have a pre-professional degree or equivalent in architecture, and that evaluation of past experience would be part of the application process only to a 2-year program. The program states that fewer students are applying without sufficient previous education in all areas. The online Slideroom application includes a new section called “M.Arch. Evaluation of Previous Coursework” that asks applicants to self-identify all previous coursework and professional experience in 6 categories:

- 1) Architectural History and/or Modern Architecture
- 2) Construction, Materials, and/or Assembly
- 3) Environmental Science and/or Systems
- 4) Professional Practice
- 5) Structures & Statics
- 6) General Studies

The documentation of course Opt-outs has been strengthened significantly, and only selected courses are allowed for Opt-outs.

### **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:**

Major changes to the program due to the changes in accreditation conditions are in Condition 5.2 Planning and Assessment and Condition 5.3 Curricular Development. The increased emphasis by NAAB on self-assessment led the program to initiate assessment at three distinct tiers: tier one: external program-level assessment, tier two: internal program-level assessment, and tier three: course-level assessment. The most recent curriculum chart for the incoming class of 2022 (fall 2022 - spring 2024) was based on 2020 NAAB Conditions for Accreditation that encourage schools to pursue unique strengths and methods of pedagogy, in line with their background and strengths. These major changes include:

- Creating three simultaneous tracks for the M.Arch. degree: Design Fundamentals Track: Design Studio | Computation | Building Technology Design Ethics Track: History & Theory | Practice Design Research Track: Research Methods | Thesis Track. This was evident in the comparison of the 2021 curriculum chart compared to the 2022 curriculum chart as provided in the APR.
- Requiring all students to take at least three selectives of their choice (min. 3 units per selective) at any point during their four semesters. Out of the three selectives, at least one must be in Design Ethics and one in Design Research.
- Increased curricular separations between the M.Arch. and the B.Arch. programs by offering required courses that are dedicated only to the M.Arch. program. The following courses are either new or changed entirely since the previous accreditation to reflect this:
  - 48-630 Praxis-1 Worldmaking Studio
  - 48-640 Praxis-2 Worldshaping Studio

- 48-647 Materiality and Construction Systems
- 48-620 Situating Research
- The program moved toward a six-unit default course (instead of the traditional nine), which allows for additional courses to be offered and greater flexibility and choice. Studios remained at an 18-unit default weight. (*Note: three CMU units are the equivalent of one traditional semester credit, so the 180-unit M.Arch. is the equivalent of a 60-credit two-year program elsewhere.*)
- Opt-outs: The documentation of course opt-outs has been strengthened significantly, and only selected courses are allowed for opt-outs.

The APR also stated that, although not necessarily a change to the program due to the new 2020 Conditions, it is important to note that there are currently no plans or intentions of developing a three-year program at CMU.

#### 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

##### **Program Response:** (250 word max paragraph from APR)

The CMU School of Architecture (SoA) provides undergraduate, graduate and doctoral degrees in architecture, urban design, sustainable design, computational design and engineering & construction management. It has organized its pedagogy to address three grand challenges confronting contemporary society: *climate change, artificial intelligence and social justice*. The school benefits from being housed in CMU's College of Fine Arts with sister schools of art, design, drama and music. It also draws intellectual support from being part of an internationally recognized tier one research university. Finally, its geographic location in Pittsburgh provides unique opportunities to address problems associated with post-industrial cities.

The M.Arch. program, one of seven Master's-level degrees at the SoA, educates students to become next generation leaders in the praxis of architecture and its related careers through a collaborative, studio-based education that centers design, technology and research. The program addresses the grand challenges of our time through an understanding of Design Ethics at the intersections of Social Equity, Technology, and Climate change. It trains students to demonstrate a solid intellectual base in Design Thinking by participating in advanced and emerging discourses in the discipline.

##### **2023 Team Analysis:**

Carnegie Mellon University is a private, global research university of about 15,818 students and 5,000 faculty, research, and administrative staff; its main campus is located in Pittsburgh, Pennsylvania. The School of Architecture (SoA) is one of five schools within Carnegie Mellon University's College of Fine Arts (CFA), alongside the schools of Art, Design, Drama, and Music. CMU's vision is to have a "transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship." SoA offers fourteen undergraduate, graduate, and doctoral degree programs with about 450 students, 69 faculty and 15 staff. The SoA offers two baccalaureate degree programs: the 5-year NAAB accredited Bachelor of Architecture (B.Arch.), and the 4-year Bachelor of Arts in Architecture (B.A.), with about 260 students combined. In addition to the two year NAAB accredited **Master of Architecture (M.Arch.)** program with 50 students currently enrolled, the SoA offers six post-professional master's programs, with a total of about 180 students. While the Master of Architecture program's mission is to teach students to become professional architects, its pedagogy and vision is influenced by the other programs housed in the SoA and the M.Arch. students take classes with students from the other 6 master's programs. SoA is also bringing graduate-level students with diverse previous experience from other universities into the architectural design studios, which had previously been focused on the B.Arch. The program's overall goals are for students to demonstrate core professional competencies, understand architecture as an ethical praxis that considers the challenges of these times, and demonstrate global disciplinary knowledge and critical thinking.

CMU's geographical context in the city of Pittsburgh plays a role in the program's teaching and the unique geology and topography of the city provides model sites for architectural projects.

Another vehicle for shared learning is SoA's public programs. These include lectures, symposia and panels organized centrally by school and also other degree programs. All degree programs are encouraged and provided funds to support student and faculty travel as part of coursework. There are three student groups, the American Institute of Architecture Students (AIAS), the National Organization of Minority Architecture Students (NOMAS) and SoA's Inter•punct that provide students with extracurricular and professional development opportunities.

All classes and studios in the SoA are in-person, except a few classes where pedagogically it is seen as an advantage to be "Remote Only," either synchronous or asynchronous. There are no "hybrid" classes.

## 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:**

**Design:** The program approaches design as a “third culture for producing knowledge.” To effectively respond to design as a shared value, the program has organized its curricular approach to design around three pedagogical frameworks: Design Fundamentals, Design Research, and Design Ethics. This provides students multiple avenues through which they can develop design competencies. The framework is articulated in the program curricular structure diagram, available online and provided in the APR. The program has guide and matrix and other resources showing the different areas of coursework and objectives that was provided as documentation. The team confirmed evidence provided by the program through discussion with the faculty and students during the site visit.

