

**University of the District of Columbia
College of Agriculture, Urban Sustainability and Environmental Sciences
Department of Architecture and Community Planning**

**Architecture Program Report
2015 NAAB Visit
Continuing of Candidacy**

Master of Architecture I & II

[Pre-professional Degree + 37 Graduate Credit Hours – March I]

[Non-professional Degree + 90 Credit Hours – March II]

Year of the Previous Visit: 2013

Current Term of Accreditation:

“ ... was formally granted initial candidacy. The candidacy period is effective January, 1, 2013. The program is expected to achieve initial accreditation in no more than six years and must complete at least four in candidacy. The program is tentatively schedule for a continuation of candidacy visit in 2015.”

Submitted to: The National Architectural Accrediting Board
Date: 22 May 2015

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

The APR must include the following:

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education*
- *A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*
- *A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

History of the University of the District of Columbia (UDC)

The history of the University of the District of Columbia is, at once, old and new. The seeds of higher education for the District of Columbia were planted in 1851 when Myrtilla Miner founded a "school for colored girls". Through a series of mergers among the District's teachers and technical colleges, a comprehensive university structure was envisioned for the city. On August 1, 1977, a public announcement was made of the consolidation of the District of Columbia Teachers College, the Federal City College, and the Washington Technical Institute into the University of the District of Columbia under a single management system. On the same day, the Board of Trustees appointed Lisle Carleton Carter, Jr., the first president of the University. In 1999, the U.S. Department of Education formally designated the University for recognition among the nation's Historically Black Colleges and Universities.

Through three decades of pruning and care, the institution has grown into its current configuration. Today, the University offers more than 50 undergraduate and graduate academic degree programs through the College of Arts and Sciences, the School of Business and Public Administration, the school of Engineering and Applied Sciences, the College of Agriculture, Urban Sustainability, and Environmental Sciences, and the University of the District of Columbia David A. Clarke School of Law.

The University of the District of Columbia is a Congressionally-mandated land-grant institution of higher education. It is a comprehensive public institution offering quality, affordable, postsecondary education at the certificate, baccalaureate, and graduate levels. These programs prepare students for immediate entry into the workforce for the next level of education, for specialized employment opportunities, and for lifelong learning.

Mission

The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

Vision

To be a University System that is student centered and demand driven that empowers its graduates to be critical and creative thinkers, problem solvers, effective communicators, and engaged, service-driven leaders in the workforce and beyond.

Core Values

Innovation
Integrity
Collaboration
Sustainability
Excellence

Since the last visit, the University has concluded a national search for a new president. Dr. Ronald Mason Jr., will assume the position as the Fourteenth president of the University of the District of Columbia on 1 July 2015.

UDC profile reports are created periodically by the Office of Institutional Research, Assessment and Planning. The 2013 edition of the Fact Book, as well as previous editions, is located at <http://www.udc.edu/irap/reports>. This document, and several complementary reports, contains comparative data on UDC student enrollment, retention, international students, and students who reside in District of Columbia Wards.

History of Architecture Programs at UDC

In 1968 a two-year Architectural Engineering Technology degree program was implemented at the UDC predecessor institution, the **Washington Technical Institute**. The program had two full-time faculty members and approximately 30 students, and its primary objective was to provide the students with an architectural design experience. In 1972 under the new leadership of **Clarence Pearson**, the program took on a new emphasis of “construction documents” as a priority over the initial emphasis on “design.”

With the 1973 addition of two professional engineers to the faculty, the program became one of a small number of programs at predominately minority serving institutions that was accredited by the Accreditation Board of Engineering & Technology (ABET). During these early years a new campus was constructed at the corner of Van Ness and Connecticut Avenue. In 1975, the program was moved from its original site in an old existing structure at the Van Ness campus to a new Building 42 on the growing campus. During that year the fabrication of scale building construction models was introduced to the first year of the two-year program.

Over the ensuing 15 year period Professor Pearson’s two-year associate program graduated hundreds of predominately minority students, including a number of women, who went on to enter the architecture, engineering and construction professions. Many of these two-year graduates and UDC alumni also went on to complete NAAB accredited first professional degree programs at other institutions including Howard, Yale, Catholic and UCLA. A number of these students became registered architects.

In the fall of 1986 Professor Pearson recruited **Robert Gordon** and **Melvin Mitchell** - both registered architects and principals of their own firms – as full-time faculty members. Each one brought vast experience and considerable depth to the Associates in Applied Sciences (AAS) degree. The addition of these two faulty members also brought credence and viability to Professor **Clarence Pearson’s** vision of establishing an NAAB accredited first professional degree program at UDC. In August of 1991, an academic restructuring at UDC resulted in the establishment of the **College of Physical Science, Engineering and Technology** that housed the 2-year architecture program in a new **Department of Architectural & Civil Engineering Technology**.

Professors Mitchell and Gordon were tasked with leading an initiative to expand the two-year AAS-ACET program by adding a three-year curriculum segment that would institute a five-year “2+3” Bachelor of Architecture program. ***While the UDC “2+3” curriculum was patterned after the “2+3” AAS/Bachelor of Architecture program at Northeastern University, the actual pedagogy, vision, mission and spirit of the new UDC program were patterned after the BAC program, at Boston Architecture College.***

In the fall of 1989, the new Bachelor of Architecture program at UDC was implemented as a first professional degree program that would seek NAAB accreditation. Professor Ralph Belton joined the architecture faculty at UDC to further that effort. Both the 2-year and the 3-year segments of the program offered studios and classes in the evening and on Saturdays in order to accommodate persons whose career objective was to become licensed architects, but who had to maintain employment during regular business hours.

In 1989 Professor Pearson also founded The **Architectural Research Institute (ARI)** as a research and professional practice clinic to the architecture program. The ARI is located on the UDC campus but acts as an autonomous entity that places students in real-life professional work experiences of serving clients and meeting deadlines and work objectives for a broad range of architectural projects located in the District of Columbia. The creation of the ARI proved to be a prescient example of the 1996-published Boyer-Mitgang report entitled ***Building Community***. The report called for more direct exposure of students to professional office practice and experience prior to graduation.

In 1992 the new “2+3” degree program submitted a formal APR to NAAB and received an official NAAB Candidacy Visiting Team that resulted in the formal granting of Candidacy. The program was scheduled to submit a second APR to NAAB for an initial accreditation visit upon the anticipated graduation of an initial cohort of students in 1996. The program did indeed grant a number of B. Arch degrees during that candidacy period. Just as the program prepared for its second APR, however, the DC government faced a severe budgetary crisis referred to as the “control board” years. As a result, UDC was unable to provide the resources necessary for the program to address critical physical resources deficiencies cited in the 1992 Candidacy Visiting Team Report.

While the UDC program period of NAAB Candidacy expired in 1998, the Bachelor of Architecture program remained fully operational. Between its implementation in 1989 and its discontinuance in 2005, over 100 Bachelor of Architecture degrees were conferred. Virtually all of the BArch program graduates achieved gainful employment in the Architecture-Engineering-Construction (AEC) industry. A number of those UDC BArch graduates went on to acquire first professional degrees (BArch and MArch) programs at NAAB-accredited programs. Many of those UDC graduates also successfully completed the ARE and became licensed architects.

By 2002 the UDC architecture program faculty had completed plans to re-apply to NAAB for the restoration of “Candidacy” status for the 5-year Bachelor of Architecture degree program. Through informal consultation with NAAB leadership, however, the faculty became aware of impending changes in NAAB policy that would preclude the acceptance of new candidacy applications from ***not-yet-accredited*** five-year Bachelor of Architecture degree programs. NAAB instead pursued plans to make a Master of Architecture program its first professional degree.

In order to establish the Master of Architecture as the first professional degree at UDC, the architecture program faculty, under the continuing leadership of Professor Pearson, embarked upon a new strategic direction of a two-stage “partitioning” of the five-year Bachelor of Architecture program. **Stage One** was implemented in Fall 2005 and entailed the formal establishment of a revised four-year program as a four-year **Bachelor of Science in Architecture (BSc Arch)** pre-professional degree program.

Stage Two entailed the implementation of a revised and expanded version of the fifth year of the previous 5-year Bachelor of Architecture program as a “*first professional degree*” Master of Architecture program. This approach channeled the 20-year old precedent first initiated at Texas A&M University. The faculty concluded that the revised two-semester 5th year of the Bachelor of Architecture curriculum would require an additional third semester in order to constitute a viable MArch I degree at UDC at this time. The faculty also saw the need to establish an “accelerated” Master of Architecture degree track for persons coming into architecture at USDC as holders of undergraduate degrees that were not in the field of architecture (MArch II).

The reorganization of the 5-Year Bachelor of Architecture degree program into a 4-Year Bachelor of Science/1.5 Year Master of Architecture and a 3.5-Year Master of Architecture II degree programs was approved by the USDC Board of Trustees in May 2010. The initial class of 6 M.Arch students were admitted in Fall 2010.

In 2010 Professor Ralph Belton was named Department Chair and Director of the Undergraduate Program in Architecture. Professor Pearson remained Director of the Graduate Program. In his capacity as Chair, Professor Belton oversaw the implementation of the degree reorganization, as well as extensive renovations to the department facilities. Two additional full-time faculty members, Genell Anderson and Kathy Dixon were hired in 2011. With the reconfigured program gaining traction, an application for Initial Candidacy was once again submitted to the NAAB. The program was officially granted Candidacy status in 2013.

In January of 2015, the University recruited and hired a new Chair and Associate Professor, Dr. Susan Schaefer Kliman. She comes to the UDC architecture program with a wealth of experience from academic and private practice. Dr. Kliman’s leadership skills and attributes as a practicing registered architect, and familiarity with the NAAB requirements will enable the architecture program to reach its desired goal of initial accreditation. Her background in both Architecture and Interdisciplinary Studies/Environmental Science are a good fit for the program, and provide a bridge between the academic and land grant programs within the CAUSES. She also brings a research background to the department, which will allow for a greater emphasis on scholarly research within the graduate program.

The availability of a NAAB accredited professional degree program at USDC that allows citizens throughout the greater Metropolitan Washington Region to become licensed design professionals is immanently consistent with the mission of USDC and the College of Agriculture, Urban Sustainability and Environmental Sciences. The program also parallels the commitment of USDC to provide accredited programs in law, engineering, business, nursing, dietetics and education.

The UDC administration, the Dean of CAUSES, and the architecture faculty are also keenly aware that the enrollment potential and the growth of the program is closely tied its ability to achieve initial NAAB accreditation. Growth projections from the baseline enrollment of over 60 students in the BSc. Arch. program plus 10 students in the M. Arch. program in the fall term of 2015 must be realistic and rather conservative during the candidacy period. As predicted, the ability market the program as ***“a NAAB In-Candidacy program pursuing initial accreditation at the city’s only public university, offering evenings and weekend classes and studios as well as on-line courses...”*** has increased inquiries and enrollment. It is anticipated that these numbers will only increase as the program progresses through the accreditation process, and we are confident that aggressive growth targets will be met. This expectation is especially in light of the unique positioning of the architecture program in CAUSES, with its compelling Urban Sustainability focus and its alignment with the ***Sustainable DC*** initiative of former DC Mayor Vincent Gray (Sustainable DC 2012). This initiative has been embraced by the newly elected Mayor, Muriel Bowser, and CAUSES is increasingly being recognized as the local resource for expertise in sustainability.

Centrality of the Program to the UDC Mission

Both the Baccalaureate and Masters program in Architecture are central to the UDC mission (see also the University of the District of Columbia "Vision 2020") as well as to the mission of its newest college - the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). Particularly relevant is the emphasis of the programs within CAUSES on Urban Sustainability and on the built and natural environment in an urban context. This focus is also germane to the urban land-grant mission of UDC. CAUSES embodies this mission by bringing together the land-grant programs of the university with relevant academic programs in professional fields that are focused on "... improving the quality of life and economic opportunity of people and communities in the District of Columbia, the nation, and the world." Given the land-grant commitment of educating students in their chosen academic field while also providing research-based community education and extension services to local residents and neighborhoods in DC, UDC's architecture program has found a fitting home in CAUSES. The program and its faculty members and students have always been involved in the community and have had a significant impact especially through the work of the Architectural Research Institute (ARI). This clinical arm of the UDC architecture programs has been involved in assisting nonprofit organizations and District agencies with a range of design and building rehabilitation needs that would have otherwise gone unmet. Various organizations and agencies of the District of Columbia have also solicited technical assistance from architecture faculty and students outside of the work of the ARI; however, most of the services provided were associated with the ARI that was created in 1989. Examples of the community service projects conducted by the ARI are described in more detail in a later section of this report.

The goals and objectives of the architecture program are well aligned with its current academic program mission/vision/objectives. One of the central elements of the UDC mission is to provide cutting edge technology and other relevant infrastructural support to the District of Columbia. The architecture program, as part of the College of Agriculture, Urban Sustainability and Environmental Science, is strategically placed to make a significant impact on the sustainable infrastructure and urban sustainability initiatives of the District of Columbia. Especially noteworthy are collaborative opportunities with the CAUSES Center for Urban Agriculture, the CAUSES Center for Sustainable Development and the Water Resources Research Institute that is also located within CAUSES. These Land-grant Centers and Research Institutes invite collaboration with the architecture program to address critical issues and growing concerns about food security, food safety and sustainable resource management (e.g. improved storm-water management in dense urban neighborhoods, high efficiency energy generation, energy and/or carbon neutral design, and vertical food production in urban spaces - including rooftops and balconies). Students in the program are learning the problem solving skills necessary to respond to the physical and cultural challenges of the 21st century, while engaging in the liberal studies courses throughout the University to round out their education.

In addition, a UDC-wide initiative focused on improving student learning outcomes through "deep learning" seeks to move beyond student engagement by utilizing the District of Columbia itself as an extension of the classroom. These initiatives are based on the work of UDC former provost Dr. Ken Bain and his world-renowned research on "what the best college faculty do" and "what the best college students do" to achieve their learning success (see Bain 2008 and 2012). Several survey-instruments used to assess student satisfaction levels also provide a window into what works and does not work. Appendix E includes samples of these instruments. Because of the nature of architecture as a field of study, close attention is paid to culture and nationality as an important element of assessing the particular lens that students may bring to their course of study. In order to achieve the best possible learning outcomes, one must be reasonably familiar with students' starting point and where to best pick them up. This process requires some degree of familiarity with the cultural background and idioms of the various students in a course or studio in order to offer appropriate reference points.

The Program

The hallmark of the architecture programs at UDC is the strong preparation to enter the workforce, and the preparation for licensure to practice architecture. The architecture studios are the foundation for the program. These studios enjoy low student/faculty ratios, and provide both a social and curricular framework for the students. Studios, and the supporting courses, focus on the technical aspects of architecture: building technology, structural systems, materials and construction assemblies. These technical courses are supplemented by courses in history, theory, preservation, sustainability, and ethical and profession principals of architectural practice. Representational skills, including drawing, model making, and computer modeling are spread throughout the program, with a particular emphasis early in the program on construction documents to best position the students to obtain internships.

The Department of Architecture has increasingly emphasized cooperative learning models as a way to prepare our students for the multi-disciplinary and cooperative workplace they will be joining. Group projects, particularly in the upper-level courses, provide the students with „real world“ experiences in the classroom by mimicking the workplace team approach. The location of the program within CAUSES is ideal for exposing the students to larger, more comprehensive and interdisciplinary projects. In these instances the architecture students focus on the built environment, and students from other programs focus on the human aspects, such as public health, or larger environmental aspects, such as water resources management. Land grant centers within the College, including the Center for Urban Agriculture, have introduced the very critical issue of food security into urban design projects and allowed for the exploration of architectural solutions, such as vertical farms. This integrated and interdisciplinary approach is giving students a first-hand look at the relevance of the „healthy cities, healthy people“ motto by which CAUSES operates, and an understanding that architecture plays a key role in the wellbeing of the citizens of the District of Columbia and beyond. These projects, and the numerous workshops, lectures and symposiums give students exposure to the fields of nursing, nutrition and dietetics, urban agriculture, water resources and environmental science. General education courses and electives allow for further exploration of individual areas student interests. Taken as a whole, the combination of architectural studies, interdisciplinary projects, and general education courses, provides our graduates with a broad based-liberal education, which also has immediate application upon graduation.

Current Department of Architecture and Community Planning Mission Statement

Mission
We educate the next generation of architects with an emphasis on preparing them to make a significant impact on the sustainable infrastructure and urban sustainability initiatives of the District of Columbia and urban areas around the world.

Vision

To become a national leader among architecture programs, in training our graduates to address critical issues and growing concerns about food security, food safety and sustainable resource management (e.g. improved storm-water management in dense urban neighborhoods, high efficiency energy generation, energy and/or carbon neutral design, and vertical food production in urban spaces- including rooftops and balconies).

Objectives

To capitalize on collaborative opportunities within CAUSES and the University as a whole to:

- Provide experiential learning, which will position our graduates for employment opportunities immediately upon graduation
- Engage the faculty and graduate students in research relevant to the mission and vision of the program
- Contribute to the land grant mission of the University and the workforce development efforts through certificate programs, which will prepare participants for national exams

leading to professional credentials

I.1.2. Learning Culture and Social Equity

The APR must include the following:

- *A copy of all policies related to learning culture (including the Studio Culture Policy)¹.*
- *Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established*
- *Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*
- *Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts*

UDC and CAUSES are deeply committed to academic integrity and transparency in their policies and procedures. Further, integrity is a core value of the University. This institutional commitment establishes a culture of rights and responsibility that is especially important for the largely first-generation college population that the university serves. Students are encouraged to speak their mind, to share their perspective, and to bring their own life-context and experience into the learning process. This structure creates engaged learners who take responsibility for their own learning process, and have an integral role in the learning experience of their peers and fellow students.

While these commitments are anchored in the student and faculty handbooks, they first come alive in the daily practice of student engagement, open communication, and accessibility. Plagiarism policies, for example, are included in all syllabi; faculty contact information is transparent and accessible; the dean of CAUSES and her administrative assistant are technology savvy and use Information and Communication Technology tools (ICT-tools) to be responsive and accessible; a recently appointed assistant to the dean for academic programs ensures the consistent application of policies and procedures across all academic programs in CAUSES, and provides substantive support to all academic programs and faculty members within the college. In addition, the program draws on experts from across the university in areas such as health, time management and non-traditional learning environments. Much of the resources are coordinated through the Office of Student Affairs. The staff members in this office are trained to identify student issues, and to refer the students to the appropriate personnel who can assist with the specific issues.

University Resources

[Student Handbook](#)

[Office of Institutional Research, Assessment and Planning](#)

Promotes a culture that values assessment and evidence-based decision making

Provides accurate, meaningful, and actionable data in a timely fashion to support University operations

¹ For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

[Research Academy for Integrated Learning](#)

Provides support and tools that enable pedagogical innovation to improve the educational experience of students.

Supports faculty in the exploration and use of new and emerging technologies

Provides support to students and faculty for course management system (Blackboard)

[Office of Student Affairs](#)

[Academic Advising Center](#)

Advising for registration (although students in the architecture program are required to meet with an advisor every semester prior to registration for the following semester)

[Academic Support Center](#)

Academic support and tutorial services

Office of Judicial Affairs

Helps maintain the integrity of the matriculation process by fostering respect, by ensuring the dignity of all students, faculty member, and staff; and by creating and appropriate environment for success at UDC.

Oversees proceedings in accordance with the UDC Code of Conduct

[Title IX Education](#)

[Graduate School and Undergraduate School Admissions](#)

Aggressive Recruitment and Retention Initiatives

University participates and receives funding from the following sources

Pell Grants

Research Grants from USDA, DCHD, DDOE, and other agencies

College

The Dean's Office maintains information regarding available resources and ensures that faculty and students are kept up to date with relevant information and resources. The College also has a dedicated recruitment and outreach specialist.

Department

The Department relies on the above referenced resources for multiple facets of our operations and program delivery. These resources are invaluable for recruitment, training sessions, resolution of issues, and event programming and planning. University and College resources have given us institutional knowledge and historical background with respect to what has worked and what has not, and have helped us to identify challenges and opportunities as we work to grow the program and embark upon long-range planning efforts.

The Department of Architecture has an established tradition of an All Department meeting during the first week of classes every semester. This meeting, attended by all faculty and students, serves as a community- building event and creates energy for the upcoming semester and academic year. At this event, the faculty and student led groups (e.g. AIAS, NOMAS) have an opportunity to communicate with the entire student body. Each unit presents information about their mission and scheduled events for the semester. The Department Chair and faculty use this meeting to put into context the expectations of the program, including academic standards and integrity. This forum allows each of the constituencies to communicate the intent behind policies included in both the UDC and Architecture Student handbooks, and those posted on the websites. Copies of the Architecture Student Handbook are distributed at the fall meeting. All students are required to sign a form confirming receipt of the document, as well as knowledge which faculty member serves as their advisor and how to reach that faculty member, and turn that form into their advisor. Students who join the program mid-year are given a copy of the Handbook upon matriculation in the program.

The UDC Architecture Studio Culture Policy is fully outlined during the fall meeting. The faculty believes that it is very important for the students to understand how the document came into

existence, as the fact that it is a „living document“ that should be reviewed every year by the current student body, and revised as appropriate. Throughout the school year, student groups review, discuss and revise the policy to address their most current issues.

The subject of “studio culture” is a constant topic within the department. Former faculty member Melvin Mitchell has written extensively on the subject of “Studio” as it relates to the unique history of HBCU based programs including UDC’s program (“*The Crisis of the African American Architect: Conflicting Cultures of Architecture and (Black) Power*”, 2002). Each of the faculty members is familiar with NAAB documents, AIAS materials, and all have read the materials in great depth to be able to compare and contrast them to the “Building Community” report by Boyer and Mittagang. All are in agreement about the importance of the five core fundamental common studio values: *Optimism, Respect, Sharing, Engagement and Innovation*. These core principles guide the studio policies of the architecture program at UDC. The full time faculty is a resource for the students as they review and revise the studio culture policy. Further, this architecture studio culture policy has served as a model for a “Studio Culture Policy” for CAUSES-UDC. There is a shared belief by the faculty that in light of the overarching mission of UDC and CAUSES as a unique urban land-grant institution in the nation’s capital, the concept of “studio” at UDC is still evolving. In short, architectural education – and by extension, “studio” at UDC is interdependent with the mission of UDC-CAUSES and its commitment to “... offer research-based academic and community outreach programs that improve the quality of life and economic opportunity of people and communities in the District of Columbia, the nation, and the world”.

A copy of the Architecture Student Handbook is available in the administrative office of the Architecture Department.

The student body and faculty at UDC, reflect the diverse population of the institution’s location. While the University is the land grant institution for the District of Columbia, and a large percentage of the student body comes from the District, the University also attracts a large number of students from the DC Metropolitan area. In addition, there are a significant number of foreign students. The demographics within the architecture program mirror those of the larger Univeristy. UDC has a new Director of Admissions, who is in the process of assessing existing recruitment strategies for the University, and conducting a statistical analysis to drive future efforts. CAUSES has the benefit of a dedicated Outreach and Recruitment Specialist, who works closely with the Department Chair to identify viable outreach events and opportunities. They are also working to build and strengthen relationships with local high schools whose specialty programs align with the mission and focus of the UDC Architecture and CAUSES, and whose students are good candidates for the architecture program. All of these activities are conducted within a framework of maintaining diversity within the student body. On the faculty side, women currently outnumber men among the full-time faculty members, and the department benefits from a faculty – full-time and adjunct – which comes from a variety of backgrounds. Furthermore, a current and former UDC Architecture Program faculty member were elevated to the high honor and prestige of AIA Fellow on the basis of their accomplishments in architectural educational leadership and their roles in expanding opportunities in the profession for underrepresented minorities and women.

I.1.3. Responses to the Five Perspectives

The APR must include the following:

- *A narrative description of the program’s response to each of the five perspectives.*
- *A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

A. Architectural Education and the Academic Community

The UDC architecture program is uniquely positioned to make a major contribution to the educational and research mission of UDC and the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). The program is located within the Nation's only urban land grant university. Moreover, it is one of the very few, if not the only, architecture programs in the country to be collocated with agriculture.

As an integral part of CAUSES, the architecture program is strategically placed to make an even greater impact on the infrastructure and urban sustainability initiatives in the District of Columbia. Faculty and students are benefiting from fruitful synergies with the CAUSES Centers for Urban Agriculture, Sustainable Development, and the Water Resources Research Institute. The CAUSES academic programs in water resources management, nutrition and dietetics, health education, and nursing are also ideal collaborators for exploring the impact of the built environment on human health and well being, including impacts on lifestyle choices and quality of life issues. The benefits to the UDC architecture program, as well as its contributions to the larger academic mission of UDC and CAUSES, have been evident. Faculty members in various units have partnered to create interdisciplinary projects for their students. In addition, earlier this year the Dean initiated regular research collaboration meetings, which include faculty and land grant staff from units across CAUSES, as well as faculty members from departments such as computer science. The intent is to strengthen relationships within the College, and the larger campus, and forge meaningful partnerships to share information and resources regarding grant opportunities. In just a few months, these partnerships have already yielded positive results in winning research grants.

The requirements of the architecture program include courses in design, materials and methods of construction, building technology, history and theory of architecture, urban design, sustainability, general education, and elective courses. The general education courses are required for all UDC students, regardless of major, and include English, Math and Social Science. The elective courses are typically offered outside of the Department, and extend to a wide range of courses in CAUSES and the other Colleges, helping to ensure a liberal studies complement to the core architecture coursework. Several courses within the department currently offer non-majors an opportunity to gain greater appreciation for the forces and factors affecting the built-environment and the architecture profession. These courses include ***History and Theory of Architecture I and II, The Built Environment, Sustainable Design I and II***, among others. The courses offer non-majors the chance to develop a different point of view about art, history and the social, economic and political forces shaping the built environment. A recent initiative within the College has been the coordination of end of semester student presentations. The Architecture Department has hosted this two-day event, which has allowed students, faculty and staff members from across the College to learn about the research and course projects in the different academic units within CAUSES.

As previously mentioned, much of the roots of UDC are in the legacy institutions of DC Teachers College and Washington Technical Institute. As such, research has not been an emphasis within the UDC campus historically. This culture is gradually changing. With the relatively recent hiring of new Deans in both the School of Engineering and Applied Sciences (2013) and CAUSES (2012), new faculty members have been hired, and research has become a priority. As one of approximately 120 land grant institutions, UDC-CAUSES is eligible to compete for grants funded by the USDA. Faculty and staff within CAUSES have successfully competed for these grants. Additionally, USDA provides funds to be distributed by the UDC Director of the Land Grant Programs in the form of seed grants. Consistent with the urban land-grant mission, these grants fund innovative, applied, interdisciplinary projects that are consistent with the CAUSES mission of improving the quality of life and economic opportunity of District residents. Recent research conducted with these seed funds has been a catalyst for larger grants from agencies such as the National Institutes for Health and the National Science Foundation. Some of these grants have

provided assistantship opportunities for architecture students at both the graduate and undergraduate levels to work on the research efforts. The program structure as a BSc + M.Arch will create even more opportunities of this nature as the research efforts within the Department and College increase.

In addition to the academic program in architecture, the Architectural Research Institute (one of the land grant centers in CAUSES) has provided support for the activities and aspirations of numerous academic departments and research centers within the University. These efforts have provided the opportunity for architecture students, who work at ARI through paid internships, to assist the University Community in many ways through attending project meetings, providing design services, feasibility studies, cost analysis, construction documents and field supervision consultation. One example is the work of ARI Director Clarence Pearson and his staff in preparing design documents for the now complete commercial kitchen on the UDC Van Ness campus that supports both the activities of the CAUSES Center for Nutrition, Diet and Health and the academic program in nutrition and dietetics. Architecture faculty and ARI staff have also worked with campus services in all aspects of UDC project activities including meetings with contractors, architects and presiding DC capital improvement agencies. It is anticipated that ARI will be involved in the design and documentation for the urban food hubs currently being developed the Centers for Urban Agriculture and Nutrition and Dietetics.

The faculty members within the Department are diverse in terms of background, educational experience, professional expertise and interests. The terms of the Master Agreements negotiated by the Faculty Union, actions of the faculty senate, and University, College and Department policies and procedures insure academic freedom and outline academic rights and responsibilities of the faculty. The Master Agreement establishes policies regarding promotion and tenure and clearly defines expectations. Faculty members serve on university committees, and participate in a variety of highly regarded university programs.

The Sixth Master Agreement Between the University of the District of Columbia and the University of the District of Columbia Faculty Association/NEA is available online:
http://www.udc.edu/docs/hr/Status_Collective_bargaining_UDC_Faculty_Association.pdf

B. Architectural Education and Students

The aspiration for CAUSES graduates is that they are exceptionally well-prepared to succeed in their chosen field of study and that they stand out by having distinctive attributes and competencies. CAUSES graduates are:

1. Global citizens committed to local relevance;
2. Adept at solving urban problems;
3. Skilled at navigating diverse social, cultural, built and natural environments;
4. Dedicated to advancing health and wellness and water and food security;
5. Independent thinkers and collaborative team players; and
6. Adaptive lifelong learners;

These goals are as especially important since the diverse student population at UDC in general, and in the Architecture Program in particular, is not likely to have been exposed to learning experiences that deliberately develop these attributes prior to their arrival at UDC. The architecture faculty welcomes, supports, and values its diverse student body. Every architecture student is afforded the level of advice and mentoring necessary in order to ensure success in the student's chosen course of study. Records and programs of study are available to show that the architecture students are advised each semester. Students can speak to a faculty member six days per week. The head of the program is typically on campus 50 hours a week and reachable in her office outside of her teaching assignments. The Dean's office is also readily accessible to students.

All members of the faculty, full-time and adjunct, are expected to be familiar with and sensitive to cultural differences and to cultural idioms. To understand these cultural differences and expressions is essential in an architecture program where students come from a range of cultural backgrounds that may have shaped their perceptions and world views. At the end of each semester, each student completes an evaluation form that anonymously evaluates faculty as well as the infrastructure of the University. The faculty in the Architecture Program meets on a regular basis to assess the findings so as to determine how to improve course content and delivery to the student.

The program has grown to the point where students are taught by full-time professors for a majority of their architecture courses. Student/faculty ratios remain low, however, which provides opportunities for students to develop meaningful relationships with individual faculty members. Students are encouraged to seek out faculty outside of their classroom settings. In some cases the students are invited by faculty to participate in the private consultant practices of the faculty members. Participating in this way usually results in the student gaining a broader understanding of aspects of professional practice. Faculty members try to maximize involvement with the students in appropriate one-on-one settings. Most students in the program feel comfortable talking to the faculty about a wide range of issues including personal matters that could have a negative impact on their academic performance.

The greater emphasis on research, and the structure of the program as an M.Arch professional degree is beginning to provide opportunities for funded assistantships. The directors of both the architecture program and ARI are working to bring in additional external funding through research grants and MOU's with District agencies for work. It is anticipated as funding increases, student opportunities will expand to include a greater percentage of the students in both research and teaching assistantships. These assistantships will supplement the internship positions, which have long existed in ARI. All of these positions provide a role of responsibility and training within an academic environment.

The architecture program embraces and takes great advantage of our rich urban environment and cultural resources. Field trips play an important role in the UDC architecture program. The trips expose students to real construction projects and to design and planning tasks in actual DC neighborhoods. The field trips to various District neighborhoods and projects are planned each year collaboratively by architecture faculty and the students. Classes often attend public lectures as a group at places such as The National Building Museum. Students are also encouraged to visit other area Universities and to participate in pertinent lecture series offered throughout the District of Columbia.

One opportunity, which is a direct result of the location of the program and an enhancement of the students' learning experience within the Department, is the participation in the Inter School Design Competition (ISDC). This is an annual design competition cosponsored by AIA/DC Chapter and the National Building Museum, with the full support of faculty from the wider metropolitan area schools of architecture (The Catholic University of America, Howard University, Morgan State University, UDC, University of Maryland, Virginia Tech – Washing Alexandria Architectural Center). Every year a different school writes the design problem. A mixture of students from all of the schools participates in a day-long charrette held at the National Building Museum to come up with design solutions. Visitors to the Museum have the opportunity to observe the collaborative design process, and see the students bring to life their ideas via 3D models, Erector Sets, and drawings. An award ceremony happens a few days later, and is typically combined with a lecture by a leading architect/firm.

Outreach is also integral to the program. Each year students volunteer to visit area high schools on career development days to promote the architecture program at UDC. This spring, the department organized and hosted students from several area high schools for a day of

experiential learning. Several UDC students participated in the event, which provided a glimpse of the program at UDC and allowed upper division high school students the opportunity to interact with current students. UDC students had a chance to show off their work and skills, and to develop their leadership skills.

A multitude of opportunities exist for students to get involved and have a voice in their educational experience. The American Institute of Architects Student chapter (AIAS) and The National Organization of Minority Architecture Students (NOMAS) provide opportunities for upper division students to speak with experienced architects and to mentor younger and/or less experienced architecture students. AIAS and NOMAS offer typically two or more annual activities that are designed to increase the engagement of students and faculty in an informal setting. The AIAS chapter also produces a newsletter with articles written by faculty and students. The program director has established a Student Advisory Board. This group is comprised of two students per level, who have been nominated by the faculty. The Advisory Board meets with the Program Director once a month for snacks and conversation and serves as an important liaison group and conduit of information between the program director. Finally, students are also engaged across in a number of ways through activities coordinated by the Office of Student Affairs. The architecture department currently boasts of having the undergraduate Student Member of the Board of Trustees and Miss UDC in our program.

C. Architectural Education and the Regulatory Environment

UDC's architecture faculty work diligently and constantly to ensure that their students are well prepared to practice their chosen profession and, ultimately, to become licensed. Both current and past faculty members have served as mayoral appointed members of the DC Board of Architecture and Interior Design, and gubernatorial appointed members of the Arizona Board of Technical Registration. The Department Chair has served on multiple NCARB committees since 2008, including two years as chair of the NCARB Internship Committee. Ralph Belton serves as the program's Architect Licensing Advisor. Susan Schaefer Kliman has served as an auxiliary Architect Licensing Advisor. Both have attended the annual Licensing Advisors Summit, with Ralph Belton attending annually to ensure that he has the most current information to disseminate to students. Finally, all full-time faculty members are licensed professionals.

The faculty members are therefore well aware of the requirements and responsibilities of licensure, and strive to offer learning experiences and exposure to students through courses, lectures and other activities both within the UDC program, and within the DC region. NCARB representatives, along with the executive director from the DC Board of Architecture and Interior Design visit the campus annually to give presentation to the student body. In addition, lectures in the Professional Practice class are devoted to licensure and IDP, as well as practice acts in the three jurisdictions in the Metropolitan Area. Faculty members are well aware that such coordinated and integrated exposure is especially important given the limited preparation of many of the UDC students. Students thus receive extensive advice on strategies and techniques to secure a position as an emerging professional with an area architectural practice, appropriate government office or design/construction company. This advice includes information regarding the general expectations such offices may have about professional demeanor quite apart from the specific skills they may seek in their employees.

D. Architectural Education and the Profession

The faculty members of UDC's architecture program are particularly sensitive to the need for today's students to understand the economic, financial and business dimensions of the profession. These factors cannot be considered insular to the skills development of the architecture profession any longer. In the current digital environment, where the terms of spatial relationships and competition are being redefined constantly, it is imperative that students

develop a mindset of “entrepreneurship”. Faculty members use every opportunity to expose students to the demands and necessary skills that instill a mindset of entrepreneurship and business sense. Learning opportunities are incorporated into lectures, class assignments, studio projects and critiques in order to increase the capacity of graduates to function successfully in a world that is increasingly global, while also demanding local awareness, inclusivity, accountability, transparency and instant responsiveness.

The UDC architecture program, curriculum, courses and extra-curricular activities are designed to produce graduates who have a broad understanding of the 21st century world through the eyes of prominent architect scholar-teachers. The faculty – all long-time practitioners and recognized leaders in the profession – also strive to provide role models for students and frequently use their own experiences as practitioners in conjunction with their teaching roles across the curriculum.

The close relationship between the architecture program and ARI is particularly relevant with respect to this perspective. The UDC student body is exposed to the contracts and grants related work of the ARI. A number of students also gain employment with the ARI during the regular academic year or during the summer depending on the availability of specific contractual work and the level of preparedness of the students. This exposure is especially valuable since it introduces students to the full scope of comprehensive services required to meet the demands of actual projects, such as a construction or building rehabilitation project in Washington DC.

An integral component of these ARI projects is the permitting process. Students are heavily involved in this process. In addition, the program director has been working closely with the DC Department of Consumer and Regulatory Affairs (DCRA), the entity responsible for reviewing plans, issuing permits and coordinating inspections. A rotating internship is being established which cycles students through the various divisions within DCRA, and will also rotate students through the internships. While permanent funding for this internship is secured, two students have been able to use UDC grants awards for the summer of 2015 to work for 8 weeks at DCRA.

As previously mentioned, the ARI is a now widely recognized example of an integrated learning experience that links theory and practice, service and reflection, the classroom and studio and the out-of-class community setting. It is this kind of integrated learning experience that was called for by Ernest L. Boyer and Lee D. Mitgang in their landmark report ***Building Community: A New Future for Architecture Education and Practice***. The following recommendations are taken directly from the *Building Community* document and reflect the educational practice that has long been the hallmark of the UDC architecture program:

Issue 1: Students need greater exposure to real and practical architectural experiences during school, including exposure to the business of architecture.

The task force recommends that:

- a. *the name "design studio" be changed to "architecture studio" to more accurately reflect the entire integrative process.*
- b. *IDP be initiated during the formal education process.*
- c. *students in professional degree programs participate in an internship to have a structured exposure to practice while in school.*
- d. *the architecture studio be the bridge between education and practice.*
- k. *educators have a procedure to monitor changing office practices and integrate these changes into current teaching.*
- l. *because the practice of architecture is an economic endeavor, students be exposed to business issues as a necessary part of formal education.*
- m. *selected practitioners be utilized in areas of their expertise.*
- n. *schools teach and monitor effective time management skills for students.*

Today, most architecture programs that aspire to be known as successful and innovative have established some kind of practical, professional entity like UDC’s ARI as an important component

of their academic program. A unique set of circumstances that have propelled ARI to its level of success. To date, the ARI has completed the design and construction administration of over 500 homes and apartment units throughout the District of Columbia at construction costs exceeding \$100 million. Government officials and agencies in the District have acknowledged the accomplishments of the ARI on a number of occasions, and recognize the significant positive impact the Institute has on the lives of citizens of the District of Columbia.

E. Architectural Education and the Public Good

The UDC architecture program aspires to be a facilitator of the UDC objective of becoming the area's foremost higher education institution in best practices in green design, while also being the academic program of choice for high quality students seeking careers in architecture and the larger built-environment profession. This objective includes a commitment to producing the next generation of architectural leadership while also being the first source of the following: LEED® training and certification; healthy building initiatives, including lead abatement and mold prevention; and expertise and technical support sought by DC government agencies charged with implementing former DC Mayor Vincent Grey's plan to make Washington DC a national and international "green leader in energy and resource conservation" and in contributing to the green economy of the future. This plan has been endorsed by the newly elected Mayor, Muriel Bowser, who has committed to continuing its implementation. Agencies at the forefront of these initiatives include the District Departments of Housing and Community Development, Environment, Public Works, Health and Human Services, to name just a few.

As an institution, UDC has a strong orientation toward service learning. This core value permeates the university all levels. The College and the architecture program are unwavering in efforts to instill in the students a sense of commitment and responsibility to the Common Good. The UDC website provides the following summary of this mission of UDC and its close integration with the larger DC region and its diverse neighborhoods:

"About UDC

University of the District of Columbia and its role in the community

The only public university in the nation's capital and the only urban land-grant university in the United States, The University of the District of Columbia is committed to a broad mission of education, research and community service. Established by abolitionist Myrtilla Miner in 1851, the University of DC offers Associate's Bachelor's and Master's Degrees and a host of workplace development services designed to create opportunities for student success. The University is comprised of a Community College, School of Engineering and Applied Sciences, School of Business and Public Administration, College of Arts and Sciences, College of Agriculture, Urban Sustainability and Environmental Sciences, and the David A. Clarke School of Law.