**Environmental Stewardship and Professional Responsibility:** The School of Architecture prides itself as a leader in sustainable design since the 1970s. Design studios, at both the graduate and undergraduate levels, have sustainability as a basic premise for all building and planning. The school offers two graduate programs focused on teaching sustainable design principles, the Master of Science in Sustainable Design and the Master of Science and PhD in Building Performance and Diagnostics. The SoA also states that it highlights climate change as one of three societal challenges around which it focuses the school's pedagogies which has motivated the development of new coursework in design ethics, materials systems, environmental simulation, site planning, and accessibility. Design studios, at both the graduate and undergraduate levels, have sustainability as a basic premise for all building and planning.

**Equity, Diversity and Inclusion:** The School of Architecture promotes the study of architecture and the built environment that addresses the needs of all people, regardless of race, ethnicity, gender, and economic status. It encourages students and faculty to participate in active dialogue on race and inclusion through local, regional, and national organizations and aims to build upon the school's legacy in social interest design specifically in computational design, sustainable design, and community-engaged design, and is expanding curriculum to include non-western traditions and issues of social and environmental justice. The school is developing pathways through its undergraduate, graduate, and doctorate programs for students of all identities, including recruitment, mentoring, and placement in industry and academia.

One of the most important efforts undertaken by the SoA in the last two years has been an attempt to address the high cost of education for their students at this expensive private university, as well as trying to address questions of equity in salaries for faculty and staff. An integral part of DEI efforts is making SoA's programs more affordable for more people. At CMU, undergraduate tuition is set by the university, the admissions office and the financial aid office, so SoA attempts to limit in-class and activity costs. However, at CMU each department can set their own graduate tuition rates. The SoA has deliberately set its graduate tuition to be substantially lower than many of its private school competitors, and even many prestigious public schools, as a way to attract and recruit students but also to send a message about the effort to offer lower tuition.

**Knowledge and Innovation:** The institution has a long history of innovation; the current CMU's mission statement is "*Carnegie Mellon University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.*" Within the School of Architecture, there are several degrees with a heavy research emphasis and the school's various researched-based graduate and doctoral programs influence the M.Arch. program to overcome the divide between design and research and to advance design and making as forms of research. Instrumental in this effort has been separating the M.Arch. studios from the B.Arch. studios, the "design-as-research" focus in advanced studios, the establishment of the Design Fabrication Lab and the Computational Design Lab, and creating a new Associate Head of Design Research administrative position.

**Leadership, Collaboration, and Community Engagement:** The program addresses these values primarily through studio coursework. Studio is viewed "not just as a place, or a course, but also a collaborative way of learning and thinking." Group projects in various studios require students to collaborate in the design process, achieve common goals, and resolve conflicts. Several studios and courses explicitly address embracing diverse viewpoints and community engagement. Community engagement begins in the early years of the M.Arch. program in the Praxis-1 studio, where the focus of this course is "worldmaking." A newly formed Associate Head of Design Ethics position is intended to "curate and maintain a suite of courses focused around community and DEI." In addition, the program sees the architectural studio as more than just a place, and the program's renovations to the studios provided many different spaces for collaboration and interrelational connections. There is also very active student led and organized chapters of the AIAS and NOMAS.

**Lifelong Learning:** SoA engages and models lifelong learning by teaching architecture along the "pipeline" from childhood through university, to career and retirement. It has a K-12 outreach program and a pre-college program for high school students. Six nonprofits in Pittsburgh, including SoA, have partnered to create the Architecture Learning Network (ALN) providing K-12 architectural outreach and educational programs in which M.Arch. students can participate as teachers and mentors. SoA encourages and helps facilitate connections to Pittsburgh's local professional architecture community and promotes professionals coming back to mentor and give back to students to ensure a continuity of efforts and lifelong learning. SoA grads help lead the AIA Pittsburgh's Young Architects Forum (YAF), which seeks to support and encourage young professionals. The school has a Public Programs series of events, organized by the "Curator of Public Programs." The SoA Public Programs is intended to "bring together diverse voices to reflect on pressing issues in the field" by offering lectures, symposia, workshops, and film screenings to the profession and the public. These events are eligible for AIA Continuing Education Units. In addition to the SoA Public Programs, several program faculty and architecture professionals offer courses to the members of the independent Osher Lifelong Learning Institute housed at the university.

### **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:**

There are two required courses 48-649 Issues of Practice and 48-658 Real Estate for Architects that offer comprehensive understanding of architecture practice and business practices that influence development decisions. Issues of Practice exposes students to various practice types, and provides students the opportunity to attend small to large panels with architecture firms. Discussions also include engineering consultants, constructors and other professional types. Students gain an understanding of the licensure path and NCARB's Architectural Experience Program (AXP). Real Estate for Architects explores more in the realm of economic, legal and social theories that lead to various frameworks. Students develop skills to evaluate real world projects from several perspectives.

Supplemental to the two required courses, the APR lists a website that students can use to help with non-curricular experiences such as their career professional development center that is a centralized source of information for the whole institution. There were 12 career fairs in the year of 2022 that assisted in the effort of helping the students in the program seek and find jobs. MARCH students have ability to work as research assistants to the faculty, exposing them to the academic careers realm. Changes since the last accreditation visit include a new Canvas Portal for internships, appointing faculty for career development, a new course for architectural agency and updates to the Issues of Practice syllabus.

The program has a NCARB Licensing Advisor whose full-time duties include overall guidance to the students. They are encouraged to start their NCARB accounts early in their program. The Licensing Advisor's presentation about architecture licensure is made to graduate students at orientation and presentations each academic year about AXP and the ARE are open to all students in the SoA. Communication about licensure and changes to AXP and the ARE are conveyed through newsletters.

**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 program's design curriculum is organized around two sequential core first-year Design Studio courses that are required of all students in the program. The first, 48-630 Praxis-1, introduces the students to "the entanglements between architectural design thinking, agency, and questions of Design Ethics, as these affect form, material, tectonics, and participatory practices." The following studio, 48-640 Praxis-2, further engages "questions of Design Ethics as they relate to building performance, embodied energy, and data-driven design." Documentation of studio structure and content for both courses were found in the syllabi, and the related lecture content and course materials provided in the virtual team room.

The second-year studios build on the foundation of the first-year studios and offer students greater agency in their choice of design studios. For the Advanced Synthesis Option Studio, students can choose from diverse options that further their specific design research agendas. In their fourth and last semester of design studies, students can choose between a second Advanced Synthesis Option Studio or a Design Thesis. The latter option is open to students who have completed the requisite Thesis Prep and Thesis Seminar courses in the second and third semesters of their studies. Since the program addresses the requirements of PC.2 in the first-year studios, documentation for second-year studios was not provided. Various extracurricular activities, including lecture series, exhibitions, and workshops, complement the program's studio curriculum.

Both first-year foundational studios follow the same program level three-tier assessment process. Evidence was provided in the virtual team room for ongoing assessment at all three-tiers, along with specific responses to the assessments and plans for improvement.

**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 required courses that directly cover this material are the sequence of two environmental courses taught in the first and third semesters—48-635 Environmental Systems-1: Climate and Energy (semester1) followed by 48-655 Environmental Systems-2: Building Systems and Integration. The program describes these two courses as starting with establishing a baseline of knowledge that moves from an understanding of passive principles of ecological design in residential construction to engagements with active systems in commercial buildings. The documentation found for 48-635 included syllabi, lectures, list of readings, a series of assignments demonstrating the material covered as well as an assessment by the faculty member that listed a series of ten challenges to continue to work on including timing of assignments, elements to add to assignments, and an end of year student assessment rating the delivery of the course. The documentation found for 48-655 included syllabi from fall 2020 and fall 21 demonstrating the changes that were made for each succeeding term as well as schedules, assignments, grading policies, and a sample of the midterm exam. An assessment by the faculty member discussed technical changes to content because of the new 2020 conditions and diversity backgrounds of students. Assignments changed from 2020 to 2022 based on the faculty assessments that were made.

External assessment on PC.3 found evidence in Praxis-1&2; 48-635 adopted course material for global context and changing futures and for 48-655 stated introduction to components and assemblies as an issue of performance but also of environmental impact and reuse.

**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)

☒ **Not Met**

**2023 Team Analysis:**

The program considers “architecture as a centuries-long global discourse about how humans relate to their built and natural environments.” The program relies on two two-credit courses required of all students to address the History and Theory Program Criteria. These are 48-641 Modern Architecture & Theory and 48-634 Architectural Theory & Contemporary Issues. Although the program considers architecture a “centuries-long global discourse,” the Modern Architecture & Theory course focuses exclusively on one movement and one century, and the Architectural Theory & Contemporary Issues focuses exclusively on the current national discourse. Although students can elect to take either course as a three-credit course, the extra credit is optional and, therefore, not applicable to all students.

As stated in the APR, the Modern Architecture & Theory course “is the second of a two-semester global survey that serves both as a historical foundation for disciplinary specialization, and as an introduction to architectural history.” However, whereas the students enrolled in the B.Arch. program must complete both

halves of the two-semester global survey to satisfy the History and Theory Program Criteria, the graduate students do not have the same requirement to satisfy the same criteria. Nor are graduate students *required* to have completed an equivalent to the first history survey course as part of their undergraduate studies. The program has no preparatory education architectural history mandate for admission. In the absence of a preparatory education mandate, a student can complete 180 credits towards an M.Arch. degree only having to take a two-credit course on 20th-century Modernism with no exposure to the other histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

The second course intended to meet the History and Theory Program Criteria, Architectural Theory & Contemporary Issues, exclusively focuses on the contemporary Western theoretical discourse on architecture. The course content does not include theoretical discourses outside the Western sphere, framed as these are by social, cultural, economic, and political forces unique to those discourses. To satisfy the History and Theory Program Criteria as specified, a course may cast a wider net of coverage in both the global space and the times past than does this otherwise helpful course.

The above evaluation is based on the syllabi and course materials presented in the virtual team room and verified by questions about preparatory education posed to the program during the visit.

**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:

The program fulfills this PC in two major ways: the introductory course 48-620 Situating Research, offered in the first year, exposes students to various research methods, initiatives and agendas at SoA and the university at large, and 48-650 the Advanced Synthesis Option Studios (ASOS) offered in the fall term of the second year.

Starting in fall 2021, 48-620 Situating Research was added as a new required course for all M.Arch. students to introduce them to a range of research approaches through introductions to and conversations with School of Architecture faculty, PhD researchers, and other invited guests to develop an understanding of the varied modalities of architectural research within the areas of climate change and sustainability, social and spatial justice, and design computation and artificial intelligence. The course is structured into three modules—Contexts, Epistemologies, and Futures to engage students around a broad range of issues, frameworks, and methods.

48-650 the Advanced Synthesis Option Studios (ASOS) taken in the second year, are vertically-integrated advanced studios that encourage interdisciplinary collaboration from the arts and technology, research and design, large scale urban and ecological thinking, to detailed investigations of materials, fabrication strategies, and form strategies. The studios are a set of advanced studios offered every semester on various diverse topics chosen by studio faculty based on their research and design interests. Additional research work is done in the spring term of the second year as the students have the option to take 48-650 again in the spring semester with a different topic or to do a thesis studio. In addition, a required Design Research elective was added to the revised M.Arch. curriculum although students take different topics.

Documented material for this PC included a summer 2021 report on a series of meetings by faculty and townhalls with alumni and students to discuss concerns, intersections, and partnerships to make curricular changes, some of which led to the development of 48-620. The self-assessment by the faculty member from fall 2021 discussed mainly the management of the course not the student learning. While material such as syllabi was provided for the ASOS studio options offered for several terms, none of the

material included assessment. The external report completed in July 2022 did not address PC5 directly but did raise some questions to be considered in the area of research.

**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 first-year studios, 48-630 Praxis-1 & 48640 Praxis-2, are the tool where the program ensures students “understand leadership and collaboration at multiple levels.” In Praxis-1 studio, students are required to solve design problems through collaborative work in teams of four for the first assignment and teams of two for subsequent assignments. In Praxis-2, teams of three to four students work on multiple assignments intended to place “emphasis on the design process over a final design outcome.” For each team, students are strongly encouraged to choose a teammate who is different from them “in terms of ethnicity, background, gender and academic experience so as to bring a diversity of perspectives.” In Praxis-1 studio, the assigned design projects require the students to interact with leaders within local community groups and “understand collaborative relationships in the context of real-world clients and diverse stakeholders.” In Praxis-2, student teams are given the opportunity “to meet with external experts in adjacent disciplines (lighting, structure, MEP).”

Further opportunities for understanding different approaches to collaboration and leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts are provided by the core required 48-658 Real Estate for Architects and the 48-649 Issues of Practice courses.

Documentation for this Program Criteria was found in the various course syllabi and related assignments provided in the virtual team room. In discussions with students, they verified that collaboration was not about assigning everyone a particular part of the design but that discussions between team members occurred to find a solution they all agreed on. Both Praxis-1&2 studios follow the same program level three-tier assessment process. Evidence was provided in the virtual team room for ongoing assessment at all three-tiers, along with specific responses to the assessments and plans for improvement.