Experience our Unique Community

Study locally, live globally

UDC extends beyond its campus footprint, offering easy access to world-famous monuments, political intrigue and cultural attractions everywhere you look. An education here opens doors to opportunities that can only be found in the nation's capital...

Washington, DC may be the capital of the United States, but it is also home to the world's embassies, languages and cuisines; the headquarters of major think tanks, NGOs and non-profits; the heart of American politics and a rich source of inspiration to writers, film-makers, musicians and artists of every genre.

A city of neighborhoods, each with its own history and traditions, there's always something to do, to see, to try in Washington, DC. That's extra-credit enrichment you can't find anywhere else"

At the College level, the mission of CAUSES addresses this educational/community engagement focus when it states that the College is committed to "...offer research-based academic and

community outreach programs that improve the quality of life and economic opportunity for people and communities in the District of Columbia, the nation, and the world.” This speaks to a program that is steeped in a commitment to the Public Good and shaped by its broader institutional context as the only public university in the District of Columbia that serves a largely local student population.

- **In the classroom** - students are challenged and prepared to enter 21st century industries and become leaders in their fields of choice.
- **In the lab** - students and faculty conduct research to find solutions to urban sustainability issues, including conducting research at the university’s 143 acre Muirkirk Agricultural Research Farm, the environmental and freshwater research laboratory.
- **In the community** - extension staff and students work to improve the quality of life and economic opportunity of district residents by providing informative programs and substantive publications throughout the District.

On campus, construction has just been completed on an 18,000+ s.f. green roof on top of the building housing a majority of the CAUSES academic and land grant programs (excluding architecture). This roof will be the largest crop-producing roof in the District, and potentially the US. Faculty and staff from units across the College – including architecture - are in the process of designing research projects that will take advantage of this new facility. Some of the research proposals have already been funded. In addition, several architecture students have assistantships related to projects on this roof. It is anticipated that a significant amount of data on urban crop production, urban heat island mitigation, and water runoff quality/treatment will be garnered from this green roof, and that data will be disseminated throughout the District and beyond to expand the body of knowledge related to food security, climate change, and high performance buildings.

Within the architecture program, the focus of the upper level design studios is a series of complex community design projects. These projects are selected based on real needs in undeserved areas of the District, and often trigger actual projects by developers, city agencies or the University. During the 2014-2015 academic year, a group of students worked on designs to re-envisioning UDC’s PR Harris satellite property. Based on input from the UDC Office of Real Estate, Facilities Management, and Public Safety, as well as several of the land-grant units within CAUSES. Students first worked on an overall master plan for the site, and then worked to design new or renovate existing structures on the property. The end result was a series of options for a mixed-use project with educational, retail, housing and urban agriculture uses, located in a section of the District that is sorely lacking in services and amenities. Finished designs were well received by several groups on campus, and the project has been a catalyst for the engagement of a local design firm to conduct feasibility studies for the property.

Services provide by the Architecture Program and the Architectural Research Institute (ARI) to various campus entities throughout UDC include over 10-15 specific requests each year that have ranged from graphic design of departmental brochures to space program redesign in existing buildings. ARI is one of the most palpable examples of faculty-student generated applied research. ARI has operated continuously for over 23 years. During that time the ARI founder, Professor Clarence Pearson, has provided consistent competent executive leadership. The Institute is a model of integration of real world professional experience with a top quality academic experience. ARI receives contracts from DC agencies and non-profit organizations. To date, ARI contracts comprise work on over 500 homes and apartment units throughout the District of Columbia. The collective documentation of programming, technical analysis, design, contract drawings, specifications, cost estimates and construction supervision reports also constitute an enviable body of applied research and community service of the UDC architecture program. ARI is a prescient example of the integrated experience called for in ***Building Community: A New Future for Architecture Education and Practice*** by Ernest L. Boyer and Lee D. Mitgang that is today considered to be a landmark study of the road ahead for architectural education. ***Building Community***, commissioned by the Carnegie Foundation in

1996 and also known as the Carnegie-Boyer Report, continues to be considered the most definitive and influential study undertaken on the need for overdue reforms in architectural education. The UDC architecture program is proud to say that it had already addressed some of the critical issues identified in Building Community and has addressed them through the founding of the ARI more than 20 years ago. One of the possible reasons for our „being ahead of the times“ is that UDC students come largely from underserved communities and, underperforming public high-schools in the District of Columbia. As a result, the program had long needed to address significant educational gaps while being true to the rigorous educational standards that afford students secure employment in a competitive profession.

A majority of ARI contracts come from the DC agency of Housing and Community Development. Yet other DC agencies are also sources for potential new contracts and negotiations are being actively pursued. The total dollar value of DC Government agency contracts executed in 2014 was over \$ 884,000. For 2015 the total is projected at close to \$ 825,000. The ARI expects to be at the center of new retrofitting initiatives of the many private and governmental buildings in the District of Columbia that would benefit from sustainability and the green architecture paradigm. The conservation of energy resources will continue to be of growing importance across the District and beyond. As a result, there will be more guidelines in code requirements that will impact all buildings in the District of Columbia. We expect that UDC will continue to be at the forefront of this movement and be the provider of technical expertise to the various constituencies and the District of Columbia and especially to DC government agencies. Further, as the Urban Food Hubs – a concept pioneered by the Dean of CAUSES and the land-grant staff to combat food insecurity and promote entrepreneurship within the Distric - become a reality, the architecture program will be an integral part of the design of these facilities.

Since its inception in 2010, CAUSES has continued to grow and to make an impact on the community. In FY2014 CAUSES had enrollment of over 35,000 individuals in over 900 certificate programs and workshops and demonstrations. Over 1200 certificates were issued. In addition, the College made direct face-to-face contact with over 181,000 individuals at health faires, farmers markets, outreach events, etc. These individuals represent all 8 wards within the District of Columbia. Architecture, through ARI, offers lead abatement programs, and the program director is working with DCRA to develop certificate programs for LEED®, and code preparation courses. ARI also completed 82 design and construction projects, which directly benefitted citizens of the District. Finally, this spring the architecture program hosted over 30 local high school students for an open house and day of experiential learning, where students learned about the sun’s path and its impact on building energy and had a chance to work on a design for a local community project.

I.1.4. Long Range Planning

The APR must include the following:

- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *A description of the data and information sources used to inform the development of these objectives.*
- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
- *A description of the role the five perspectives play in long-range planning.*

The overarching planning objective of the UDC architecture program is to achieve initial accreditation by the NAAB. The 2013 granting by the NABB of initial candidacy status was an exciting first step in the process; however, much work remains. The architecture faculty and student body, are working diligently to keep the program on track for initial accreditation by 2017. Toward that end, continuous assessment and adaptation and are organized to work diligently toward that goal. The program enjoys the support of the other academic programs within

CAUSES as well as the support of the CAUSES operations unit. The program also has the full support of the administration of CAUSES and the Univeristy in this endeavor. The architecture faculty meets monthly as a “committee of the whole” to discuss items related to the overall program, curriculum, and accreditation. Inidividual faculty members are tasked with leading a particular initiative and communicating it to the CAUSES operations unit and the Dean of CAUSES as needed. Assigned tasks including the following:

- *Coordination of the APR document, Curriculum Review and Development, Physical Facilities, Phase II; Professor Kliman (Program Chair)*
- *IT Infrastructure, IDP coordinator; Professor Belton*
- *Website Development and Program Promotion; Professor Dixon*
- *Architectural Research Institute Director; Professor Pearson*
- *Professional Advisory Board Liaison; Professor Anderson*
- *Materials Resources Lab; Instructor Kilette*

In early 2013, there was a leadership change at the University. With an Interim President at the helm, the University embarked on developing a new strategic plan. The intent of this process was to conduct a self-evaluation, determine the strengths and weaknesses of the institution, and develop and overall vision for the future, which would be a key component in determining the desired characteristics for the new president. Vision 2020 was completed in 2014. A national search has just concluded, and the new president will assume leadership of UDC on the 1st of July. With this higher level effort taking place, colleges within UDC – and by extension individual units – were asked to put their own long-term strategic plans on hold, pending the finalization of the University’s plan.

Vision 2020 was adopted in March 2014.

http://www.udc.edu/vision_2020/vision_2020

Key Vision 2020 goals are:

1. Provide excellent service to current and prospective students, to University employees, and to the larger community.
2. Build a diverse generation of competitive and civically engaged scholars and leaders.
3. Effective, flexible and accessible education programs that merge classroom and experiential learning to prepare graduates for the 21st century
4. Create a culture of accountability and transparency in governance, administration, and operations.
5. Position the university to be a trusted partner with business, non-profit leaders, residents, and public officials

These key goals have now influenced the future planning efforts of CAUSES. The College had its own strategic planning retreat in early August of 2014. Out of that planning retreat, and ongoing efforts since, CAUSES has developed a strategic plan, and the units within the Collge have been working to develop unit-specific stragetetic plans.

On the College level, CAUSES seeks to actively contribute to the strategic objectives of the university and has developed three long-term strategic goals to accomplish this:

- (1) To be a leader in Urban Agriculture;
- (2) To be a leader in Urban Sustainability;
- (3) To be a university wide resource in experiential learning and relevant research;

To accomplish goal (1) CAUSES developed its Urban Food Hubs concept (reference document in appendix), which is now in various stages of implementation in five locations across the District of

Columbia. A business plan is currently under development that positions the urban food hubs and their backbone, Muirkirk Research Farm, as a revenue center for the university.

To accomplish goal (2) CA3USES has developed a 'sustainability map' for its main campus at Van Ness to serve as a resource and demonstration project for urban sustainability initiatives. In addition, the Urban Food Hubs concept is being expanded to include three additional components relevant to urban sustainability: (a) sustainable water management; (b) alternative energy generation; and (c) sustainable human capacity building. A business plan is currently under development that positions the newly established Environmental Testing Laboratory of CAUSES as a revenue center for the university. The capacity to provide accurate tests of soil, water and plant tissue to be admissible as court evidence is a key component of advancing urban sustainability projects across the District.

To accomplish goal (3) CAUSES has developed a proposal for dual appointments across the university that would engage faculty members from across the university in experiential learning and applied research activities utilizing the five Landgrant Centers of CAUSES and their extensive community outreach and research activities as a resource (reference document in appendix). A draft proposal has been submitted to the university's provost.

The specific mission/vision/goals of the Department of architecture have been developed very recently within the overall framework of those of the University and CAUSES, and appear in previous sections of this report. Along with the overarching plan of becoming an accredited program, the Chair is working with faculty to develop a strategic plan to accomplish the additional goals that relate closely to our mission and vision.

On a broader level, as the university moves into a new era with a new president – and several other key individuals within the administration – and the Vision 2020, the ability of the units across campus to adapt and move forward will provide us with an opportunity to add value to the university and the residents of the District.

I.1.5. Program Self Assessment

The APR must include the following:

- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*
- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*
- *Any other pertinent information.*

The UDC Department of Architecture is constantly evaluating the performance of its faculty, staff and students and self-assessing its progress in relation to previously set goals. In addition the program assesses progress in relation to the external environment within CAUSES, at the University, and in the larger profession. Long term strategic planning and visioning will continue to grow out of tis ongoing self-assessment process (reference section I.1.4).

One year away from the Institutional accreditation visit by Middle States Commission on Higher Education (MSCHE), the entire university has been involved in self-study activities at every level. The MSCHE evaluates the institution on 14 standard divided between "Institutional Context" and

“Educational Effectiveness”, each of which include numerous elements or benchmarks that must be satisfied in order to qualify for re-accreditation. The self-study design was accepted by MSCHE, and the actual self-study process is underway.

http://www.udc.edu/middle_states/2016_self_study_middle_states

http://www.udc.edu/docs/UDC-Self-Study_Design-MSCHE-4-23-2014.pdf

In recent years there has been a UDC-wide initiative focused on improving student learning outcomes through „deep learning“ that seeks to move beyond student engagement by using the District of Columbia itself as an extension of the classroom. These initiatives are based on the work of UDC former provost Dr. Ken Bain and his world-renowned research on „what the best college faculty do“ (2008) and „what the best college students do“ (2012) to achieve their learning success (reference Bain 2008 and 2012). Several survey-instruments used to assess student satisfaction levels also provide a window into what works and does not work.

UDC has long used a faculty course evaluation system for students in all courses to evaluate the quality of the courses, the instructors and the infrastructure of the University. This system has varied over time in its delivery method as technology has evolved. At present, students complete electronic evaluations at the end of each semester. Results of this electronic survey are compiled by the University and distributed to the Colleges, which then provides the relevant results to each academic unit. Upon receipt, the program director shares these results with the entire architecture faculty and they are discussed during regular meetings. One result of the move from paper forms completed on the last day of class to an electronic form delivered to the students via email at the end of the semester – with the expectation that they will complete this process for each class – is that the return rate has reduced significantly. Faculty members in architecture reinforced the importance of these evaluations during semester that just ended, with one professor requesting that the students bring their computers to the final class period and allowing time for the survey. It remains to be seen if these efforts were successful, and the department will attempt additional strategies to increase the return rate.

This spring the UDC also implemented a Univerisy-wide practice of having faculty members perform a Course-level Assessments of Learning Outcomes for each course. This evaluation documents major learning outcomes, outcome conditions and criteria, direct/indirect measures utilized, findings, possible reasons for findings, and actions taken or recommendations. This system is not radically different from what the architecture department has long done with respect to the NAAB Student Performance Criteria; however, documentation for each course not provides the program with additional data when evaluating our overall curriculum and success in delivering our program.

These more formal self-assessment efforts complement ongoing discussions about the performance of the department and our students. The program is small enough at this point that the faculty members are not split into smaller groups of studio coordinators, technology faculty, history/theory faculty, etc. Rather, the entire full-time faculty meets monthly to discuss issues relevant to the department – including curriculum and student performance. Adjunct faculty members attend these meetings as they are able, and minutes from the meetings are distributed the entire faculty. At the end of every semester, outside professionals are invited to participate in studio juries, and are asked to provide feedback to the studio instructor, which is then shared with the rest of the faculty. Additionally, at the end of the academic year, the Department Chair hosts and all-faculty meeting to review and discuss of the studio sequence and curriculum as a whole. Examples of student work are displayed, and feedback for each studio is solicited to determine how closely the student work fits with the faculty’s expectations. As a direct result of these discussions, the curriculum has been altered for the coming academic year to incorporate the approved, but not yet implemented, general graphics course into the first year of the program.

On a more general level, the program requests that all graduates – in both the BSc and MArch programs – complete an exit survey. This survey collects information about the student's overall experience in the UDC architecture program, perceived strengths and weaknesses, and the employment situation and career goals of the graduate. Alumni and employers of alumni are requested to fill out an evaluation form every two years. All of these forms are evaluated by faculty and used for purposes of continuous program improvements based on statistical analysis.

Finally, in addition to these department and faculty assessment tools, there are a group of advisory boards. In the spring of 2015, the Chair initiated the Architecture Student Advisory Board. This Board consists of representatives from each graduating class of the BSc program as well as representatives from both the MArch I and MArch II programs. Students are nominated by the faculty to serve on this Advisory Board. The Board had an initial meeting at the end of the spring semester. Regular meetings with the Chair will commence with the start of the fall semester. Students will meet with the Chair once a month during the academic year to discuss issues of concern to the students, including feedback on instructors, courses, facilities and other academic and non-academic opportunities. Their assessment is used to help shape the policies and programs within the department. The Chair is also in the process of establishing the UDC Architecture Department Advisory Board, which will be comprised of alumni and local professionals who can serve as a resource for Department and provide valuable feedback. This Architecture Advisory Board will mimic the CAUSES Advisory Board established by the Dean, which meets a couple of times a year to discuss focus topics relevant to the College as identified by the Dean.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

The APR must include the following:

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room²).*
- *A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*
- *A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.*
- *The school's policy regarding human resource development opportunities, such as:*
 - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*
 - *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
 - *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*

² This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.

- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*
- *A list of visiting lecturers and critics brought to the school since the previous site visit.*
- *A list of public exhibitions brought to the school since the previous site visit.*

Students

- *A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*
- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*
- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*
- *Evidence of support to attend meetings of student organizations and honorary societies*

The Department of Architecture is the largest academic unit within CAUSES. The relationship between the Department and the College is deeply intertwined. The successful working relationship between all units within CAUSES allows for an effectiveness of the administration and fair allocation of faculty and student support. Administrative functions and support staff are shared in order to operate the Department efficiently within the College and the larger institution. Students are admitted to the program based on initial criteria of the University, and then by a secondary application review from the Department. The program is still growing, and the resources, including faculty, staff, students and physical accommodations have not yet necessitated a highly selective admissions process. As the program grows, there is the potential for multiple concentrations. In fact, the Department has been exploring the potential for a non-accredited concentration in environmental studies, which would attract student interested in a more broad based sustainability and urban design education and increase enrollment in several of our classes. At the present time, however, only a Building Design concentration is offered.

Spring 2015																									
Faculty Member	Summary of Expertise and Experience	ARCP 102	ARCP 106	ARAC 512	ARCP 116	ARCP 202	ARAC 502	ARCP 206	ARCP 246	ARAC 516	ARCP 256	ARCP 302	ARCP 322	ARAC 522	ARCP 332	ARAC 520	ARCP 401	ARAC 504	ARCP 414	ARAC 518	ARCP 432	ARCP 502	ARCP 504	ARCP 506	
		Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■											■										
Belton, Ralph	MArch, Associate Professor (tenured); History, Design, and Structures							■				■													
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability					■																	■	■	
Dorta, Dorven	B.Sc Architecture; Advanced Computer Graphics		■																						
Gibbs, Howard	M.Sc PE-Civil, Consulting Engineer; Structures														■						■				
Killette, James	MArch; Technology and Building codes				■				■																
Kliman, Susan Schaefer	PhD, MArch, BArch, Department Chair; Sustainability, Technology																			■		■			
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor(Tenured); Urban Design Renovation and adaptive re-use,										■						■								

FALL 2014																				
Faculty Member	Summary of Expertise and Experience	ARCP 101 ARAC 501	ARCP 105	ARCP 114	ARCP 201	ARCP 231	ARCP 241 ARAC 515	ARCP 244	ARCP 301 ARAC 503	ARCP 321	ARCP 331 ARAC 514	ARCP 401	ARCP 411	ARCP 412	ARCP 501	ARCP 503	ARCP 505	ARCP 507	ARCP 601	
Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■						■						■						
Belton, Ralph	MArch, Associate Professor (tenured), Department Chair; History, Design, and Structures								■	■										
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability															■	■		■	
Dorta, Dorven	B.Sc Architecture; Advanced Computer Graphics		■				■													
Killette, James	MArch; Technology and Building codes			■				■												
Kliman, Susan Schaefer	PhD, MArch, BArch, Klimatic Architecture; Sustainability, Technology				■										■				■	
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor(Tenured); Urban Design Renovation and adaptive re-use,												■	■						
Zeytinci, Ahmet	PhD, PE-Civil (Tenured in Engineering); Structures					■					■									

Spring 2014																
Faculty Member	Summary of Expertise and Experience	ARCP 102	ARCP 106 ARAC 512	ARCP 116	ARCP 202 ARAC 502	ARCP 206	ARCP 246 ARAC 516	ARCP 256	ARCP 302	ARCP 322 ARAC 522	ARCP 332 ARAC 520	ARCP 401 ARAC 504	ARCP 414 ARAC 518	ARCP 432 ARCP 502	ARCP 504	ARCP 506
		Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■								■				
Belton, Ralph	MArch, Associate Professor (tenured); History, Design, and Structures					■			■							
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability				■										■	■
Dorta, Dorven	B.Sc Architecture; Advanced Computer Graphics		■													
Gibbs, Howard	M.Sc PE-Civil, Consulting Engineer; Structures													■		
Killette, James	MArch; Technology and Building codes			■			■	■								
Kliman, Susan Schaefer	PhD, MArch, BArch; Klimatic Architecture; Sustainability, Technology												■		■	
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor(Tenured); Urban Design Renovation and adaptive re-use,											■				
Zeytinci, Ahmet	PhD, PE-Civil (Tenured in Engineering); Structures										■					

FALL 2013																				
Faculty Member	Summary of Expertise and Experience	ARCP 101 ARAC 501	ARCP 105	ARCP 114	ARCP 201	ARCP 231	ARCP 241 ARAC 515	ARCP 244	ARCP 301 ARAC 503	ARCP 321	ARCP 331 ARAC 514	ARCP 401	ARCP 411	ARCP 412	ARCP 501	ARCP 503	ARCP 505	ARCP 507	ARCP 601	
Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■						■						■						
Belton, Ralph	MArch, Associate Professor (tenured), Department Chair; History, Design, and Structures								■	■										
Caballero, Vicente	Sr. Project Manager, Architectural Research Inst. M.S. Engineering, B. Sc Arch, Advanced Computer Graphics		■				■													
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability				■											■	■		■	
Killette, James	MArch; Technology and Building codes			■				■												
Mitchell, Melvin	MArch, BArch; Melvin Mitchell Architects, creative work and criticism														■				■	
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor(Tenured); Urban Design Renovation and adaptive re-use,												■	■						
Zeytinci, Ahmet	PhD, PE-Civil (Tenured in Engineering); Structures					■					■									

Policy Statement on Equal Employment Opportunity/Affirmative Action (EEO/AA):

The University of the District of Columbia is an Equal Opportunity Affirmative Action institution. The University prohibits discrimination or harassment against any person on the basis of the actual or perceived actual race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity or expression, family responsibilities, matriculation, political affiliation, marital status, personal appearance, genetic information, familial status, source of income, status as a victim of an intrafamily offense, place of residence or business, or status as a covered veteran, as provided for and to the extent required by District and Federal statutes and regulations. This policy covers all programs, services policies, and procedures of the University, including admissions to educational programs and employment. The University emphasizes the recruitment of minorities, women, disabled individuals, disabled veterans, Vietnam era veterans, and other eligible veterans. Additional information regarding this policy statement can be found online at:

http://www.udc.edu/human_resources/equal_opportunity_policy

The Discrimination and Harassment Policy can be found online at:

http://www.udc.edu/docs/equal_opportunity/Discrimination_Harassment_Policy.pdf

Employment Law Posters are available online at:

<http://www.udc.edu/ogc/resources>

Initives for Diversity (continued from Part One. 1.2):

UDC is an HBCU. Faculty, staff and students throughout the Univeristy represent multiple ethnicities, cultural backgrounds, religions and gender. This diversity is evident at all levels of the institution. The Department of Architecture has five full-time faculty members, representing multiple ethnicities. The adjunct faculty is also diverse. With the latest hire of the Department Chair/Associate Professor, the full-time faculty is comprised of more women than men.