**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:**

As noted in the APR, the program seeks “a culture that promotes the values of collaboration, speculation, critical thinking, and research” and “value diversity, equity, and inclusion, but also values of fairness, transparency, support, and wellness for all.” To achieve these goals, the program has in place a comprehensive “Studio Culture Policy” and a detailed “Syllabus Standards” policy. In addition, the program relies on two courses to act as the primary vehicles for communicating and reinforcing its Learning and Teaching Culture expectations. These are the 48-620 Situating Research course that “offers a broad introduction to the Learning and Teaching culture” at the school and 48-630 Praxis-1 studio that seeks “to cultivate the larger ethics of Learning and Teaching Culture” at the school. The syllabi and course materials provided in the virtual team room attest to these overarching goals. Both courses have in place an assessment process and ongoing responses to the assessment of these goals.

The program's "Studio Culture Policy" was formulated in response to the previous conditions for accreditation and was last updated in 2019. Starting in fall 2022, the program initiated a process for evaluating and developing a new Learning and Teaching Culture policy in line with the new conditions and guidelines. Intended to be written by students, it has been delayed to summer 2023 when students will be hired for this purpose and work in consultation with the faculty. The program also offers many noncurricular activities that promote its Learning and Teaching Culture objectives. The program's students are effectively supported by a host of university centers and services.

The school's head has addressed some faculty and staff concerns and other efforts are underway. Some issues remaining are a clear understanding of various faculty workload concerning teaching, research, and service expectations; a greater transparency about the long 9-year tenure process and support for Associate Professors to find a path forward. Staff shortages and turnover at the university have led to some work overload and insufficient clarity of roles and responsibilities which is being addressed. The above information was verified in meetings with faculty, staff, and students during the virtual visit.

**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 program has identified social justice as one of its three curricular foci and seeks to address social equity and inclusion issues under the broader umbrella of Design Ethics. Two required courses specifically address the issues of social equity and inclusion: 48-648 Ethics and Decision-Making and 48-603 Praxis-1 Worldmaking" studio. As evidenced by the course syllabi and materials provided in the virtual team room, the Ethics and Decision-Making course addresses the connection between social justice and environmental issues, including "historic and current connections between race/class/colonial status and access to clean land, water and air." The Praxis-1 studio focuses on an underserved Pittsburgh community and seeks to increase students' understanding of diverse cultural and social contexts and help them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. Both courses are assessed regularly, and improvements have been made in response to the assessment.

Supplementary courses addressing social equity and inclusion issues are Modern Architecture and Theory, Architectural Theory & Contemporary Issues, and a required Design Ethics selective course. Furthering the cause of social equity and inclusion in the program are several noncurricular experiences, including an active chapter of the National Organization of Minority Students.

**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)

☒ **Not Met**

**2023 Team Analysis:**

The program addresses the impact of the built environment on human health, safety, and welfare at the building scale through three required lecture courses and one studio. 48-635 Environmental Systems-1 (Climate and Energy in Buildings) emphasizes climate and biophilic design, as well as the conditions of passive systems that affect human health. The course introduces students to basic strategies governing human comfort, health, and well-being through energy conservation and natural conditioning, human comfort, and site-specific climate dynamics. Students learn to combine, at a domestic scale, an understanding of the fundamental laws of comfort and heat flow with the local climate variables. 48-637 Statics and Structures course addresses building safety as it pertains to structural integrity and the laws governing statics, including gravitational, seismic, and lateral forces. 48-649 Issues of Practice course briefly addresses questions of environmental stewardship and welfare and the building codes in relation to legal and fiduciary issues governing health, safety, and welfare in the built environment, in one lecture. 48-640 Praxis-2 Worldshaping Studio is intended to investigate the question of health, safety, and welfare in the context of a design problem focused on building integration. Students are noted to consider manifold questions concerning health - issues of daylighting, air quality, biophilic design - Life Safety - Structural design, fire-resistive construction, means of egress, and circulation through a comprehensive regulatory analysis of necessary building code and zoning compliance - and Welfare - public programming, low carbon design, low embodied energy construction, design for disassembly, circular thinking.

While the team found evidence of students' understanding of the impact of the built environment on human health, safety, and welfare at the building scale, evidence of understanding at multiple scales, from buildings to cities was not found in the provided course materials.

All four courses are subject to the program's three-tier assessment process. The student learning outcome(s) associated with each part of this criterion are articulated and assessed regularly. Improvements are articulated in response to the assessments for each course. The above assessment was based on evidence provided in the virtual team room and verified during the site visit.

**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 lists three required courses that cover the content in this SC: 48-649 Issues of Practice, 48-648 Ethics & Decision Making and 48-658 Real Estate for Architects. The syllabus from Issues of Practice indicated the topics covered were education, training and licensure, project planning and management, building codes and regulations. Learning objectives included: gaining an understanding of the context of architectural practice within society and the obligations of architects to society; gaining a basic understanding of architecture as a business; and gaining a significant understanding of project processes, pitfalls and constraints. The syllabus for Ethics & Decision Making focused primarily on learning how ethics as decisions are made for the built environment. It lists classic ethical frameworks: individual, organizational, and societal issues, and includes workplace ethics issues and the AIA's stated ethical obligations to the public, client, profession, colleagues and the environment as discussion topics in the course. Real Estate for Architects focuses on how real estate development influences design. Lecture PowerPoints and assignment handouts were included in the documentation.

All three courses had a self-reflection by the faculty member which included potential changes for the next time the course was taught. The M.Arch. Internal Committee Report (tier 2 assessment) reviewed the three classes, noted that since class assignments were not provided to the committee an assessment of whether the principles are understood by the students was lacking. By and large, the committee indicated that the courses covered appropriate material but did make some recommendations about where to place greater attention or additional content.

**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)

☒ **Not Met**

**2023 Team Analysis:**

The program seeks to address the regulatory context in three separate courses: 48-649 Issues of Practice, 48-655 Environmental Systems-2 and 48-640 Praxis-2 World Shaping Studio.

The Issues of Practice course is a comprehensive course on various aspects of professional practice. However, of the fourteen lectures in this course, only one lecture (#10) covers “Building Codes and Regulations” and there is only one introductory reading assignment for this lecture. The lecture offers a very broad overview of the general concepts of zoning and building codes. No further evidence of coverage was found. Environmental Systems-2 (Design Integration of Active Building Systems) offers a comprehensive coverage of active environmental control systems for large-scale buildings. The course syllabus lists nine “Technical Competencies” for students to acquire. Of these, one is “a familiarity with U.S. building codes, how they’re structured and key sections for architects.” Of the course’s twenty-seven lectures, one lecture, along with a partial assignment, address “Building Code Structure & Key Codes for Architects.” The subject of building codes is tangentially broached in two other lectures on high-performance systems with heat pumps and indoor water fixtures, respectively. No further evidence was provided. The Praxis-2 World Shaping Studio is intended to cover laws and regulations governing land use and life safety for buildings in the United States in the context of a design studio. However, no reference to regulatory context was found in the course schedule. One preliminary assignment for the studio requires one group of four to six students to perform an analysis of the City of Pittsburgh zoning and building codes relative to the studio site and project. However, no documentation of the scope and the outcome of this assignment was provided. The final studio projects provide no documentation of what, if any, zoning laws, building codes, and related regulations were considered in the design process, and how regulatory concerns may have conditioned the final design.

All three courses are subject to the program’s three-tier assessment process. A recent tier two program level assessment identifies issues and concerns in addressing this Student Performance Criteria. The assessment offers solutions that as yet have not been addressed. In sum, sufficient evidence that the program ensures 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, was not found.

**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 program purveys technical knowledge to the students through 3 required courses: 48-647 Materiality and Construction Systems, 48-637 Statics and Structures and 48-655 Environmental Systems-2.

The Materiality and Construction Systems course provides an overview of established and emerging construction systems and foregrounds construction systems’ historical, technological, and conceptual basis. Materials and construction methods are positioned as constraints and affordances, each with distinct spatial, structural, environmental, economic, and aesthetic concerns. The course has an

articulated set of learning objectives that align with the course schedule, assigned readings, and assignments.

The Statics and Structures course introduces students to structural types, structural behavior, material behavior, and construction constraints that underlie the structural design of buildings. The course emphasizes the cohesive three-dimensional visual and data-driven understanding of structural behavior. In addition to normative steel and concrete construction, the course investigates the design of "geometric structures," including membranes, cable nets, shells, masonry domes, and other "form finding structures." The course learning objectives are outlined in the course schedule.

The Environmental Systems-2 (Design Integration of Active Building Systems) course develops technical literacy about building energy and carbon emissions with an emphasis on active building systems. Students learn about building envelope design and the methods and criteria used to access technologies related to various active heating and cooling systems. The course learning objectives are clearly outlined in the syllabus.

All three courses are subject to the program's three-tier assessment process. Evidence of assessing all three courses relative to the learning objectives, along with recommended adjustments, was provided in the virtual team room.

**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 program addresses Design Synthesis in 48-630 Praxis-1 WorldMaking and 48-640 Praxis-2 World Shaping studios. The Praxis-1 WorldMaking studio is intended to address design synthesis "through a series of distinct, yet incremental exercises that introduce complex and inter-related concepts in a phased manner." The Praxis-2 World Shaping studio is intended to develop "Design Synthesis through a series of exercises that synthesize multiple scales and knowledge systems to produce a coherent work of design." Evidence of students' ability to make design decisions within architectural projects while demonstrating synthesis of user requirements in the broadest of terms, along with consideration of the site conditions and the environmental impacts of their design decisions, was found in the selected student projects provided in the virtual team room. However, evidence of students' ability to make design decisions within architectural projects (building and site) while demonstrating synthesis of regulatory requirements and accessible design was not found in the student projects provided in the virtual team room.

Praxis-1 and Praxis-2 studios are subject to the program's three-tier assessment process. A recent tier 2 program level assessment identifies issues and concerns in addressing this Student Performance Criteria. The assessment makes recommendations, in response to which, as noted in the APR, the "Praxis-1 studio has made substantive changes to its Fall 2022 syllabus, to make explicit the Regulatory contexts regarding accessible design and discuss regulatory challenges inherent in combining different uses in a building." However, no evidence of this change was found in the Fall 2022 syllabus, schedule, and course materials provided in the virtual team room.

**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 states that the 48-640 Praxis-2 World Shaping studio is the primary means through which students develop expertise in Building Integration. As companion courses students take 48-647 Materiality and Construction Systems and following this the 48-655 Enviro-2 Design Integration of Active Building Systems course takes design work from Praxis-2 to further integrate active mechanical systems into the Praxis-2 Projects.

There was evidence of integrating building envelope systems and assemblies in Praxis-2 but several projects only had structural and mechanical diagrams and integration of environmental control systems in the section drawings was generally missing. Code analysis such as life safety issues including proper egress from fire stairs, etc., was missing. The tier two assessment recommended more code application as well. The final assignment in Materiality and Construction Systems was to do a wall section of student's studio projects but several only did individual parts. Even the tier two analysis stated that there were several examples of un-constructible wall sections that exhibit fundamental misunderstandings of material use and strength. Enviro-2 Design Integration of Active Building Systems did have some building performance calculations and environmental control systems information primarily based on the student's final project. Students appear to have an understanding of various facets of SC.6, but there was inconsistent evidence of the ability to integrate systems or the how students made decisions based on having to integrate these various systems.

## 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:

The program's APR includes an image of the Middle States Commission on Higher Education (MSCHE) Accreditation Statement for Carnegie Mellon University with a 2018 last reaffirmation date and the next self-study evaluation to be in 2016-2027. The APR also included an active link to the full letter on the MSCHE website.

### 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.

☒ **Not Met**

**2023 Team Analysis:**

The program specifies the number of semester credits hours required for completion of the professional M.Arch. degree: pre-professional degree + 180 CMU credits. (*Note: three CMU units are the equivalent of one traditional semester credit, so the 180-unit M.Arch. is the equivalent of a 60-credit two-year program elsewhere.*) The program's curricular map indicates which professional courses are required for all students and what Optional Studies (selectives) courses are offered, as well as the required number of credit hours of optional studies. The program does not describe and document the criteria and process used to evaluate applicants' prior academic experience relative to General Studies. The APR states that the "General Studies requirements are met through the students' previous education, and the pre-professional degree programs they attended. The exact number of General Studies units varies based on their pre-professional degree program." Although NAAB requires that the program "must document ... the required number of credits for general studies," the program does not identify the minimum number of General Studies credit hours required of all students in the program. This assessment is based on information provided in the APR, the information provided in the virtual team room, and the program web site.

**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.

☒ **Not Met**

**2023 Team Analysis:**

The program website states: "M.Arch. is a two-year, first professional degree program designed for individuals who hold a pre-professional baccalaureate degree in architecture or closely related field, a professional architecture degree from an international university, or the equivalent in professional experience." The program's graduate curriculum is structured to meet all NAAB professional studies and optional studies requirements within the specified two-year course of studies. However, the program relies on incoming students' baccalaureate studies to meet the NAAB General Studies requirements. The APR states, "most of the General Studies requirements are met through the pre-professional degree program. The program documents that all incoming students fulfill General Studies requirements within their pre-professional degree." What the program considers the fulfillment of General Studies, and what are the minimum General Studies requirements that all incoming students must meet in their undergraduate studies as the condition of admission, is not stated in the APR, the program website, or the documents provided in the team room.