The program, and broader university, draws students from the entire Metropolitan area, and to a lesser degree, from around the country and the world. The program has a range of students, from the traditional high school graduate to the adult professional who is seeking either a career change or career advancement. Our student population represents a diversity of ethnicities, religious backgrounds and gender. As the program gains momentum, and achieves initial accreditation, it is anticipated that enrollment will increase among students from outside of the area who wish to attend college in the rich environment of the nation's capital.

As previously stated, all members of the architecture faculty welcome, support, and value the diverse student population of the UDC Architecture program. There is a recognition that among the student population there exist a number of barriers to student engagement in the classroom, including language, culture, and variance of preparedness. Members of the faculty are expected to be familiar with, and sensitive to, cultural differences and to cultural idioms. To understand these cultural differences and expressions is especially essential in an architecture program, where students come from a range of cultural backgrounds that may have shaped their perceptions and world views.

Student diversity initiatives are coordinated out of the Office of Student Outreach and Leadership Development. This office is committed to educating students through a holistic approach incorporating professional experiences and knowledge of student development theory. In addition to diversity initiatives, this office provides student involvement opportunities, 4.0 student lounge operations, programming and activities, and leadership development. More information can be found online at:

http://www.udc.edu/student_outreach/student_outreach_and_leadership_development

The Title IX Brochure can be found online at:

<http://www.udc.edu/docs/hr/UDC%20Title%20IX%20Brochure.pdf>

Student Admissions:

The Flagship University admissions policy is in operation
<http://www.udc.edu/docs/admissions/Admissions%20Policies.pdf>

In addition to their teaching research and community service obligations, Architecture Program faculty members also participate heavily in recruiting students from throughout the greater Washington metropolitan area. Recruiting efforts include regular participation in Open House events at the University, regular visits to area high schools for Career Day events, and other related activities. Faculty members also work closely with counselors and coordinators of high school programs to ensure that incoming students are familiar and comfortable with the UDC Architecture Program.

Providing adequate human resources has been one of the challenges of the UDC Architecture Program. The organizational structure of CAUSES has gone a long way toward freeing up much needed faculty time to focus on teaching and student mentoring within the architecture programs. Recent faculty hires have also had a significant positive impact on the program. In the fall of 2013 (just prior to the previous visit), Kathy Dixon and Genell Anderson, who had been full-time visiting faculty members for three of years, joined the faculty as full-time tenure track associate professor and assistant professor, respectively. In January of 2015, Susan Schaefer Kliman was hired as a full-time tenure track associate professor. Susan also assumed the role of Department Chair. With five full-time dedicated faculty members and three part-time adjunct faculty members, the program now meets the NAAB standard following the phasing-in process of the M.Arch. program, and the stipulation that there be at least one full-time faculty person for each year of design studio levels in the curriculum of the combined B^{ScA} and MArch degree programs.

The recent hires have added three full-time junior faculty members to the program. The Department expects that as the program grows, and enrollment increases in both the B^{ScA} and MArch programs, additional faculty will be added. The intent is that this growth will enable the program to add elective/topic courses to the program, which relate to the research interests of the faculty.

Professional development opportunities, although addressed in the Sixth Master Agreement, have been an area of concern across the University. This issue is being addressed currently by the Faculty Senate. Financial resources at UDC – as with all public institutions of higher education across the nation - have been an issue for the past few years as the country has faced economic challenges. UDC has responded to its financial constraints by reducing spending wherever possible. Professional development has been one of the casualties of budget cuts, as there have been limited funds available to faculty for travel and conferences. The faculty members in architecture have been creative in this regard, however, and have found ways of remaining current in their knowledge of the changing demands of practice and licensure.

All full-time faculty members possess professional licenses to practice architecture. Several also maintain small practices. As a requirement for keeping those professional licenses current, faculty members participate in continuing education workshops and seminars on an annual basis. Several options exist for obtaining those education credits. The Department Chair has established a lecture/workshop series, which brings product manufacturer's representatives to campus. These events serve a dual function of providing information relevant to the students and the classes offered during the semester in which the lecture/workshop occurs. The Chair has also coordinated with the local AIA chapters to advertise these events and provide a venue for education credit for local design professionals (thereby also increasing the visibility of the program within the professional community). Faculty members who attend these lectures and workshops earn continuing education credit. Suggestions for topics and presenters are solicited during regular faculty meetings, and topics/presenters are specifically selected to coincide with course material and areas of interest for faculty members. The designated Architect Licensing

Advisor also arranges an annual presentation by NCARB on IDP and licensure. Representatives of the local licensing boards often accompany NCARB to these presentations to provide jurisdiction specific information. These presentations are typically attended by all of the full-time faculty memebers, thus ensuring that they have the most current information with respect to licensure. Since most of the full time faculty members complete architectural commissions during the year, they remain up to date on the statutory requirements for the practice of architecture, as well as the building codes and regulatory aspects of plan submittal.

Every member of the full-time faculty belongs to, and participates in, the activities of at least one professional organization. These organizations routinely host events, which are free or low cost for members to attend. A significant benefit of the location of the program in the rich cultural environment of the nation’s capital is that there are multiple opportunities to attend specialized conferences and workshops. The museums have regular lecture series. UDC-CAUSES has hosted several conferences and symposiums recently with direct relevance to areas of interest of the architecture faculty. As the host institution, the College has enabled the attendance of architecture faculty members at no cost. In addition, the proximity to peer architecture programs, such as Howard, Catholic and Maryland, provides access to additional lecture series. Of note is that many faculty members hold leadership roles in their professional organization of choice. In this capacity, the organization often funds attendance at various events. Other faculty members choose to fund their own participation in national conferences and symposiums relevant to their areas of interest in order to network and earn continuing education credit. In limited cases, participation in these conferences has been funded by UDC. As the program continues to grow it is the hope that funds will become increasingly available for professional development of the faculty.

Chart of Faculty Membership in Professional Organizations

<i>Faculty Member</i>	<i>Professional Organizations</i>
Genell Anderson	AIA, NOMA, ICC
Ralph Belton	CSI, AIA, NOMA
Kathy Dixon	AIA, NOMA, USGBC, AAREP, ULI
Susan Schaefer Kliman	AIA, NCARB
Clarence Pearson	AIA, NOMA

Research:

University Support of Faculty – The University of the District of Columbia, specifically CAUSES through the land grant programs – offers full-time faculty members the opportunity to apply for competitive grants. The funding, which originates from the USDA, awards up to \$20,000 per year for a maximum of three years.

On an annual basis, the USDA National Institute of Food and Agriculture provides significant funds for research. A percentage of this money is specifically earmarked for land-grant institutions. UDC, as one of the 123 land grant institutions in the United States, UDC has a unique opportunity to compete for these funds. This year, there is over \$200 million available for research. The current priority areas for research funding are: food security; climate variability and change; water; sustainable bioenergy; childhood obesity prevention; and food safety. Several of these areas relate directly to the programs in CAUSES. The Dean has facilitated collaborative efforts by establishing regular meetings within the collge – and including relevant faculty from other departments – and providing resources and information about specific Requests for Proposals. She has affirmed her support of these efforts by reiterating to the faculty that she would endorse a faculty member taking an authorized absence from teaching by using a portion of a research grant to buy out teaching responsibilities. As of this writing, at least two members of the architecture faculty are actively pursuing research grants, and there is growing interest within the department. Within CAUSES, the Associate Dean for Landgrant Programs is available for

assistance with research grants. The University also has an Office of Sponsored Programs, which provides resources for grants, as well as an active list of funding opportunities.

Office of Sponsored Programs:

http://www.udc.edu/osp/office_of_sponsored_programs_osp

Funding Opportunities:

http://www.udc.edu/osp/funding_opportunities

Leaves of Absence:

The University has established policies and procedures for leaves of absence for both personal and scholarly reasons. Details on Sabbatical Leave and shorter term Professional/Administrative Leave, as well as several categories of personal leave are included in the Sixth Master Agreement.

Policies, procedures and criteria for faculty appointment:

The Department of Architecture adheres to the University policy on faculty appointment, promotion and tenure, as detailed in the Sixth Master Agreement.

http://www.udc.edu/docs/hr/Status_Collective_bargaining_UDC_Faculty_Association.pdf

Candidates for promotion are expected to have high levels of performance in their teaching and creative work or research. They are also expected to have made contributions to the Department, College, University, Community, and the Profession. They should have demonstrated creative and effective teaching in their specific courses, as well as making connections to the overall program and curriculum of the architecture department. Faculty members submit a portfolio annually, which documents teaching, scholarly activities and service to both the University and Community. The format and material submitted must adhere to the strict guidelines of the Master Agreement. Portfolios are reviewed at several levels – a Department Evaluation Committee, the Department Chair, the Dean, and finally the Provost's Office. Points are assigned for various activities, and these points are used to determine promotion and tenure.

Evidence of Faculty Output (2013-2015):

Anderson, Genelle

- Regional Addition Prevention Community Residential Facility – 2012-present (under construction) – 1959 4th Street, NW.
- Culture Café – 709 Kennedy Street, NW – 2014.
- Tenant Build Out - 2808 Georgia Ave., NW – 2014 –present under construction.
- Esencias Panamenas Restaurant - 3322 Georgia Ave., NW – 2015.
- New Orleans Po Boy Restaurant – 1205 19th Street, NW.
- 4801 Meade Street, NE – 2014-present (under construction).
- Anderson, Genelle. 613 Gresham Street, NW 2014-present (under construction).

Dixon, Kathy

- *African American Museum and Cultural Center*, Project Manager/Architect for \$24M, 75,000 square foot regional cultural center in Prince George's County.
- *Prince George's County Fire/EMS Stations*, Architect for three new 14,000 square foot fire rescue facilities for the County: St. Joseph's, Bowie, & Brandywine, MD.
- *Prince George's County Police Station*, Architect for \$8 million district station rescue facilities for the County.
- *Prince George's Community College Renovations*, Project Manager/Architect for \$600K renovations of Queen Anne Hall and Marlboro.
- "A Sort of Monument": Why Villa Lewaro Is More Than a Building, Preservation Nation article National Trust for Historic Preservation, October 2014

- "Perri Smalls Show", WVON-AM, Black Women Architects, March 12, 2014
- "A Profession at a Crossroads", AIA Practice Management Knowledge Community 2nd Quarter Digest 2013, author
- "40 years and Counting" Spring 2013, NOMA Magazine, co-author

Kliman, Susan Schaefer

- Kliman, Susan. Brown Residence. Sierra Vista, Arizona. 3,000 s.f. single family residence. Construction complete 2013

Pearson, Clarence

- Renovation addition, Third Street Baptist Church.
- Condo conversion, 1602 13th Street NW.
- Renovation, 1438 Montague Street NW.
- Condo conversion, 1440 Newton Street NW.
- Renovation and addition, 615 Underwood Street NW.

Evidence of Professional Presentations (2013-2015):

Dixon, Kathy

- Urban Land Institute / Rose Center for Leadership, Pittsburgh Study Visit, Feb 2015
- AIA National Housing & HUD Awards Jury Member January 2015
- NOMA Annual Conference 2014 – Philadelphia, PA
- "Vortex XIII: African American Women Architects in Practice" Oct 2014
- AIAS Fall South Quad Conference Keynote – Montgomery, AL, Oct 2013
- NOMA Annual Conference 2013 – Indianapolis, IN
- "Vortex XII: African American Women Architects in Practice" Oct 2013
- Smithsonian Anacostia Community Museum - Washington, D.C.
- "Master Builders in the Nation's Capital featuring African American Architects" April 2013
- HBCU Forum Panelist - Morgan State University, Baltimore, MD
- Discuss the various avenues open to recent graduates, March 2013
- Philadelphia AIA & Phila NOMA Chapter Event - Philadelphia, PA "Leadership: A Conversation with Women VIP's" March 2013

Kliman, Susan Schaefer

- "Building Energy Use"; Presentation and Experiential Learning Activities with Anne Sprunt Crawley on Building Energy Consumption, Thermal Transfer, Climatic Impacts and Green Building Practices to 8th Grade Physics Classes at The Potomac School, February 11-12, 2015.

Pearson, Clarence

- University of the District of Columbia, University Showcase on Teaching and Learning, Presenter 2013-2014.
- University of the District of Columbia, CAUSES TV Show- Sustainable DC, Presenter 2012-2013.

Evidence of Other Professional Activities & Service (2013-2015):

Dixon, Kathy

- NOMA
 - Past President 2014-15
 - National President 2013-2014
 - Northeast Regional Vice-President 2007-2013
- Kliman, Susan Schaefer
 - National Council of Architectural Registration Boards (NCARB)
 - Broadly Experienced Architect Committee, FY15 and FY14
 - NCARB Liaison to the AIA National Associates Committee, FY14 and FY13

- Internship Committee Chair FY13 and FY12
- IDP Advisory Committee, FY13 and FY12
- National Architectural Accrediting Board (NAAB) – NCARB Representative
 - Accreditation Team Pool, appointed by NCARB through 2017
 - Accreditation Visits, 2015 (team chair), 2013

Visiting Lecturers and Critics (2013-2015):

- Michael Maher, REHAU, “Geothermal Earth Energy Piping Systems”. March 2015
- NCARB, Outreach Staff, “IDP and Licensure”. September 2014
- NCARB, Outreach Staff, “IDP and Licensure”. March (?spring) 2014

- Ryan McEnroe, AIA, ASLA, LEED AP, McGraw Bagnoli Architects – Guest Critic, final reviews, 2nd Year Studio, 4th Year Studio; December 2014; final reviews, 2nd Year Studio, May 2015
- Erik Thompson, RA, UDC Facilities – Guest Critic, Final Reviews, 4th Year Studio, December 2014; final reviews 4th Year Studio, May 2015
- Michael Marshall, AIA, NOMA, Marshall Moya Design – Guest Critic, Final Reviews, 4th Year Studio, December 2014; final reviews 4th Year Studio, May 2015
- Patrick Williams, AIA, NCARB, LEED AP BD+C, Workshop for High Performance Architecture PLLC – Guest Critic, final reviews, 2nd Year Studio, May 2015 and 2nd Year Studio, May 2014

Public Exhibitions (2013-2015):

- “Post-Oil City” Exhibitions and Workshops co-sponsored by UDC-CAUSES and Goethe-Institut Washington. January 2014
- “Hamburg: Building the City Anew. A Journey in the City of Tomorrow”. Exhibitions and Workshops co-sponsored by UDC-CAUSES, Goethe-Institute Washington, HafenCity Hamburg an the International Building Exhibition (IBA) Hamburg. November 2013.

Public Symposiums and Workshops (2013-2015):

- “DC Sustainability and Social Enterprise Summit” co-sponsored by UDC-CAUSES, UnSectored, Three Birds Foundation, Sustainable DC. April 2014.
- “World Green Energy Symposium” co-sponsored by UDC-CAUSES, WGES. March 2015.

Students

Architecture students have two entry points into the Department of Architecture, and one entry point into the accredited degree program – which has two tracks dependent upon pre-professional education. In each case, the student must first apply to the University of the District of Columbia, and once accepted must apply to the Department of Architecture. The process is administered by the Department Chair/Program Director and the Graduate Program Coordinator. Admissions to UDC are governed by the University Admissions Policies established by the Office of Recruitment and Admissions:

<http://www.udc.edu/docs/admissions/Admissions%20Policies.pdf>

Undergraduate Students

Students are accepted based upon UDC policies, and directed to the Architecture Department for advising and course enrollment.

Graduate Students

In accordance with UDC policy “Graduate Studies and individual graduate programs establish the admissions standards for specific graduate programs”. For students wishing to matriculate in the Architecture Program, the following additional requirements apply for Graduate Students:

- Master of Architecture
 - Track I: BS in Architecture from an accredited post-secondary institution; Earned a minimum cumulative GPA of 2.5 at the undergraduate level
 - Track II: BS degree from an accredited post-secondary institution; Earned a minimum cumulative GPA of 2.5 at the undergraduate level

Once the University has deemed an applicant eligible for the program, the student is directed to either the Graduate Program Coordinator or the Department Chair. During a meeting with the student, a path is created that ensures that all SPC will be addressed prior to graduation. Individual paths are then placed in the student's file. The student is required to provide evidence of any work that is in question, including syllabi and samples of completed course assignments. This path is used for any student who is transferring from another program, whether an accredited program, pre-professional program, or community college with whom we have articulation agreements. Students from our undergraduate program who have achieved at 2.5 GPA upon completion of the application are automatically accepted.

Academic and Personal Advising

All students in the program are advised every semester prior to registration for the following semester. The University requires that all students – undergraduate and graduate - see an advisor prior to registering for any semester, including the summer. The University Registrar places an advising hold on student electronic records each semester, which can only be removed by an advisor. Due to the unique sequential nature of the architecture program, only architecture faculty members are to remove the hold from students in the program. This process ensures that the students remain on track. The Department maintains electronic and paper copies of files for each student in the program. An advising log is maintained, along with an update each of the student's progress through the program. The Department Chair remains in contact with the registrar's office regarding academic issues, and monitors students on probation, coming back from suspension, and other challenged students to assist in finding appropriate resources and tools for success.

The UDC Academic Advising Center is available for additional support and resources.

http://www.udc.edu/aac/academic_advising_center

Counseling and assistance for personal issues is available through the UDC Counseling and Student Development Center. This office is also available as a resource for faculty members who are assisting students with academic and personal issues.

http://www.udc.edu/csdc/counseling_and_student_development_center

The UDC Career and Professional Development Center (Career Services) provides a comprehensive range of on-campus and online career services.

http://www.udc.edu/career_services/career_services_professional_development_center

Transfer Equivalencies

The determination of equivalencies for transfer courses is handled in two ways. Acceptance of courses taken to satisfy the general education/liberal studies requirements must be approved by the administrator of the specific department. Notification of action on those course evaluations is provided in writing to the Architecture Program Director. Courses to be transferred for architecture credit are evaluated individually. Course syllabi are evaluated, along with student work for the course when appropriate.

Travel

The Department facilitates travel when possible. Select students have participated in regional conferences. Faculty members have been working to plan travel programs and course related travel.

Funded Travel Itinerary Faculty and Students

<i>Date</i>	<i>Place</i>	<i>Instructor</i>	<i>Purpose</i>
9/2013	Philadelphia, PA	Dixon	NOMA Conference
7/2014	Washington, DC	n/a	AIAS Grassroots

Evidence of Undergraduate and Graduate Student Research Awards:

Architecture students at UDC are benefitting from the relatively recent relocation of the program into CAUSES. The land grant centers are generate funds/conduct the bulk of the research at the institution. The students, by participating in faculty/staff research or by engaging in projects, have important learning opportunities. Funding to support the students come primarily from public sources.

FY 14-15 Student Support

Luis Laguer	Ag. Research Station Assistantship-Green Roof	\$ 1,500
Arej Elfeky	Ag. Research Station Assistantship-Green Roof	\$ 1,500
Nikkia Watts	Ag. Research Station Assistantship-Green Roof	\$ 1,500
Darious Thomas	4H Programs Assistantship	\$ 1,200
Wanda Briscoe	ARI – Research Assistantship	\$ 38,267
Juna Kharel	ARI – Research Assistantship	\$ 28,903
Dorven Dorta	ARI – Research Assistantship	\$ 21,710
Dorven Dorta	Teaching Assistantship	\$ 9,000

FY 13-14 Student Support

Wanda Briscoe	ARI – Research Assistantship	\$ 37,074
Juna Kharel	ARI – Research Assistantship	\$ 32,303
Dorven Dorta	ARI – Research Assistantship	\$ 41,618
Vicente Caballero	Teaching Assistantship	\$ 6,000
Dorven Dorta	Teaching Assistantship	\$ 3,000
Ameer McCall	ARI – summer internship	\$ 4,000
Lana Oudat	ARI – summer internship	\$ 4,000
Ekaterina Krupko	ARI – summer internship	\$ 4,000
Yoftahe Woldesimaiate	ARI – summer internship	\$ 4,000
Sara Mousavizadeh	ARI – summer internship	\$ 4,000

Student Organizations

The Architecture Department and College believe in supporting student leaders who either identify existing organizations at UDC or bring new organizations to campus. The faculty believes that participation in these organizations is a fundamental part of the education of a college student. UDC has active chapters of both AIAS and NOMAS. The school school supports travel to their conferences as much as possible. Students are currently working with the national component of AIAS to host a Freedom by Design Event. During the typical year, students participate in the following events:

- Welcome back assembly – August
- Beaux Arts Ball – December (not held every year)
- Forum – December
- Northeast Quad – April
- Tours of buildings

In addition to these organizations with close ties to Architecture, several students within the program participate in University-wide organizations. We have a half a doze student athletes in the program. One of our students just completed a year as president of the UDC Student

Governmenta Association, and been elected to serve as the student representative on the Board of Trustees. Another student was elected to represent the University at events both on campus and throughout the community as Miss UDC. Further information on student clubs and organizations in which UDC students may participate is available online through the Office of Student Affairs:

http://www.udc.edu/student_life/student_clubs_organizations

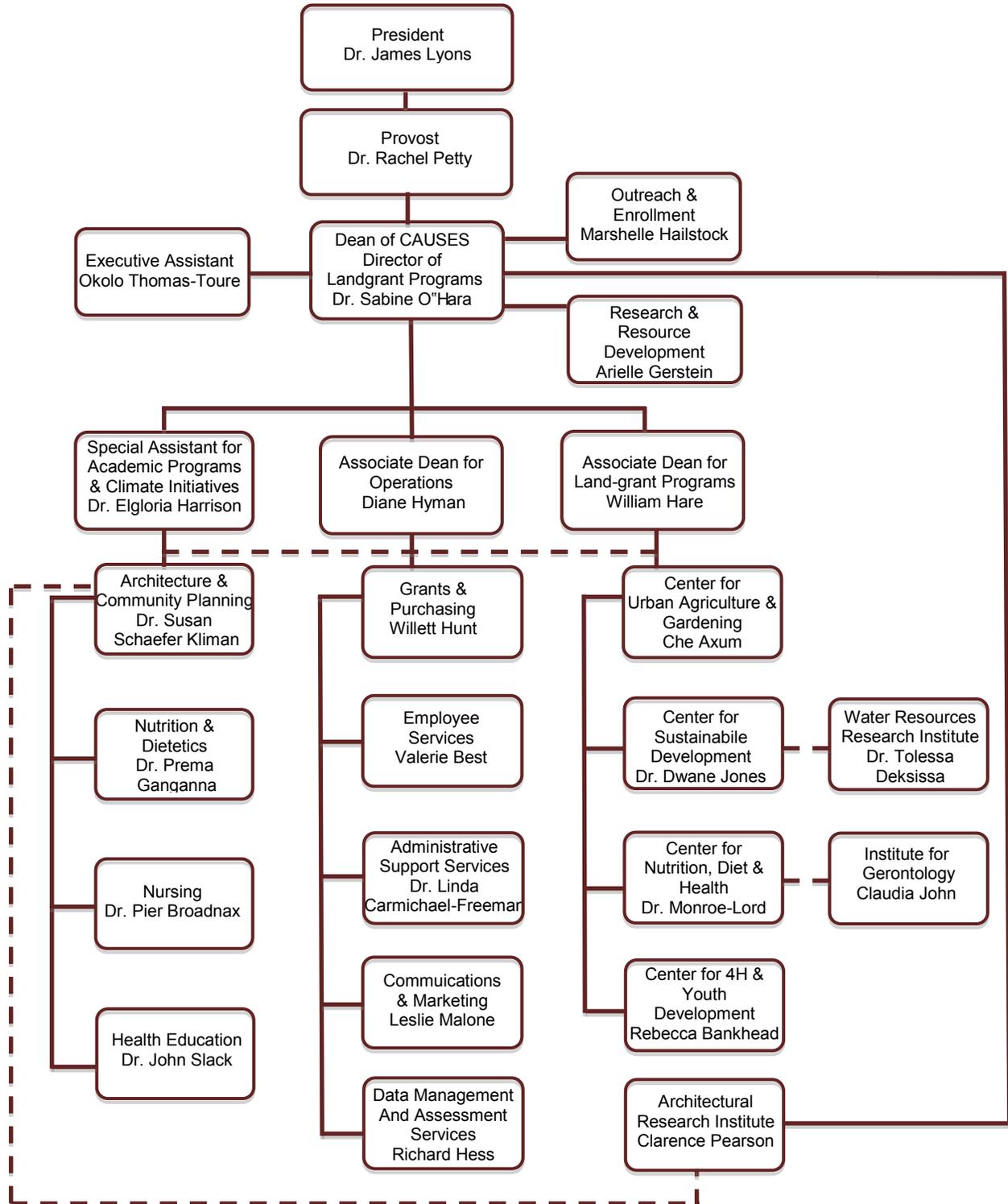
I.2.2. Administrative Structure & Governance

The APR must include the following:

- *A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*
- *A description of the program's administrative structure.*
- *A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.*
- *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

The University of the District of Columbia is the nation's only urban land grant institution, and is accredited by the Middle States Commission on Higher Education (MSCHE). The University currently offers 75 undergraduate and graduate academic degee programs through the following colleges and schools: College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES); College of Arts and Sciences (CAS); School of Business and Public Administration (SBA); School of Engineering and Applied Sciences (SEAS); the Community College; and the David A. Clarke School of Law.

The governance of the University of the District of Columbia is vested by law in its Board of Trustees. On a broad level, the BOT is the final authority in all matters affecting the Institution, and exercises jurisdiction over the education, financial and other plicies in relation to the District and Federal governments. One unique aspect of the Institution is that it is inextricably linked to the District and, by extension, Federal governments. The CFO for UDC actually works for the District, and therefore some financial decisions come from the Council rather than the BOT. The University operates under a Provost model for overall administrative organization. The Provost, Dr. Rachel Petty (Interim) is the chief academic offier for the University and oversees the research activities of the University. The Dean of CAUSES, Dr. Sabine O'Hara, reports to the Provost.



College of Agriculture Urban Sustainability and Environmental Sciences
 In the three years since Dr. Sabine O'Hara assumed responsibility as the first Dean of CAUSES

she has implemented a comprehensive restructuring process of the Land-grant programs within CAUSES. The the intent of this restructuring was to build added capacity that would serve both the land-grant and academic programs of CAUSES and, by extension, CAUSES students and residents of the District of Columbia. The reorganization of CAUSES has integrated the Cooperative Extension Service (CES) and Agricultural Experiment Station programs (AES) to create a strong, research-based community education unit that also strengthens the academic programs of CAUSES by increasing student and faculty participation in land-grant-based practical learning experiences, internships, service learning opportunities and applied research. In order to realize maximum efficiencies, the reorganization created a central Operations unit that supports all Land-grant and academic programs (refer to the org chart in section I.2.2).

This new organizational structure has created substantial efficiencies across the departments and programs within CAUSES. Administrative support for Architecture and Community Planning programs as been significantly expanded. The newly established Office of Operations encompasses five administrative support areas including (1) personnel and staff support; (2) grants, purchasing and budget; (3) administrative and logistics support; (4) marketing and communications; and (5) data management and assessment services. Program directors no longer have to process the necessary paperwork for adjunct hires, but can now hand this task over to the coordinator for personnel services; supply orders and room reservations are taken care of by the coordinator for administrative and logistics services; budgets, grants and purchases are tracked by the newly created grants and purchasing unit; and course participation, assessments and outreach are tracked by data management. The Dean has an administrative assistant, who is responsible for maintaining the Dean's calendar, oversight of administrative files, and general faculty and staff support including assisting with special projects.

The Division of Architecture & Community Planning Chair reports directly to the Dean of CAUSES. As mentioned, substantial administrative and operational support for the academic programs within CAUSES is provided by the CAUSES operations unit under the leadership of the Associate Dean for Operations (ADO). The College also has an Assistant to the Dean for Academic Programs (ADAP). Both the ADO and the ADAP report directly to the Dean. The ADAP addresses many of the time consuming issues that previously fell on the shoulders of the academic program director including student complaints, grade disputes, settling graduation requirements (especially general education related matters) and other disciplinary and policy related matters. For the purposes of curricular and program planning the program directors of the five academic programs within CAUSES report directly to the Dean.

Department of Architecture Administration

The Department Chair, Associate Professor Susan Schaefer Kliman, also serves as the Director of Undergraduate and Graduate Studies. She is responsible for all of the activities of the Department, including coordinating finances with the operations staff and managing the supplies and services budget for the department; policies and procedures for graduate and undergraduate programs, oversight of the faculty committee of the whole; faculty recruitment and hiring; and has input into the promotion and tenure process.

Distinguished Professor and ARI Director, Clarence Pearson, coordinates enrollment for the Department, and serves as advisor to AIAS.

Committees

The only standing committee for the Department is the Committree of the Whole.

There are several College and University Committees, most of which are outlined in the University Governing Documents.

Programs in the College (CAUSES) Divison of Academic Programs

Academic programs withing CAUSES are offered at the Bachelor's and Master's Degree level. All programs emphasize engagement with the community and regions, and experiential learning both in and outside of the classroom. These learning opportunities prepare students for success in their chosen careers and expose them to a real-life learning environment that will serve them well beyond their immediate academic aspirations and goals.

- **Architecture and Community Planning**
 - Bachelor of Science in Architecture (BSc)
 - Master of Architecture (MArch)
- **Environmental Science and Urban Sustainability** (program in phase-out)
 - Bachelor of Science in Environmental Sciences, with concentration in:
 - Environmental Sciences
 - Urban Sustainability
 - Water Resources Management
 - Professional Science Master's Degree in Water Resources Management
- **Health Education**
 - Bachelor of Science in Health Education with a concentration in:
 - Public Health
- **Nursing**
 - Bachelor of Science in Nursing (RN to BSN)
- **Nutrition and Dietetics**
 - Master of Science in Nutrition and Dietetics

Division of Land-Grant Programs

The Land-Grant Division of CAUSES offers research-based community education and professional certification programs that are delivered through five centers: the Center for Urban Agriculture and Gardening Education; the Center for Sustainable Development, which includes the Water Resources Research Institute; the Center for 4-H and Youth Development, which includes the Institute of Gerontology; the Center for Nutrition, Diet and Health; and the Architectural Research Institute.

Each of the Centers offers programs and services that are designed to work directly and collaboratively with the neighborhoods where we are located and to enrich the lives of District of Columbia residents. The five Centers also offer a range of assessment services to residents and community groups including nutrition education, soil testing, water quality monitoring, lead abatement and gardening demonstrations. In FY2014, Centers collectively offered over 1,700 programs and served more than 181,000 participants.

- **Center for Urban Agriculture & Gardening Education**
 - Gardening and Urban Agriculture
 - Master Gardening
 - Specialty and Ethnic Crops
 - Urban Forestry
 - **Center for Sustainable Development**
 - Green Entrepreneurship
 - Small Business Development
 - Green Technology
 - Green Infrastructure
 - Air
 - Water
 - Soil/Waste
- Water Resources Research Institute**
- National Capital Region Watershed Stewards Academy
 - Storm-water Management and Planning

- Water Quality Education Water Safety Training
- **Center for Diet, Nutrition and Health**
 - DC Professional food Managers/Food Handler Certification Program
 - District of Columbia Water Blind Tast Testing Research Project
 - Expanded Food and Nutrition Education Program (EFNEP)
 - Farmers" Market Nutrition Education Program
 - Food Demonstrations and Cooking Classes
 - Food Safety Education
 - Kids Cooking Classes
 - Nutrition, Diet and Health Seminars Nutrition on Demand Supplemental Nutrition Assistance Program-Education (SNAP-Ed)
 - Team Nutrition Project
- **Institute of Gerontology**
 - Senior Companion/Respite Aid
 - Storm-water Management and Planning
 - Bodywise program
 - In Home Helper Program
- **Center for 4-H and Youth Development**
 - 4-H Clubs
 - 4-H Living Interactive Family Education (4-H LIFE)
 - 4-H International Networks
 - 4-H Summer Camp
 - 4-H STEM
 - LifeSmarts Consumer Education for Teenagers
 - Operation Military Kids
- **Architectural Research Institute**
 - Building Rehabilitation
 - Green Building Codes
 - Urban Planning

I.2.3. Physical Resources

The APR must include the following:

- *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.*
- *A description of any changes to the physical facilities either under construction or proposed.*
- *A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

Until 1989 the architecture program was housed on the Van Ness Campus Building 42 which is also the primary home of the UDC School of Engineering and Applied Sciences (SEAS). Upon the implementation of the 5-Year Bachelor of Architecture degree program in 1989 the program moved to the Carnegie Library building on 7th and K St NW. In 1995 the architecture program returned to the campus, and studios and other spaces were located on a space available basis. This situation was not conducive to a cohesive studio environment. The faculty was co-located with the Architectural Research Institute, which was not ideal for the faculty, since faculty members need to have private and secure space to meet with students. The program also lacked conference and meeting space. This situation was brought to the attention, of the administration. After much negotiation the program was assigned to the 1st and 2nd floor of building 32, and plans

were made for the necessary renovation of the area to meet our requirements in anticipation of the NAAB visit.

The renovation is being conducted in three phases. These phases are dictated by the availability of capital funds; scheduled work for other programs and departments; availability of swing space; relocation of activities in the earmarked Architecture Program spaces. Major timing and coordination took place as the Engineering Program spaces were swung out and new spaces renovated and prepared for their relocation. The effort involved the Architecture program temporarily sharing classroom and other spaces with the Engineering Program as their spaces were being prepared. The effort began with phase I, the north side studios renovation and the temporary relocation of the Engineering Program activities into the scattered sites previously occupied by the Architecture Program. Phase II involved the relocation of ARI to the „C“ level of building 32 and the fitting out of the south side of the second floor of building 32. The completion of phase II consolidated all the studios and support spaces into a contiguous suite of activities. In the interim the faculty offices were renovated to be more open and accessible and provide secure faculty spaces for private consultation with students. The entire process will be completed when the ARI is relocated to the first floor and that suite is complete.

The proposal contains approximately 16,083 square feet of floor space to include:

Administrative/Faculty Offices:

Administrative and faculty offices are located on the first floor of building 32. The configuration enables the Department Chair and all full-time faculty members to have dedicated office space. This suite includes designated office space for adjunct faculty, a conference room and reception space. The suite also includes a records storage space, an administrative space, and a small lounge/waiting area.

Studios:

The renovation for the two floors of building 32 enables contiguous studios conducive to collaboration and interaction among studios and individual students. The renovation also provided a chance to configure the studios for the future mode of practice. Each studio consists of approximately 15 workstations with locker storage, file storage, and shelf area. Each station is hard wired for internet access and WiFi capability exists in the area. The WiFi is unreliable in this area. It is a problem that we are having difficulty resolving because the Program does not have independence in this component. The studio is also accessorized with a projection system that enables the faculty and the student to project their presentation; and a white board. The studios allow for electronic pinups and paper pinups. Each studio has two assigned 36” x 72” rolling pinup boards. More formal lecture style presentations are conducted in a separate designated area also capable of accommodating iPhone iPod, tablets, and laptop. Refer to attached floor plans.

Jury and Exhibition Spaces:

The studios are nestled around a Jury area and gallery area open space with movable glass partitions to enable concurrent activities. The computer lab and model shop completes the image of a functioning design community. The jury and gallery space is also equipped with projection presentation equipment that enables connection to the internet.

Computer laboratory:

The Program has a dedicated computer lab with 17 stations, two plotters and two printers. The computer laboratory functions as the instruction space for the computer courses offered by the architecture program as outlined in the syllabi. General student access is possible at all times except during times when dedicated classes are scheduled. The computer lab is also equipped with projection presentation equipment that enables connection to the internet.

All computers in the lab are loaded with the Microsoft Office Suite; the full suite of Autodesk software, including Autocad and Revit; SketchUp; and a few other software packages for use with

the Cad Docs and Specs course. The Chair is currently working with the faculty member who teaches the computer graphics courses to obtain additional rendering and animation software.

The Program desires a level of autonomy in this area. Management of the desktop of the 17 computers by the faculty directly affects pedagogical delivery. We have experienced significant loss of instruction time and content delivery because faculty cannot manipulate the software as needed in response to the dynamics of the classroom. The Program desires an independent network that does not have to respond to the business needs of the University administrative side. After all, the Architecture Program lab is an experimental and teaching network and should be able to respond to scholarly inquiry and learning environment without calling in a third party that is never available in an instant. We have petitioned the Administration for assistance in this area; however, this situation remains unresolved.

Classroom Space:

The need for additional classroom space is satisfied through the university's inventory of shared classroom spaces. As mentioned above, there is one dedicated lecture space within the Architecture Program suite. Reference attached plan.

Learning Resource Center:

The learning resource center is located across the plaza in building 41. The university is part of the Washington Research Library Consortium that allows students access to library resources of all member institutions in the consortium. For more information refer to section 1.2.5.

Model Shop:

The faculty of UDC's architecture program is engaged in an active and lively debate about what a model shop will mean for a program that is focused on urban sustainability and the implications this concept entails for tight urban spaces, energy efficiency, conscious effective and efficient resource use, and a commitment to minimizing the negative impact of design and construction work on health, wellness, water conservation and food security. These considerations point to a new vision for a model shop that will be not the traditional arrangement table saws and tools. Instead, a model shop that is consistent with a commitment to urban sustainability may be equipped chiefly with model making printers that allow the construction of prototypes while minimizing waste. These printers will be electronically connected to the studios and classrooms where students working on their laptops can generate models that will be output on the model making printers. A building mockup is also located in this area for use in the lead abatement training program. In addition to the use in the training programs, the mockup serves as a point of reference for building construct frame wall assembly.

Materials Center/Library:

The Materials Center contains technical data and sample building components to further students' understanding of building construction components and assembly. The Center is located in room 105 building 32, an additional space that was originally to be housed in the ARI suite (not yet fitted). Currently the resource room (library) material is also housed in the Materials Center. Once the phase 3 (ARI) suite is fitted out the resource room (library) will move to that area on the first floor of building 32 adjacent to the faculty offices. Refer to attached plan.