The program website notes that “although there are no specific course requirements needed to apply, previous coursework or experience in global architectural history, environmental science related to building performance, as well as structures and construction systems will allow students to opt out of some requirements and instead pursue electives or specialty coursework of their choice.” As part of their application requirements, students are asked to “self-identity” and list all courses they have previously taken in the identified areas of study, as well as “all previous courses relating to General Studies.” It is noted in the application forms that “we don’t evaluate coursework for exemption as part of the admission process.” Nevertheless, admitted students may apply, following a specified process, to be exempted from taking required courses in the areas of study noted above. However, the program does not list how the General Studies list is configured or evaluated as part of the admission process in the APR, the program website, or the application forms.

## 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:

The APR outlines the administrative position structure. The School of Architecture is housed within the College of Fine Arts which is lead by Dean Mary Ellen Poole. The School of Architecture is led by Head Omar Khan. Within the school there are several assistant and associate heads to cover the areas of financial matters, design fundametrals, design research, design ethics and a director of diversity, equity and inclusion. The nine graduate programs, including the M.Arch., are administered and students advised by a track chair. The M.Arch. Track Chair is Sarosh Anklesaria who reports to the Associate Head for Design Research Joshua Bard.

The program shows a very detailed diagram that list the roles and structure of the program, college, and institution. The diagram is categorized as either administrative or pedagogical. Administrative committiees help the faculty/staff in assisting the students and pedagogical comittiees are more associated with students led groups, with the guidance of the faculty. The APR indicated that the Curriculum Committee which previously only consisted of administrators, would be restructured this year to have faculty and students represented on the committee. In meetings with faculty and students it was confirmed that this was done.

### 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:**

As narrated in the APR, the School of Architecture embarked on a strategic planning process, titled Pedagogies 2020, to review its mission, values, and programs and develop an actionable vision to address some of the significant challenges facing architecture and the built environment in the 21st century. A five-year plan was subsequently established with actionable items around three major foci: Design Fundamentals, Design Research, and Design Ethics. The program curriculum has been adjusted, and new assessment strategies have been implemented to align the program with the school's strategic plan.

The program has initiated a three-tier assessment strategy that includes separate yearly and biennial external assessments of the program, an internal biennial curriculum and pedagogy assessment encompassing yearly student, alumni, and student performance data surveys, and a biannual internal course level assessment. The APR provides an extensive description of the new assessment process that has been developed and includes three levels of assessment: tier one: external program-level assessment, tier two: internal program-level assessment, and tier three: course-level assessment. Once these assessments are completed, it is the responsibility of the Curricular Committee, the Program Track Chair, or Core M.Arch. Faculty, who are tasked with taking assessment results and recommendations across the tiers, and making changes to the program and curriculum. The APR lays out the topics/what is being assessed, the type of feedback, the frequency of the assessment type and its status. The APR lists the key performance indicators used by the unit and the institution for each tier of assessment although no benchmarks are indicated.

These assessment processes and results were documented and presented in the virtual team room. The program has identified general performance indicators for each assessment tier. These include the NAAB program and student criteria, program goals and strategic objectives, student well-being, cost of tuition and finances, and shared values. Since the completion of the 2020 strategic plan, the program has revised its curriculum and its goals and objectives under the purview of a new "Track-Head" (appointed in 2021) and developed plans to hire new faculty in the coming years. The APR also lists a comprehensive set of the program's strengths, opportunities, and challenges. These encompass curricular, human, facilities, and financial resources.

The above information, gathered from the APR and the related documentation provided in the team room, was verified during virtual meetings with the program administrators, faculty, and students.

**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:**

In response to Condition 5.2, the APR clearly laid out the process used for assessing the curriculum and making adjustments based on the three tier levels of tier one: external program-level assessment, tier two: internal program-level assessment, and tier three: course-level assessment. The APR clearly

indicates which tool is used in this overall process on curriculum. Depending on the tool, the assessment might occur each semester, annually or every two years. The NAAB program and student criteria are listed as performance indicators in tier one and one and course learning goals and outcomes are performance criteria for tier. Self reflections by faculty as part of tier three assessment were found in files for different courses listed within the PCs and SCs documentation.

The APR states that the M.Arch. Curriculum committee is led by the Track Chair (Sarosh Anklesaria) and makes changes to the curriculum based on ongoing feedback from the three assessment tiers. At the time that the APR was submitted, the Curricular committee consists of Omar Khan (Head, CMU SoA), Kai Gutschow (Associate Head of Design Ethics, and former Track Chair of the M.Arch. program) and Sarosh Anklesaria (M.Arch. Track Chair). The APR stated that this committee was in the process of being reformulated to include M.Arch. faculty that teach key Praxis-1 & 2 studios as well as other non-studio faculty that teach key professional courses. In meetings with faculty and students it was confirmed that there were several faculty who had just been appointed to the committee and there were some students representatives.

#### **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:**

In addition to Tenured and Tenure track (T/TT) faculty lines, the program has teaching, research, special/visiting faculty lines, and adjunct faculty lines. The APR notes that the school has 31 full-time faculty and 34 part-time faculty on various lines. Of these, 41% are female and 59% male. The program website lists 18 M.Arch. affiliated faculty, of whom 10 are tenure and tenure-track faculty. Of the ten tenured and tenure-track faculty, only one is an assistant professor. The tenured and tenure-track faculty teach four courses a year with a combination of either studio and seminar, or lecture and seminar courses a semester. First-year studios have a six-eight students per faculty member ratio and ten to one in the second year. For large lecture classes, TAs are assigned for every 20 students.

The program has an architect licensing advisor whose duties include attending the biannual NCARB Licensing Advisor Summit and other training opportunities to stay up to date on the requirements for licensure. The architect licensing advisor coordinates with the University Career and Professional Development Center on career fairs and other career development programs like resume building and interviewing.

The program faculty are not afforded sabbatical leaves since the university has no sabbatical leave policy. However, the school introduced a leave policy in 2020 that aligns with the University Leave Policy and provides paid semester or half-paid annual "Professional Leave of Absence" to eligible faculty. These leaves are only granted based on demonstrated professional development opportunities, including residencies, Fulbright scholarships, and fellowships. The program provides research and travel funds to faculty only on a case-by-case basis through discussions with the head of the school.