Resource Room:

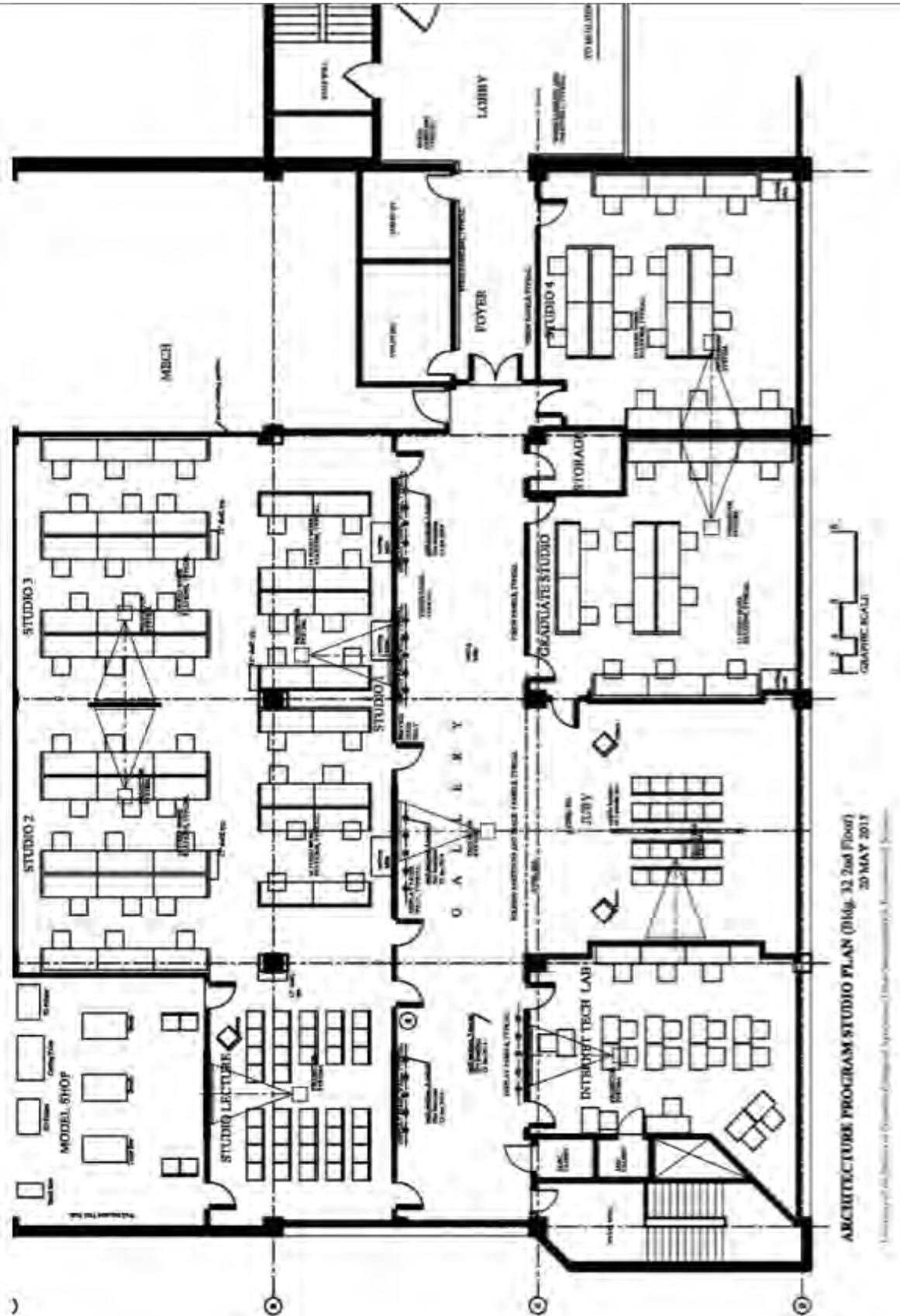
The Resource Room will contain technical volumes like the Sweets Catalogue and other manufacturer's literature and publications not typically stored in the main library. The resource room is slated to be in the ARI suite, which has not come on line as yet. The space will also be ready for the 21st century approach to information access, acquisition and dissemination. Two desktop computers are allocated to the space and the room will be WiFi equipped and hard wired for internet access to online resources for specification writing, etc. The set-up provides easy access to information in a library type setting.

Storage:

Currently there is a small storage space to keep student work – models and drawings on the second floor. This space is insufficient, however, for the program needs.

Architecture Research Institute (ARI):

The Architecture Research Institute (ARI) is yet to join the 1st floor suite. The Institute is currently located on the C level of building 32 (Refer to attached plans). With phase 1 and 2 completed, the chair is working with facilities management in finalizing the schedule for phase 3 fit-out for the ARI Program. As previously mentioned, additional needed storage space and the resource library are dependent upon the renovation of the space to house the ARI. The installation of ARI, the clinical arm of the program, will complete the educational environment for holistic training and preparation of our student towards licencure. Our vision of the intersection of Practice and the Academy will be in full display. The Program's aims and goals are to meet the land-grant mission of training citizens for professional life in the District of Columbia and the world.

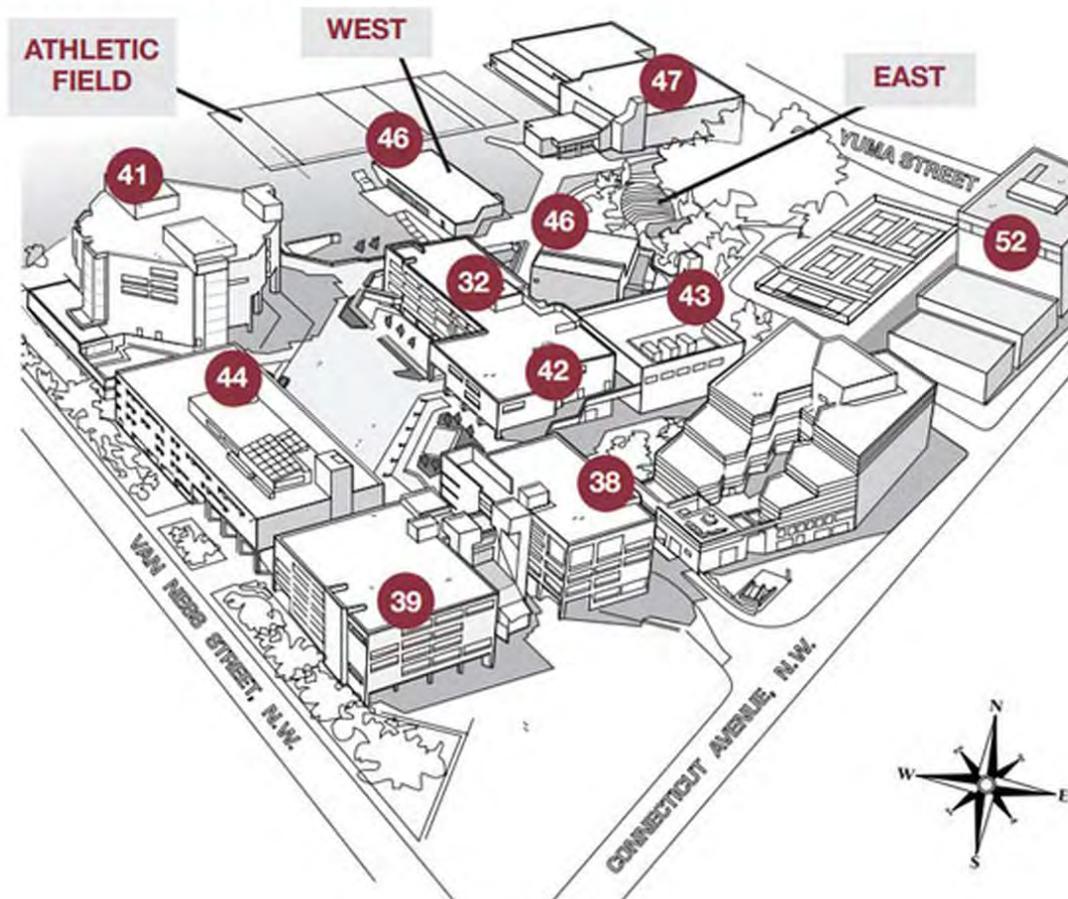


ARCHITECTURE PROGRAM STUDIO PLAN (Bldg. 32 2nd Floor)
20 MAY 2013

University of the District of Columbia College of Architecture, Planning, and Environmental Design



Campus Map



I.2.4. Financial Resources

The APR must include the following:

Program budgets:

- *Current fiscal year report(s) showing revenue and expenses from all sources.*
- *Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.*
- *Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.*
- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Institutional Financial Issues:

- *A brief narrative describing:*
 - *Pending reductions or increases in enrollment and plans for addressing these changes.*
 - *Pending reductions or increases in funding and plans for addressing these changes.*
 - *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate). Any other financial issues the program and/or the institution may be facing.*

Like most universities in the U.S., the University of the District of Columbia has experienced its share of fiscal challenges. Of particular note is that unlike most universities, who have a state budget office that typically interacts with public universities regarding their operating budgets and budget projections, UDC does not have a state office with whom to interact. Instead, UDC is directly responsible to the District of Columbia and its amalgamate governance structure of municipal and state like status. Again, other components of the university's programs and budget suggest direct interaction with the Federal government and congress. The fiscal situation of UDC has been particularly challenging since the formation of the Community College (UDC-CC) and its relocation to a separate campus at 805 North Capital Street in downtown DC close to Union station.

On the upside, the location of the architecture program within CAUSES offers administrative efficiencies that benefit all programs within the college. With CAUSES, UDC has created a separate administrative entity that brings both the land-grant programs of the university and relevant academic programs under one umbrella. The dedicated NPE budget for the architecture program has averaged just over \$25,000 per year for the past 2 years. In addition, one-time purchases of equipment and furniture have totaled an additional \$24,000 per year. While the appropriated budget has been inadequate, the Dean of CAUSES has a private college background, and is working hard to raise funds for CAUSES programs to support ongoing program needs as well as special program initiatives.

The ARI has also been helpful in securing resources for the Architecture Program and its students. Architecture students have always received permission to use ARI equipment, supplies and staff time when working on their studio projects. Additional outside grants and contracts are being pursued each year by the ARI in order to increase the level of funding available to ARI activities and in support of UDC architecture students. Since its inception in 1989, ARI grants and contracts have returned \$2 million in indirect costs to UDC. Each year the university has indicated that a portion of those indirect costs would be returned to the Architecture Program, yet so far no funds have been transferred. Funding for faculty development and enrichment has been minimal as well. Current explorations of fees based programs for the ARI under the land-grant programs

of CAUSES, however, may significantly increase ARI revenue from fees based programs. Anticipated fiscal implications of initiatives in the architecture program include:

- An initiative is has been established and is being further developed whereby the Architecture Program and ARI would develop fees-based programs under the *Healthy Homes* initiatives of the land-grant division of CAUSES to offer training classes in lead abatement, mold removal and risk assessment. This initiative was created because of the new regulations that require all persons working in the District of Columbia that come into contact with lead must have this hazard alleviated. This initiative will generate additional revenue for the Architectural Program. In October 2012 Prof. Pearson attended an energy efficiency and weatherization workshop at the Montana State University Extension Service to explore possible adaptations of the program for the ARI. Prof. Anderson has obtained certifications to coordinate the program, the mock-up was constructed inside of the model shop, and a couple of certificate courses have been offered.
- An accredited, “flexible hours” -based professional degree program in architecture at UDC, will be the only such program at a public university in Washington, DC. Currently, there are only 120 NAAB accredited architecture programs throughout the nation’s 3,500 baccalaureate-granting universities. NAAB accredited architecture programs bring a levels of positive visibility and recognition that creates student enrollment impacts and impacts on the community that far exceeds the percentage representation of architecture program enrollments (architecture enrollments *average 1 to 1.5% compared to the engineering program enrollment of 10% to 15%*).
- The MArch program focuses on the commitment of the DC government to make Washington, DC a national model of sustainability, energy efficiency and “green” architecture. The architecture program at UDC has the potential to become the area’s foremost higher education program in Sustainability and Green Design best practices.
- An accredited MArch program at UDC would also align the institution with the adjacent states land-grant universities at UMD in College Park and Virginia Tech in Blacksburg. Historically, state land-grant institutions have contributed a disproportionately high number of African Americans, women and other underrepresented minority populations to the nation’s licensed architects in the U.S.
- The attainment of accreditation should provide for the fiscal returns on the investments that have been made in the facilities and increasing the faculty numbers. Tuition revenues from new students and potentially dramatic increases in grant revenues and fees based programs of the Architectural Research Institute (ARI) will provide the program with much needed financial resources. With the addition of a NAAB accredited Master’s degree, UDC would be able to retain its best graduates and prepare them for licensure and professional success Under the existing BScA program, students have to transfer to a NAAB accredited degrees program at another university to continue to pursue their goal of becoming a registered architect. UDC needs to retain these students and get credit for their educational success.

UDC Expenditures FY14

	<i>FY14 Expenses as of 10/28/14</i>	<i>*5% adjustment for post closing cost to be posted</i>
Academic Support		
Academic Support (VPAA/Provost)	\$ 3,551,535	\$ 3,729,111
Enrollment Management	\$ 1,832,294	\$ 1,923,909
Institutional Research	\$ 207,838	\$ 218,230
Learning Resources	\$ 3,277,149	\$ 3,441,007
Registrar	\$ 618,552	\$ 649,480
Subtotal	\$ 9,487,369	\$ 9,961,737
Administrative Departments		
OCFO	\$ 2,773,426	\$ 2,912,097
University Administrative Departments	\$ 27,129,316	\$ 28,485,782
President and Board Office	\$ 1,303,591	\$ 1,368,771
Student Affairs	\$ 6,511,269	\$ 6,836,832
Advancement and Government Affairs	\$ 1,816,101	\$ 1,906,905
Subtotal	\$ 39,533,702	\$ 41,510,387
TOTAL	\$ 49,021,071	\$ 51,472,124

* As of this writing outstanding items remain to be posted for the end of the FY14. The second column with the 5% adjustment is the Univeristy Adminstration's projection of the impact of those items.

Percentage of Students Receiving Financial Aid

Aid Type	<i>Institutional</i>		<i>Architecture</i>	
	% of students receiving aid	Average amount by types of aid	% of students receiving aid	Average amount by types of aid
Federal Grants	40 %	\$ 4,993	35 %	\$ 4,893
State/Local Grans	8 %	\$ 945	6 %	\$ 827
Institutional Grants	11 %	\$ 4,269	2 %	\$ 7,675
Student Loans	54 %	\$ 10,769	51 %	\$ 12,353

Total Revenue From All Sources for Architecture Students AY2014

	# of students	FTE	Total Tuition AY2014	Total Mandatory Fees AY2014	Total Revenue per student AY2014
Architecture (MArch)	12	6.7	\$ 65,145	\$ 4,070	\$ 69,215
Architecture (BSc)	54	33.7	\$ 327,664	\$ 24,420	\$ 352,084
TOTAL	66	40.4	\$ 392,809	\$ 28,490	\$ 421,299

Total Expenditures for CAUSES

COLLEGE OF AGRICULTURE URBAN SUSTAINABILITY AND ENVIRONMENTAL SCIENCES (CAUSES)					
Comparative Annual Expenditures across disciplines in the College AY 2014-2015					
Expenditures	Architecture 5FTE	Nursing 3FTE	Nutrition and Dietetics 3FTE	Health Education 3FTE	Professional Science Masters 1FTE
Full-time Faculty (tenured and tenure-track) Salaries & Benefits	\$ 503,985.43	\$ 436,042.63	\$ 271,288.30	\$ 353,280.00	\$ 107,520.00
Land-grant Teaching Instructors Salaries & Benefits					\$ 12,900.00
Adjunct Faculty Salaries & Benefits	\$ 39,775.00	\$ 14,061.00	\$ 45,795.00	\$ 20,333.10	\$ 27,950.00.00
Student Workers (Teacher Assistants- TA)	\$ 7,000.00	0.00	\$ 12,000.00	0.00	\$ 10,000.00
Administrative Staff Salaries & Benefits 5% of operation staff is dedicated to each of the programs daily	\$ 55,176.51	\$ 55,176.51	\$ 55,176.51	\$ 55,176.51	\$ 55,176.51
Non-Personnel Spending Supplies Professional Membership dues (accreditation fees) Contractual Services Equipment	\$ 25,299.54	\$ 12,800.00	\$ 7,300.00	\$ 4,120.00	\$ 5,150.00
Total	\$ 631,236.48	\$ 518,080.14	\$ 391,560.00	\$ 414,610.00	\$ 205,797.00
Student Enrollment as of Spring 2015					
Undergraduate	49	34	44	74	
Graduate	10		24		12
Total Student Enrollment	59	34	68	74	12
Per Student Investment	\$ 10,699.00	\$ 15,238.00	\$ 5,758.00	\$ 5,603.00	\$ 17,150.00

Department of Architecture & Community Planning Revenue and Expenses

Revenue	FY 2017 Forecast	FY 2016 Forecast	FY 2015	FY 2014
Total Tuition Charge MARC Graduate Program	\$118,600 5933 x 20	\$86,400 5760 x 15	\$55,920 avg.* 5592 x 10 students	\$65,145
Mandatory Fee Charge MARC Graduate	\$6200	\$4650	\$3,100 \$310x 10	\$4070
Total Tuition Charge ARCP Undergraduate	\$464,170 6631 x 70	\$386,280 6438 x 60	\$306,250 avg.* 6250 x 49 students	\$327,664
Mandatory Fee Charge ARCP Undergraduate	\$21,700 \$310 x 70	\$18,600 \$310 x 60	\$15,190 \$310 x 49	\$24420
Total	\$610,670	\$495,930	\$380,460	\$421,299
*avg. UDC has three residency rates for tuition fees for full-time students In-state Metro Out of State				
Expenses	FY 2017 Forecast	FY 2016 Forecast	FY 2015	FY 2014
Total Architecture Expenses Personnel Salary & Benefits	\$706,154.39	\$628,754.99	\$ 559,161.94	\$ 487,455.77
Non-Personnel Expenses	\$22,878.90	\$22,213.00	\$ 25,299.54	\$ 34,229.76
Total Expenses	\$729,033.29	\$650,967.99	\$584,461.48	\$521,685.53

I.2.5. Information Resources

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
 - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
 - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
 - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
 - *Demonstrates sufficient funding to enable continuous collection growth.*
 - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

The University's library and information technology services are organized within the Learning Resources Division. The LRD is comprised of three departments: 1) the library, 2) Center for Academic Technology and, 3) Information Technology.

The mission, goals, and objectives of the Learning Resources Division of the University of the District of Columbia are to provide efficient and effective support services to students, faculty and staff.

The Division carries out its mission by pursuing the following goals and objectives:

- The Division shall provide access to resources to faculty and to undergraduate and graduate students enrolled in degree and non-degree academic programs. It shall:
 - Maintain the collections readily accessible by providing a comprehensive catalog of holdings and a list of available support services.
 - Provide orientation and instruction for patrons in the use of the collection and services in support of learning.
 - Develop subject guides at the request of faculty and maintain reserve materials for faculty.
 - Assist faculty with online course development and management, as well as assessment.
 - Publicize services through various methods, including presentations that highlight the services and materials provided by the LRD.
- Collection development and service delivery shall serve curricular needs, academic programming and research activities. The collection development plan is designed to address the changing needs of academic programs. In so doing, it will:
 - Design and implement a collection management program that will insure liaison with academic faculty in selecting materials for curricular support and changing programmatic requirements.
 - Maximize acquisitions of books, periodicals and instructional media materials by identifying appropriate strategies within the collection management program.
 - Evaluate and acquire online resources to improve information access and support distance learning.
 - Continually evaluate service delivery to faculty and students to ascertain how well their identified needs are met.
- The Division shall maintain an attractive physical environment conducive to learning and it will provide access to the technology needs of faculty and students by
 - Maintaining the library's catalog and research databases.
 - Providing adequate seating, study rooms, and computer terminals for student use.
 - Provide adequate space for collection organization and technical processing of materials.

- The Division actively participates in community service as it relates to the land grant function of the University, and therefore, it maintains liaisons with other institutions for sharing of resources, the development of new strategies for sharing resources, and continuing education of the Division's personnel. To this end, the Division:
 - Maintains membership and active collaboration in organizations and programs of institutions such as the Washington Research Library Consortium, and the D.C. Library Association.
 - Encourages personnel to participate in local and national organizations dedicated to the advancement of knowledge.
 - Organizes and sponsors conferences, seminars, workshops, and exhibits on topics related to Learning Resources to enhance the cultural and social awareness of the community.

Assessment of Library Resources

One full-time librarian is responsible for the maintenance of the collection pertinent to Architecture, including fine arts, landscape architecture and engineering.

The library maintains a collection of well over 500,000 in print monograph titles and 71,774 unique journal titles. The LRD is responsible for providing access to all materials held by the library, learning technology resources, computers, printers, scanners, and photocopiers for student use.

	<u>Subject Area</u>	<u>Current Holdings</u>
Monographs (including reference resources)	Call no. range: NA TA TH TD	Majority of titles published within the last 10 - 20 years; all canon areas represented. Monograph collection actively maintained and managed. Approximate total number of titles in all call number ranges (physical monograph and electronic monographs): 5,000
Journal Titles	Art/Art History, Architecture, Engineering	All journals are available in full-text, online format. Primary and canon journals represented. Total number of titles remains stable. Approximate total number of journals in relevant subject ranges: 500
Academic Databases	Art/Art History and Architecture, Engineering	Relevant article databases purchased: JSTOR, ARTstor, IEEE, Project Muse, ProQuest Research Library, Academic Search Premier

	<u>Subject Area</u>	<u>Current Holdings</u>
Visual Resource Collection	N/A	ARTstor; other visual resources maintained by the department.

Washington Research Libraries Consortium

In addition to the resources provided by the Learning Resources Division of UDC the University is also a part of the Washington Research Library Consortium (WRLC). The Consortium was established in 1987 to facilitate the sharing of collections and resources within the District's academic community. The Consortium members include:

1. American University
2. Catholic University of America
3. Gallaudet University
4. George Mason University
5. George Washington University
6. Georgetown University
7. Howard University
8. Marymount University
9. University of the District of Columbia

The mission-critical services that the Consortium offers to its member universities are defined by three broad areas: (a) reciprocal borrowing of collections, subscriptions and other library resources based on a shared online catalog; (b) consortial licensing of online resources when possible; and (c) cooperative collection development.

Key services offered by the WRLC include the following:

- Information technology supporting library operations and resource-sharing
- Access to online resources
- Technology to support digital collections and share campus scholarship, and
- Off-site storage that allows for the continued growth of the physical collections at each member's library.

The Consortium utilizes an on-line catalog system that indexes the collections of all Consortium libraries, making identification of pertinent materials an easy process for faculty and students. The catalog is maintained by the Consortium, with access given to each library to fulfill cataloging tasks and address errors in an item record. This catalog is supported by the Consortium Loan Services. This service makes it possible for patrons to request timely delivery of materials to their home library from any of the participating Consortium libraries. Additionally, faculty and students have access to the Consortium collection through direct usage of and borrowing from any of the participating libraries.

At this time, faculty and students do not have remote access to the academic databases and electronic materials of other libraries due to the licensing requirements of these resources. However, faculty and staff do have direct access to these resources while they are physically in the host library.

Current Issues Regarding Growth and Maintenance

The current state of the collection is appropriate for undergraduate education in Architecture. However, the University has entered into a transitional phase that may impact future funding for

collection growth and maintenance. The students will always have access to materials through the Washington Research Libraries Consortium

I.3. Institutional Characteristics

I.3.1. Statistical Reports

This section should include the statistical reports described in the 2009 Conditions

Faculty Characteristics

I. Full-time Instructional Faculty Compared to the Time of the Last Visit (full academic year)													
AY 2014-2015													
Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Assis. Professor - Male	Assis. Professor - Female	Assis. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	1	0	1	1	1	2	0	1	1	2	0	2	6
Hispanic/Latino	0	0	0	0	0	0	0	0	0	1	0	1	1
White	0	0	0	0	1	1	0	0	0	0	0	0	1
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	1	1	2	3	0	1	1	3	0	3	8
As reported for the academic year in which the last visit took place Fall 2013													
Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Assis. Professor - Male	Assis. Professor - Female	Assis. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	1	0	1	1	1	2	0	1	1	2	0	2	6
Hispanic/Latino	0	0	0	0	0	0	0	0	0	1	0	1	1
White	0	0	0	0	0	0	0	0	0	1	0	1	1
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0

II. Faculty Promotions	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<i>Faculty in the accredited program</i>					
Assistant to Associate Professor		0	0	0	0
Associate to Full Professor		0	0	0	0
Full Professor to Distinguished Professor		0	1	0	0
<i>Faculty in the institution</i>					
Assistant to Associate Professor	not available		2	3	2
Associate to Full Professor	not available		0	2	3
Full Professor to Distinguished Professor	not available		1	0	0

III. Faculty Receiving Tenure	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Faculty in the accredited program	0	0	0	0	0
Faculty in the institution	not available				

IV. Registration in U.S. Jurisdictions	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Faculty receiving 1st time licenses	0	0	0	0	0
Faculty receiving reciprocal licenses	0	0	0	0	0
Faculty renewing licenses	4	3	3	4	5
Faculty receiving NCARB Certificates	0	0	0	0	0
Foreign-educated	0	0	0	0	0
Foreign-licensed	0	0	0	0	0
Broadly Experienced Architects	0	0	0	0	0
Number of Full Time Faculty	4	3	3	4	5
Number of Licensed Faculty-US Jurisdictions	4	3	3	4	5
Location	DC, FL, MD, PA, VA	DC, MD, VA	DC, MD, VA	DC, MD, VA	AZ, DC, MD, NM, VA
Number of Licensed Faculty-Foreign Jurisdictions	0	0	0	0	1

Gender Demographics Full-Time Faculty

Gender	Architecture	UDC
Male	2	117
Female	3	137
	5	254

Race & Ethnicity Demographics Full-Time Faculty

Ethnicity	Architecture	UDC
American Indian or Alaska Native	0	2
Asian	0	6
Native Hawaiian or other Pacific Islander	0	12
Black or African American	4	151
Hispanic/Latino	0	0
White	1	61
Two or more races	0	0
Nonresident alien	0	0
Race and ethnicity unknown	0	22
Total	5	254

Comparative Data for Students

I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

F 2013

Ethnicity	AY 2014-2015									As reported for the academic year in which the last visit took place								
	Full Time			Part Time			Male	Female	Grand Total	Full Time			Part Time			Male	Female	Grand Total
	Male	Female	Total	Male	Female	Total				Male	Female	Total	Male	Female	Total			
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	2	0	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	15	11	26	0	0	0	15	11	26	16	7	23	0	0	0	16	7	23
Hispanic/Latino	5	0	5	0	0	0	5	0	5	1	0	1	0	0	0	0	1	1
White	3	4	7	0	0	0	3	4	7	1	2	3	0	0	0	1	2	3
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	4	1	5	0	0	0	4	1	5	12	5	17	0	0	0	12	5	17
TOTAL	29	16	45	0	0	0	29	16	45	30	14	44	0	0	0	30	14	44

I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

F 2013

Ethnicity	AY 2014-2015									As reported for the academic year in which the last visit took place								
	Full Time			Part Time			Male	Female	Grand Total	Full Time			Part Time			Male	Female	Grand Total
	Male	Female	Total	Male	Female	Total				Male	Female	Total	Male	Female	Total			
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	2	2	4	0	0	0	2	2	4	4	3	7	0	0	0	4	3	7
Hispanic/Latino	1	1	2	0	0	0	1	1	2	3	1	4	0	0	0	3	1	4
White	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	4	8	0	0	0	4	4	8	7	4	11	0	0	0	7	4	11

F 2013

II. Qualifications of Students Admitted	AY 2014-2015			As reported for the academic year in which the last visit took place		
	Male	Female	Total	Male	Female	Total
SAT:						
Critical Reading						
25th percentile SAT score	40%					
75th percentile SAT score	0%					
Mathematics						
25th percentile SAT score	40%					
75th percentile SAT score	0%					
Writing						
25th percentile SAT score	60%					
75th percentile SAT score	0%					
ACT:						
25th percentile ACT score	100%					
75th percentile ACT score	80%					
Graduate Record Examination						
Verbal (200-800)	n/a					
Quantitative (200-800)	n/a					
Analytical (0.0-6.0)	n/a					

Pre-Professional

F 2013

III. Time to Graduation	AY 2014-2015		As reported for the academic year in which the last visit took place	
	Normal Time to Completion	Percentage of students who completed in 150% of normal time.	Normal Time to Completion	Percentage of students who completed in 150% of normal time.
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	8			
Percentage of students who completed in normal time	80			
Percentage of students who completed in 150% of normal time.	20			

*several of our students transferred into the program with a significant number of credits

Graduates

F 2013

III. Time to Graduation	AY 2014-2015		As reported for the academic year in which the last visit took place	
	Normal Time to Completion	Percentage of students who completed in 150% of normal time.	Normal Time to Completion	Percentage of students who completed in 150% of normal time.
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	3			
Percentage of students who completed in normal time	50			
Percentage of students who completed in 150% of normal time.	50			

It is important to note that several of our students have purposely delayed graduation, or the start of the MArch program in anticipation of accreditation of the program. The students are hoping to be part of the cohort that falls within the two year window of initial accreditation, and therefore eligible for and NCARB certificate.

I.3.2. Annual Reports

The APR must include, in addition to the materials described in the 2009 Conditions, a statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

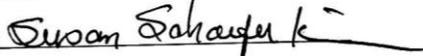
By signing below, we attest to the following:

That University of the District of Columbia (name of institution) has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: May 22, 2015

Accreditation Liaison

Name of Accreditation Liaison: Susan Schaefer Kliman, PhD., AIA

Signature 

Provost and Vice President of Academic Affairs

Name of Provost and Vice President of Academic Affairs: Rachel Petty, PhD.

Signature 

I.3.3. Faculty Credentials

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

Please refer to the faculty matrix in section I.2.1 and the faculty resumes in appendix IV.2. In addition the program is required to provide faculty credentials for regional accreditation purposes.

I.4. Policy Review

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the *2009 Conditions*. A list of the documents to be placed in the team room should be included here in the APR.

Required documents will be available in the Team Room.

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

The APR must include:

- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
 - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
 - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

[NOTE: Elective courses are not to be included on the matrix.]

I.2. Curricular Framework

II.2.1. Regional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

https://www.msche.org/documents/sas/515/Statement_of_Accreditation_Status.htm



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

UNIVERSITY OF THE DISTRICT OF COLUMBIA
4200 Connecticut Avenue, N. W.
Washington, DC 20008
Phone: (202) 274-5100; Fax: (202) 274-5304
www.udc.edu

Chief Executive Officer: Dr. Allen Lee Sessoms, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 4658 Undergraduate; 263 Graduate
Control: Public
Affiliation: State
Carnegie Classification: Master's - Smaller Programs
Degrees Offered: Postsecondary Certificate (< 1 year), Associate's, Bachelor's, Master's;
Distance Education Programs: Yes (approved for the following program(s): Bachelor of Arts in Security Studies)

Accreditors Approved by U.S. Secretary of Education: American Bar Association, Council of the Section of Legal Education and Admissions to the Bar; American Board of Funeral Service Education, Committee on Accreditation; American Dietetic Association, American Commission on Education in Nutrition and Dietetics; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology, National Council for Accreditation of Teacher Education; National League for Nursing Accrediting Commission

Other Accreditors: American Dietetics Association (ADA); Council for Accreditation of Counseling and Related Educational Programs (CACREP); National Architectural Accrediting Board (NAAB); Council on Social Work; Commission of Education of Accreditation for Dietetics Education

Instructional Locations

Branch Campuses: None

Additional Locations: Modern Academy in Maadi, Egypt; North Capitol Street Center, Washington, DC; South Dakota Avenue Center, Washington, DC

Other Instructional Sites: PR Harris, Washington, DC

ACCREDITATION INFORMATION

Status: Member since 1971

Last Reaffirmed: November 18, 2010

[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

Most Recent Commission Action:

October 11, 2012: To accept the supplemental information report. To remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

Brief History Since Last Comprehensive Evaluation:

November 18, 2010: To accept the Periodic Review Report, to reaffirm accreditation and to request a monitoring report, due by October 1, 2011, documenting (1) further evidence of the linkage between the comprehensive institutional strategic plan to decision-making, budgeting, and resource allocation processes (Standard 2); and (2) further evidence of a comprehensive multi-year budgeting process and projections that are aligned with the institution's mission, goals, and strategic plan (Standard 3). A small team visit will follow submission of the monitoring report. To remind the institution of the pending site visits within six months of commencing operations at the following sites: (1) North Capitol Street Center, 801 North Capitol Street, NE, Washington, D.C. 20002; (2) South Dakota Avenue Center, 5171 South Dakota Avenue, NE, Washington, D.C. 20017; and (3) The Excel Institute, 2851 V Street, NE, Washington, D.C. 20018. To further remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

June 23, 2011: To thank the institution for receiving the Commission's representative and to affirm the inclusion of the additional locations at North Capitol Street Center, 801 North Capitol Street, NE, Washington, D.C. 20002 and South Dakota Avenue Center, 5171 South Dakota Avenue, NE, Washington, D.C. 20017 within the scope of the institution's accreditation. To remind the institution of the pending site visit within six months of commencing operation at The Excel Institute, 2851 V Street, NE, Washington, D.C. 20018. To further remind the institution of a monitoring report, due by October 1, 2011, documenting (1) further evidence of the linkage between the comprehensive institutional strategic plan to decision-making, budgeting and resource allocation processes (Standard 2); and (2) further evidence of a comprehensive multi-year budgeting process and projections that are aligned with the institution's mission, goals, and strategic plan (Standard 3). A small team visit will follow submission of the monitoring report. To further remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the

[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

2/4

[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

- safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.
- June 28, 2011: To recognize the institution's decision not to open the additional location at The Excel Institute, 2851 V Street, NE, Washington, D.C. 20018.
- March 1, 2012: To accept the monitoring report and to note the visit by the Commission's representatives. To remind the institution that a visit is required at the Modern Academy additional location in Maadi, Cairo, Egypt, when security concerns permit. To further remind the institution that the Commission reserves the right to delay or terminate accreditation processes and/or status related to an international location if it determines that security considerations would affect the safety of its staff, team members, or others. The next evaluation visit is scheduled for 2014-2015.

Next Self-Study Evaluation: 2014 - 2015

Next Periodic Review Report: 2020

Date Printed: November 12, 2012

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern

[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

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[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation: If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

[https://www.msche.org/documents/sas/515/Statement of Accreditation Status.htm](https://www.msche.org/documents/sas/515/Statement%20of%20Accreditation%20Status.htm)

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II.2.2. Professional Degrees and Curriculum

The APR must include the following:

- *Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*
- *An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.*
- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*
- *A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

UDC offers three courses of study in the architecture department:

- Bachelor of Science in Architecture – 127 Credit Hours
 - Pre-Professional Undergraduate Degree
- Master of Architecture I – 37 Credit Hours
 - For students with a pre-professional degree
- Master of Architecture II – 86 Credit Hours
 - For students without a pre-professional degree

B' Sc ARCH DEGREE PROGRAM			
FIRST SEMESTER		SECOND SEMESTER	
COURSE NO.	CLASS	COURSE NO.	CLASS
ARCP-101	BASIC DESIGN AND COMMUNICATION I	ARCP-102	BASIC DESIGN AND COMMUNICATION II
ARCP-123	ARCHITECTURE AND PLANNING GRAPHICS	ARCP-105	INTRO TO COMPUTER TECH I
ARCP-114	MATERIALS & METHODS OF CONST. I	ARCP-116	MATERIALS & METHODS OF CONST. II
IGED-110	FOUNDATION OF WRITG. IN SOCIAL SCIENCE	IGED-111	FOUNDATION OF WRITING
MATH-105	INTERMEDIATE ALGEBRA I	MATH-113	PRE CALCULUS WITH TRIG I
ORIN-101	FRESHMAN ORIENTATION		
TOTAL		TOTAL	
	16		15
THIRD SEMESTER		FOURTH SEMESTER	
COURSE NO.	CLASS	COURSE NO.	CLASS
ARCP-201	ARCHITECTURAL STUDIO I	ARCP-202	ARCHITECTURAL STUDIO II
ARCP-231	STATICS AND STRUCTURAL DESIGN	ARCP-206	CAD DOCS/SPECS. AND ESTIMATING
ARCP-106	INTRO TO COMPUTER TECH II	ARCP-256	BUILT ENVIRONMENT
ARCP-244	ENVIRONMENTAL SYSTEMS I	ARCP-246	ENVIRONMENTAL SYSTEMS II
PHYS-101	INTRO. TO COLLEGE PHYSICS I/LEC	PHYS-102	INTRO. TO COLLEGE PHYSICS II/LEC
PHYS-103	INTRO. TO COLLEGE PHYSICS II/LAB	PHYS-104	INTRO. TO COLLEGE PHYSICS II/LAB
TOTAL		TOTAL	
	17		17
FIFTH SEMESTER		SIXTH SEMESTER	
COURSE NO.	CLASS	COURSE NO.	CLASS
ARCP-301	ARCHITECTURAL STUDIO III	ARCP-302	ARCHITECTURAL STUDIO IV
ARCP-321	HIST. & THEORY OF ARCH. I	ARCP-322	HIST. & THEORY OF ARCH. II
ARCP-331	THEORY OF STRUCTURES	ARCP-332	DESIGN OF STEEL STRUCTURES
ARCP-241	ADVANCED COMP. SIMULATION	IGED 210	DISCOVERY WRITING
IGED-130	FOUNDATION OF ORAL COMMUNICATION		ELECTIVE
TOTAL		TOTAL	
	17		17
SEVENTH SEMESTER		EIGHTH SEMESTER	
COURSE NO.	CLASS	COURSE NO.	CLASS
ARCP-401	ARCHITECTURAL STUDIO V	ARCP-402	ARCHITECTURAL STUDIO VI
ARCP-411	PROF. ETHICS & PRACTICE	ARCP-414	PROF. ETHICS & PRACTICE II
ARCP-412	PRESERVATION REHAB. TECH. I	ARCP-432	DESIGN OF CONCRETE STRUCTURES
PHIL-	PHILOSOPHY ELECTIVE		ELECTIVE
TOTAL		TOTAL	
	14		14
Bachelor of Science in Architecture Awarded		Credit Hours	
	127		

M'ARCH I DEGREE PROGRAM			
NINTH SEMESTER		TENTH SEMESTER	
COURSE NO.	CLASS	COURSE NO.	CLASS
ARCP-501	PROFESSIONAL STUDIO LAB VII	ARCP-502	THESIS STUDIO LAB VIII
ARCP-503	URBAN AND COMMUNITY DESIGN I	ARCP-504	URBAN AND COMMUNITY DESIGN II
ARCP-505	SUSTAINABLE DESIGN I	ARCP-506	SUSTAINABLE DESIGN II
ARCP-507	GRADUATE SEMINAR		ELECTIVE
TOTAL		TOTAL	
	14		14
ELEVENTH SEMESTER			
COURSE NO.	CLASS		
ARCP-601	PRESERVATION REHAB. TECH.		
ARCP-5XX	ELECTIVE (MONEY MANAGEMENT FOR SUCCESS)		
	ELECTIVE		
TOTAL			
	9		
Master of Architecture (M'Arch I) awarded		Credit Hours	
	37		

FIRST SEMESTER			SECOND SEMESTER		
COURSE NO.	CLASS		COURSE NO.	CLASS	
ARAC-501	DESIGN STUDIO I	3	ARAC-502	DESIGN STUDIO II	3
ARAC-511	BUILDING INFORMATION MODELING I	3	ARAC-512	BUILDING INFORMATION MODELING II	3
ARAC-513	STATICS & STRUCTURAL DESIGN	3	ARAC-519	DESIGN OF CONCRETE STRUCTURES	3
	ELECTIVE	3	ARAC-516	ENVIRONMENTAL STUDIES	3
TOTAL		12	TOTAL		12
THIRD SEMESTER			FOURTH SEMESTER		
COURSE NO.	CLASS		COURSE NO.	CLASS	
ARAC-503	DESIGN STUDIO III	5	ARAC-504	DESIGN STUDIO IV	5
ARAC-515	BUILDING INFORMATION MODELING III	3	ARAC-518	CONTRACT ADMINISTRATION	3
ARAC-514	THEORY OF STRUCTURES	3	ARAC-520	DESIGN OF STEEL STRUCTURES	3
			ARAC-522	HISTORY & THEORY OF ARCHITECTURE	3
TOTAL		11	TOTAL		14
FIFTH SEMESTER			SIXTH SEMESTER		
COURSE NO.	CLASS		COURSE NO.	CLASS	
ARCP-501	PROFESSIONAL STUDIO LAB VII	5	ARCP-502	THESIS STUDIO LAB VIII	5
ARCP-503	URBAN AND COMMUNITY DESIGN I	3	ARCP-504	URBAN AND COMMUNITY DESIGN II	3
ARCP-505	SUSTAINABLE DESIGN I	3	ARCP-506	SUSTAINABLE DESIGN II	3
ARCP-507	GRADUATE SEMINAR	3		ELECTIVE	3
TOTAL		14	TOTAL		14
SUMMER OR SEVENTH SEMESTER					
COURSE NO.	CLASS				
ARCP-601	PRESERVATION REHAB. TECH.	3			
	ELECTIVE	3			
	ELECTIVE	3			
TOTAL		9			
Master of Architecture (M'Arch II) awarded		86	Credit Hours		

II.2.3. Curriculum Review and Development

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

The architecture program at UDC has long emphasized the technical side of the profession. The focus of the first year is establishing the basis for critical thinking. The second year of the program is a total immersion in the technical aspects of the building documentation. Design theory and principles are really introduced in the third year, and in the fourth year these skills are expanded with the addition of the technology components. The graduate studios focus on comprehensive design. In all cases the student is expected to produce a portfolio demonstrating comprehension of basic building design principles.