The program has provided a list of 16 professional staff in the virtual team room and detailed their responsibilities as these intersect with faculty and student needs and concerns. The university provides full-time professional staff with 100% tuition remission on up to two courses a semester at Carnegie Mellon and 50% tuition assistance for courses at other institutions. A benefits-eligible part-time professional staff may receive 100% tuition remission on one course per term at the university.

The university offers an extensive array of services to the students that span academic and personal advising from one end of the spectrum to counseling and psychological services, legal consultation, and maternity accommodations, among other services, to the other end of the spectrum.

The above information, gathered from the APR and the documents in the team room, was verified during virtual meetings with the faculty, students, and professional staff. In addition, the students were very excited about the financial support they were receiving to travel this year and coming summer.

### **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:**

The APR indicates the steps that the college and school have taken. The College of Fine Arts hired an assistant dean for DEI in 2021 and the SoA hired a director of DEI in 2021 who also serves as an instructor for multiple graduate and undergraduate courses. In SoA the Design Ethics pedagogy influences a lot of the curriculum. The SoA has had several workshops to help faculty better understand DEI work and how to implement it in their teaching.

The total of full and part-time faculty has slightly increased over the last three years and is currently about 59% male and 41% female. 71% of the faculty are white, and there has been an increase from 12 to 17 Asian faculty members, an increase of 1 black faculty member and a decrease of 2 Hispanic faculty. Because of funding sources, it has been easier to increase the numbers of diverse faculty by hiring Special Faculty to teach who have a 2+ year appointment which may be extended.

Within the SoA, student diversity is primarily from international students predominately from Asia, with China and India the biggest contributors. The school is planning to increase more domestic enrollment focusing on increasing the number those from underrepresented minorities. The plan to change this is to primarily provide scholarship support to make the SoA programs more affordable, and the FY22 budget indicates a large amount of money for graduate student support. The 2021 M.Arch. entering class of 23 students was 50% from the U.S., but the 2022 entering class of 22 students was only 27% U.S. students.

The APR describes the CMU policies on EEO/AA policies and includes other initiatives at the university such as the university ombudsperson who hears complaints and clarifies any issues that may come forth.

The program lists a website to assist with understanding the CMU resources and process of accommodating persons with a disability (<https://www.cmu.edu/disability-resources/policies-guidelines/index.html>). The site shows resources and guidance for those with disabilities and provides information for students, faculty, staff about persons with disabilities training and proper decision-making procedures.

#### **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 states that the school provides dedicated studio spaces for every full-time student in two adjacent buildings on the main campus. All graduate students in the program are in a space that recently has gone through a significant refurbishment. Based on the facilities video and the plans provided in the virtual team room, graduate students do not appear to have dedicated desk space or access to lockers or other secure storage spaces in their studio space. Graduate students appear to share "group study desks" on a first-come, first-served basis, with little to no space for the use of any other than the digital media. The students are provided with large monitors to which to connect their laptops. With a strong digital focus, most models are digitally fabricated.

The program has access to two large classroom spaces that can be converted from lecture to seminar to studio crit spaces to support didactic and interactive learning. In addition, the program has access to a lecture hall and a theater, and two seminar rooms in each of its two building spaces for small classes.

The program offers various specialized facilities, including a Digital Fabrication Lab, Computational Design Lab, an Intelligent Workplace for advanced integrated building technologies, and a Fabrication Shop. The facilities video verified these.

The APR notes that the school provides full-time faculty with individual and shared office spaces. There are also shared spaces for faculty to meet to work with each other or with students.

The school's instructional spaces have monitors and projectors, and the faculty and students have free access to plotters and scanners. The facilities video verified these.

As noted in the APR, the program has a robust digital infrastructure that supports its digitally-based learning and teaching pedagogy. This infrastructure includes virtual conferencing-enabled rooms and monitors, digital fabrication tools, and on-demand 3D printing. Students are provided with the essential design software they need for studio and media classes. The facilities video verified these.

The above information, gathered from the APR and the facilities video, was verified during virtual meetings with the faculty and students.

### **5.7 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:**

Funding for the SoA comes predominantly from an annual allocation based on undergraduate enrollment from the Provost to the College of Fine Arts, and then to each of the schools within the college. Originally intended to fund the direct and indirect costs of the undergraduate and graduate programs of the school, in 2006, the university encouraged the individual departments and schools to build their graduate programs by returning 75%-80% of graduate student tuition dollars. In 2016, the university adjusted this stance and agreed to let the deans of the seven colleges reallocate Master's Tuition Sharing (MTS) to the various colleges, based on the number of units a college taught to a student from another college. This new model worked against SoA's graduate tuition income since SoA's students were more likely to take courses outside of the college than non-architecture students take courses in the school. The annual cost to architecture was approximately \$90,000. In 2021, the College of Fine Arts has been exempt from participating in the MTS program so now graduate tuition income flows directly to the school that houses the degree program after a share of roughly \$9,000 is withheld for central administrative services and expenses. In addition, gifts from institutions and individual donors, as well as endowment income and sponsored projects are part of the school's revenue streams.

All faculty and staff salaries and operating expenses are initiated at the school level and approved by the Dean. The school has no discretion over the tuition and the offers of financial aid to undergraduate students. However graduate student tuition is set by the school and approved by the Dean. For the 2021-2022 academic year the tuition for the M.Arch. program was \$39,950. The SoA currently offers all masters students annual scholarships of \$6,000 to \$25,000, based on academic achievement and financial need. These scholarships are contingent upon timely payment of tuition and successful completion of the previous semester as a full-time student. In addition, a limited number of graduate teaching and research assistantships are available to full-time master's students annually. These pay \$15/hr for up to 135 hours for first time students and \$17/hr for returning students, based upon full-time enrollment. There are also opportunities for teaching fellowships for exceptional students that pay \$20/hr. The APR states that the program has made student support a critical part of its budgetary planning and it has increased student support over the past years.

The APR has three years of financial information. Student support was higher the first year and down the second due to Covid. With a greater number of students in the program the funding for student support is now high again. Information about the autonomy of the SoA was verified in meetings with the head, dean and provost.

### **5.8 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:**

All students, faculty, and staff have convenient and equitable access to architecture literature and information housed at Hunt Library: a central arts, humanities, social sciences, and business library within walking distance of the program facilities. The architectural librarian is also based at this library. The architecture librarian is a member of the Association of Architecture School Librarians (AASL) and provides the program with, among others, reference and consultation services, instruction, teaching, and classroom support activities, collection development and management in various media, and outreach to faculty, staff, and students through the promotion of library resources and services.

The University Libraries' book holdings are in excess of one million volumes. There are approximately 60,000 holdings related to architecture, landscape architecture, construction, and urbanism. The collection includes an increasing number of electronic books licensed for multiple users, especially reference works and titles in technical fields. There are plans to expand the architecture holdings in various media formats for the foreseeable future. The University Libraries offer interlibrary loans, document delivery services, and virtual course reserves. In addition, students, faculty, and staff have borrowing privileges at the University of Pittsburgh Library and the Carnegie Library of Pittsburgh. The University Libraries provide access to hundreds of active and out-of-print journals and e-journals in architecture and related fields. The Architecture Librarian has used the "Core Periodicals List," developed by the Association of Architecture School Librarians (AASL) to shape the collection, along with input from the architecture faculty. The University Libraries offer access to thousands of other journals via aggregated databases and online collections. The libraries also license dozens of web-based databases, including the Avery Index to Architectural Periodicals, Art & Architecture Source, Design and Applied Arts Index, JSTOR, and Compendex. These resources provide online access to images, full-text articles, and other documents. Architecture-related videos are available in the University Libraries' media collection and through the streaming video service, Kanopy.

The University Hunt Library also houses the University Architecture Archives. This is a special collection of architectural drawings and other records documenting the architects and architecture of the university, the city of Pittsburgh, and its region. A searchable collections database is available on the library's website. This archive serves the School of Architecture, the university, and the community through support and participation in exhibits, publications, and other special projects.

The above information, gathered from the APR and the related documentation provided in the team room, was verified during virtual meetings with the Architecture Librarian.

## **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 APR provides a link to the required NAAB statement (<https://soa.cmu.edu/about#>) NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, on the program's website and in discussion with the program's administrators they verified that there was no other media that they used. The information was verified by a team review of the links.

**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 APR provides a link (<https://soa.cmu.edu/about#naab>) to a CMU website. At this link there is a direct link to the NAAB website that shows both current and previous Conditions and Procedures and also has a direct link to the APR and the VTR of the last visit for the M.Arch. in 2019. The information was verified by a team review of the links.

**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 listed websites that show ways that assist the students of CMU SOA in the process of becoming licensed in the link (<https://soa.cmu.edu/career-development>). They have a licensing advisor in place for close assistance, there is also the CMU Director of Alumni and Professional Relationships to help with internships and job searches. The CMU Career and Professional Development Center shows how current students and alumni can reach them for help on growth in their career choice. Lastly, the website also shows two connections with the AIAS group. The information was verified by a team review of the links.

#### **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:**

The APR listed websites that help with understanding how the CMU SOA went through previous NAAB visits or end of the year reports. The team found the evidence to be on the website link (<https://soa.cmu.edu/graduate-admissions>), there is information for the year APR & VTR for the years 2019 and 2018. On the same website they have the numbers of the ARE pass rates within the school. There is also a link to the CMU SOA studio culture.

#### **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:**

The APR listed various websites for that assist a student in the process of applying to the program. The website link shows (<https://soa.cmu.edu/graduate-admissions>) admission timeline, application requirements, application fee, documents associated with admissions, and some diversity goals. Information verified by looking at the links and in meetings with students about their use.

#### **6.6 Student Financial Information** *(Guidelines, p. 24)*

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 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:**

**Student Financial Information:**

6.6.1 Graduate Financial Aid Process – The program's website link successfully showcases the various ways that they help in the process of getting a grant, loan and or scholarship to help with paying for studies. The APR noted the website link (<https://www.cmu.edu/sfs/financial-aid/graduate/index.html>).

6.6.1 Graduate Admissions: Tuition and Financial Questions – The APR noted a website link to follow (<https://soa.cmu.edu/graduate-admission-faq>). This website has many selections for students to view any questions that they may have, including the cost of tuition for the various graduate programs they offer at Carnegie Mellon.

6.6.2 Access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials: The APR noted a website link to follow (<https://www.cmu.edu/sfs/tuition/graduate/cfa.html>). This website shows a chart that breaks down the various items needed for success in their program, to name a few, room, board and books & supplies. It breaks down what each semester would cost if you were to split the year and the full year cost.

The information was verified by a team review of the links.

## **V. Appendices**

### **Appendix 1. Conditions Met with Distinction**

Not applicable.

**Appendix 2. Team SPC Matrix**

# PROGRAM AND STUDENT CRITERIA MATRIX

## M.Arch PC/ SC MATRIX

Primary Courses Only  
Fall 2022 M.Arch Curriculum

M.ARCH PC/SC MATRIX		Year 1												Year 2				Req'd Selectives			Non-Curricular Activity																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Primary Courses Only		Fall												Spring				Fall				Spring				Ethics Selective			Research Selectives			Fundamentals Selective				Public Programs & Lectures				AIAS / NOMAS			Interpunct				Non Curricular Travel				Student Conferences & Symposia				GSAC/ GSA				SoA Graduate Community				Alumni Engagement				Career Development																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Fall 2022 M.Arch Curriculum		Praxis-1 Studio												Generative Modelling				Enviro-1: Climate & Energy				Architectural Theory				Situating Research				Design Skills Workshop				Praxis-2 Studio				Materiality & Construction Systems				Statics and Structures				Ethics & Decision Making				Modern Architecture & Theory				Pre-Thesis (Thesis Track)				ASO Studio				Enviro-2: Integration Active Systems				Architectural Agency				Thesis Seminar (Thesis Track)				ASO Studio (or Thesis)				Real Estate for Architects				Issues of Practice				Ethics Selective			Research Selectives			Fundamentals Selective				Public Programs & Lectures				AIAS / NOMAS			Interpunct				Non Curricular Travel				Student Conferences & Symposia				GSAC/ GSA				SoA Graduate Community				Alumni Engagement				Career Development																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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### Appendix 3. The Visiting Team

#### **Team Chair, Regulator Representative**

Barbara A. Sestak, FAIA  
Professor, School of Architecture  
Portland State University  
Portland, OR  
503-725-3340  
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#### **Educator Representative**

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#### **Practitioner Representative**

Nea Maloo, FAIA NOMA ICC NCARB LEED AP  
Architect, showcase architect  
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#### **Student Representative**

Reuben Cheeks  
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## VI. Report Signatures

Respectfully Submitted,



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**Barbara A. Sestak, FAIA**  
Team Chair



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**Amir H. Ameri, Ph.D.**  
Team Member



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**Nea Maloo, FAIA NOMA ICC NCARB LEED AP**  
Team Member



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**Reuben Cheeks**  
Team Member