As previously mentioned, the program has gone through a transition from a 5 year BArch to a 4+1.5 MArch. With that transition came the addition of the second track of the MArch II program for non-preprofessional students. The Department has been working through the challenges of delivering the necessary content and ensuring adherence to the SPCs within the constraints of available course scheduling options and pressure from the University administration to keep the overall credit requirement to a minimum. While we are in compliance with the NAAB requirement for total credits, there remain a few weaknesses in the overall curriculum with respect to the breadth of courses fulfilling the SPC requirements in that MArch II track. These weaknesses are being addressed through our curriculum assessment process.

The architecture faculty at UDC is small enough that there is not a dedicated curriculum committee. Rather, the faculty operates as a committee of the whole, and meets on a monthly basis. Curriculum is a standing topic on the agenda at these meetings. Further, at the end of the academic year, the Chair convenes a retreat where student work for all classes is displayed,

evaluated, and discussed. This assessment considers quality of student work, configuration of the curriculum, effectiveness of courses in achieving the intended outcomes (SPCs), and the overall harmonizing of the courses within the curriculum. As a result of these meetings, changes are implemented at the earliest possible date following decision to modify courses or sequences.

A notable example of the above process is the implementation of a graphics course into the first year. This course is being introduced into the curriculum for the fall of 2015, based on a recognized need evident in the student work. This course will also be added to the MArch II program; however, changes to overall curriculum and courses need to be approved by the Faculty Senate. That process typically takes several months. The faculty has also determined that the technology sequence needs to be strengthened in the MArch II track. Efforts to rectify this situation will require curricular changes, and there are plans to have these changes take place at the same time as the addition of the graphics course.

II.3. Evaluation of Preparatory/Pre-professional Education

The APR must include the following:

- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record (See also I.2.1).*
- *If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]

See January 18, 2010 Explanatory Memorandum from the NAAB for additional information for completing this section of the APR. It is posted at www.naab.org.

NAAB Accredited Professional Degree Program (currently in candidacy)
Master of Architecture

Our program has two paths for admittance to our (candidate) accredited degree program.

The first path is by completing our pre-professional degree, the Bachelor of Science in Architecture. The students who have completed this program have followed our SPC matrix.

The second path is for students who apply from another degree program or institution. The process for these students begins in the broader University. Admissions to UDC are governed by the University Admissions Policies established by the Office of Recruitment and Admissions: <http://www.udc.edu/docs/admissions/Admissions%20Policies.pdf>

For students wishing to matriculate in the professional Graduate Program in Architecture, the following requirements apply:

- Track I: BS in Architecture from an accredited post-secondary institution; Earned a minimum cumulative GPA of 2.5 at the undergraduate level
- Track II: BS degree from an accredited post-secondary institution; Earned a minimum cumulative GPA of 2.5 at the undergraduate level

Once the University has deemed an applicant eligible for the program, the student is directed to either the Graduate Program Coordinator or the Department Chair. During a meeting with the student, a path is created that ensures that all SPC will be addressed prior to graduation.

Individual paths are then placed in the student's file. The student is required to provide evidence of any work that is in question, including syllabi and samples of completed course assignments. This path is used for any student who is transferring from another program, whether an accredited program, pre-professional program, or community college with whom we have an articulation agreement. Students from our undergraduate program who have achieved at 2.5 GPA upon completion of the application are automatically accepted.

II.4. Public Information

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

II.4.1. Statement on NAAB-Accredited Degrees

The school's statement on NAAB-Accredited Degrees is listed online.

http://www.udc.edu/college_of_urban_agriculture_and_environmental_studies/statement_of_accr_education_architecture_and_c

II.4.2. Access to NAAB Conditions and Procedures

Access to the NAAB Conditions and Procedures is provided on our website.

http://www.udc.edu/college_of_urban_agriculture_and_environmental_studies/statement_of_accr_education_architecture_and_c

II.4.3. Access to Career Development Information

Links to career development resources are provided on our website

http://www.udc.edu/college_of_urban_agriculture_and_environmental_studies/statement_of_accr_education_architecture_and_c

II.4.4. Public Access to APRs and VTRs

Links to the APR and VTR are provided on our website

http://www.udc.edu/college_of_urban_agriculture_and_environmental_studies/statement_of_accr_education_architecture_and_c

<http://www.udc.edu/docs/causes/master%20copy%20APR-IC%207JAN2013%20with%20forwarding%20letter.pdf>

<http://www.udc.edu/docs/causes/VTR-IC%20NAAB%20Response%202014%20v2.pdf>

II.4.5. ARE Pass Rates

A link is provided on our website to the NCARB website; however, NCARB has not included pass rates for UDC students since the program is only in initial candidacy. We have had several of our students successfully complete the ARE over the years. The Chair is currently working with NCARB to have our pass rates published.

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [2013]

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

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

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

Comment from previous VTR [2013]

- The team found no evidence of scholarly production from the faculty-neither full time nor part time. Though there is a culture and expectation of scholarship within the university, this culture is yet to be developed among either the senior or junior faculty.
- Liberal arts-based education-program meets the university's standards for general education
- Rather than "holistic, the the architecture curriculum is clearly focused on building skills and knowledge base for traditional practice.

Response from Program [2015]:

- *The new Chair brings with her a background research. She is currently pursuing a research grant, and has charged the faculty with writing grant proposals for the coming academic year. The Dean has met with the architecture faculty to discuss the importance of research; the benefits to the program and the College from the funding generated by grants; the individual benefits to faculty members for conducting research, in terms of publication and promotion/tenure; and to provide information regarding sources of funding. The Dean has further facilitated regular research collaboration meetings to help foster partnerships with faculty from all units within CAUSES, as well as select members of the faculty from the Engineering and Computer Science programs. Recent hires in the Department have increased the full-time faculty to a level where there is now time available for faculty members to pursue research interests and not focus solely on keeping the academic side of the program running.*
- *No action is required in this area*
- *The focus of the program has long been focused on community service, hence ARI. With the relatively recent relocation of the program into CAUSES, the land-grant mission and responsibility for research/dissemination of new knowledge has become a new focus of the program. Greater emphasis is now being placed on opportunities for collaboration with other units within the College, and we are*

responding to the need for expertise within the District. The program is working to supplement our still important technical component with the research component.

I. 1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

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

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

Comment from previous VTR [2013]

- The team found no evidence of a process or schedule of assessment activities-including student course evaluations, institutional review, or other periodic, established processes. It is not clear that the views of junior and adjunct faculty and students are sought by the administration in a systematic way. Within this small academic staff, self-assessment and planning appear to be tacit, not active.
- New CAUSES structure (and new dean) may develop systems for assessment and strategic planning, which will be essential as the program grows.

Response from Program [2015]:

Extensive self-assessment processes have been implemented on both Institutional, College and Departmental levels since the last visit. Refer to Section I.1.5. in this report for details of current self assessment activities.

I.3.1 Statistical Reports³ Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

- Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

Comment from previous VTR [2013]

- Statistics not provided in the APR; some stats delivered on day 3 of the visit.
- Reports on enrollment and characteristics of faculty and students, but not on inputs or outcomes (admissions, graduation, time to completion, etc.)
- The program is a small, Historically Black University setting, with approximately 60 students (grad and undergrad), two tenured faculty (black, registered, male), and two tenure-track faculty (black, registered, female). Many students are career-change, representing an older profile and working 40 hours per week to support themselves (all classes are held at night). The programs examined for Initial Candidacy were the M. Arch I and M. Arch II, and only a dozen students are currently enrolled in these programs. Meetings with students included undergraduates (primarily) along with graduate students.

Response from Program [2015]:

Annual reports were submitted in 2014. Complete statistics as required by the NAAB have been provided in this APR in section I.3.1.

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

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

2013 team assessment: The program focuses on technical and conventional/traditional professional skills, with very little engagement in more conceptual or theoretical exercises.

Response from Program [2015]:

Design studios at all levels – with the exception of the 2nd year technical documentation studio – have been modified to put a greater emphasis on design thinking skills.

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

2013 team assessment: The program points to the History and Theory of Architecture as the source for this SPC, but the evidence provided does not meet this standard.

Response from Program [2015]:

Curricular changes have been made to the History and Theory Courses to ensure that this SPC is met.

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

2013 team assessment: The ability to integrate accessibility systems and components is not demonstrated in the matrix or in the artifacts.

Response from Program [2015]:

This criterion is addressed in the 3rd year, 4th year, and graduate comprehensive design (502) studios

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

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518- Contract Administration and ARCP-501 -Professional Studio Lab VII.

Response from Program [2015]:

Project management processes and documents are covered in detail in ARCP-414/ARAC-518.

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

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 - Contract Administration.

Response from Program [2015]:

Practice management processes and documents are covered in detail in ARCP-414/ARAC-518.

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

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 - Contract Administration.

Response from Program [2015]:

A portion of ARCP-414/ARAC-518 is devoted specifically to leadership. This criterion is also a component of the Urban and Community Design I and II courses ARCP-503 and ARCP-504.

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

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 - Contract Administration.

Response from Program [2015]:

This criterion is addressed in detail in ARCP-414/ARAC-518 through lectures and assignments. Evidence is provided in student assignments and exams.

B. Responses to Causes of Concern

Comment from previous VTR [2013]:

Vision 2020 and impact on new college, CAUSES. While sparing Architecture & Community Planning, the Vision 2020 plan identifies several CAUSES programs for possible elimination. (Mandate from DC City Council to eliminate programs and redistribute budget)

Response from Program [2015]:

The Environmental Science degree, as well as the options under the Bachelor of Science in Health Education and Nutrition and Dietetics were eliminated. These eliminations were based on the fact that no students had graduated from these programs within the previous 5 years, and they had very low enrollments. The Board did approve two things: and Environmental Science minor to be implemented immediately, and in 2017 the addition of a B.A. in Environmental Studies. The new options are intended to provide a broader liberal studies option for students with a concentration in environmental sciences.

Comment from previous VTR [2013]:

Human Resources and Faculty Development: no institutional support (funding) for faculty development and little/no culture of scholarship within the program faculty.

Response from Program [2015]:

There are a multitude of professional development opportunities available to faculty on campus, and there are some limited funds available from the institution for faculty to attend conference and workshops off campus. Faculty are currently pursuing research grants, which will increase opportunity for participation in off-campus professional development. Culture of scholarship has been addressed previously in this report.

Comment from previous VTR [2013]:

Leadership transition: verbal nod to succession plan, but not much taking place (i.e., recent faculty hires must be given the chance to learn before leaping into the program leadership).

Response from Program [2015]:

A new Chair has been hired to lead the program (which was the intent at the time of the previous visit). The University has a formal process for identifying people for leadership positions. There are processes for developing a job description that identifies attributes that the position requires, followed by a formal search committee to review resumes, conduct interviews, and recommend the preferred candidates to the College Dean. The final decision to hire rests with Human Resources in collaboration with the Dean and the Provost. Dr. Kliman was recruited on that basis for her leadership skills and attributes, her professional experience, and her familiarity with the NAAB accreditation process. It is expected that she will actively mentor the junior faculty.

Comment from previous VTR [2013]:

Financial Resources: historic fluctuations; subject to irregularities in the District conditions

Response from Program [2015]:

77% of our students are Pell Grant recipients, which limits our abilities to generate revenues compared to our peer institutions. While the University will always be tied to the vagaries of the District Council and the Mayor's budget, the University is looking at ways to maximize other income streams. Other options include sponsored research, certificate programs and increasing enrollment among paying students. The College (CAUSES) is also looking at several innovative ways to increase revenue.

Comment from previous VTR [2013]:

Dominant focus on technical skills, with little development of design thinking, exploration and expression.

Response from Program [2015]:

The genesis of our program is in the mechanical arts. The program has long had a tradition of producing graduates with exemplary skills, which would make them employable professional office. The faculty is committed to retaining this attribute, while enhancing the design thinking, exploration and expression components of the curriculum. This facet is what makes our program unique. We are in the process enhancing our studio courses to include more of the design theory and problem solving components.

Comment from previous VTR [2013]:

Course documents carry inconsistent titles and numbers (reflecting evolution of the curriculum and program), making it difficult to navigate. Coordinated and consistent documentation would help faculty, students, administrators, and the NAAB clearly understand the sequence.

Response from Program [2015]:

We recognize that there are issues with the titles and numbers of our courses. We are meeting with the Registrar's Office to determine a solution that will allow the titles of our courses to be consistent among the curriculum. Further, we have reconfigured the SPC matrix to make it easier to navigate the program, and documents which outline the overall program have been edited to overlay the different tracks in the MArch program.

2. Summary of Responses to Changes in the NAAB Conditions

N/A – program is being evaluated by the same Conditions which were in place at the time of the previous visit.

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Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)
2. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)
3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
4. Catalog (or URL for retrieving online catalogs and related materials)
5. Response to the Offsite Program Questionnaire (See *2010 Procedures*, Section 8)

1. Course Descriptions

Number & Title of Course:

ARCP-101/102 – Basic Design Communications I & II (3 credits each)

Course Description:

These are the introductory first-year architectural graphics and basic design studio courses in the Flagship curriculum (as distinguished from the more technical and construction drawing oriented first year studio courses in the Community College). In the first semester the student is introduced to the culture of architecture and design thinking, and basic architectural drawing and design methods (manual and computer aided) through the use of orthographic, isometric, oblique, and section drawings and the making of simple study models as tools that communicate building design intentions. In the second semester, students often participate in the vertical studio with their primary focus on the use of “ordering systems” and the concepts of SUSTAINABILITY and GREEN ARCHITECTURE.

Course Goals & Objectives:

- Student will learn how to recognize, compare and contrast the fundamental design theories of Palladio, Frank Lloyd Wright and Le Corbusier applied to residential design
- Student will learn how to manually apply the basic properties of descriptive geometry to drawing communications beginning with “point, line and plane” and the construction of the basic geometric building blocks of architectural space
- Student will learn how to translate a simple client brief for a family residence into a physical space program
- Student will learn how to transform a physical space program into floor plans
- Student will learn how to transform floor plans into 3-D space
- Students will learn the rudimental rules of circulation
- Students will learn to communicate design intentions through the CAD tool, “Sketch Up”
- Students will learn the rudiments of organizing written and graphic information into coherent communication package

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.2. Design-Thinking Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- B.1. Pre-Design Skills

Typical Outline:

General Lecture/Discussion/Research.....30%
Manual Drawing/Study Model-Making..... 30%
CAD-Sketch-Up Drawing..... 30%
Organizing Written & Graphic Presentation.....10%

Prerequisites:

None

Textbooks/Learning Resources:

Dietsch, Deborah; *Architecture for Dummies*
Zell, Mo; *Architectural Drawing Course*
Blake, Peter; *The Master Builders*
Ching, F.D.K.: *Architecture, Space & Form*

Faculty Assigned: Anderson

Number & Title of Course:

ARCP-105/106 – Intro to Computer Technology I & II (3 credits each)

Course Description:

This is a unified two semester treatment of computer assisted drawing and design information technology systems. The first semester focus is on developing competency in the use of CAD-based 2-D & 3-D systems as studio design presentation tools (AUTOCAD and Sketch-Up). The second semester moves the student into the use of CAD systems that extend from presentation systems to focus on office production systems (BIM & REVIT).

Course Goals & Objectives:

- To facilitate the student's comprehension of the difference between design/presentation CAD tools and building construction CAD tools.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation

Typical Outline:

General Lecture/Discussion/Research..... 20%
CAD Drawing Exercises.....50%
Organizing Graphic Presentation.....30%

Prerequisites:

None

Textbooks/Learning Resources:

Current Editions of:

- AUTOCAD
- Sketch-UP
- Sketch-UP – GOOGLE Earth Edition
- BIM/REVIT for Beginners.

Faculty Assigned: Dorta

Number & Title of Course:

ARCP-114/116 – Materials & Methods of Construction I & II (3 credits each)

Course Description:

This is a unified two semester treatment of materials, methods and means of building construction. In the first semester the basic properties of wood, masonry, cementitious materials, roofing and their uses are covered. The properties of metals, concrete and composite materials are covered in the second semester. The student will acquire an elementary understanding of primary construction problems, solutions and vocabulary related to each of these materials. Issues and concepts of sustainability are also covered.

Course Goals & Objectives:

- To facilitate the student's comprehension of the relationship between architectural design, construction technology, and sustainability principles and practices as integrated building practices

Student Performance Criteria addressed:

A.1. Communication Skills
A.5. Investigative Skills
B.3. Sustainability
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

None

Textbooks/Learning Resources:

Fundamentals of Building Construction, Second Edition: Edward Allen and Joseph Iano
Exercises in Building Construction, Edward Allen and Vincent Spruil.

Faculty Assigned: Kilette

Number & Title of Course:

ARCP-123/ ARAC-523 – Architecture and Planning Graphics (3 credits)

Course Description:

How do you convince the viewer through drawings and models that a scene is real? This is the question that will be explored in this first year first semester. The course is intended to prepare the students to use the graphic language for communicating ideas in architecture and planning. Students learn the formal drawing conventions utilized by architects to include axonometric, orthographic projection, and perspective drawings and other foundational graphic techniques and principles for conveying ideas. Methods of hand drawings and computer generated drawings will be used to explore formal drawing, drafting and rendering systems and techniques as they relate to the conventions used to represent space and objects.

Course Goals & Objectives:

- To enable students to learning drawing techniques used for representing three dimensional objects on a two dimension surface.
- Prepare plan section and elevation drawings of three dimensional objects.
- To learn techniques of model making.

Student Performance Criteria addressed:

A.3. Visual Communications Skills

Typical Outline:

General Lecture/Discussion/Research.....25%
Drawing techniques.....60%
Graphic Presentation.....15%

Prerequisites:

None

Textbooks/Learning Resources:

1. *Architect's Studio Companion* (Edward Allen)
2. *Building Construction & Materials* (Edward Allen)
3. *Design Drawing Techniques: For Architects, Graphic Designers, and Artists* by Tom Porter and Sue Goodman (a four volume series)
4. *Manual of Graphic Techniques 1-4: For Architects, Graphic Designers and Artist* ((a four volume series) by Tom Porter
5. *Space, Form, and Order* (F.D.R. Ching)
6. Additional Topical Readings To Be Assigned

Faculty Assigned: Anderson

Number & Title of Course:

ARCP-201/202 – Architectural Studio I & II (4 credits each)

Course Description:

These are the second-year studio courses in the Flagship curriculum leading to the BSc. Arch. degree. The courses build on the first year of architectural graphic representation and rudimentary design skills. The student undertakes the comprehensive design of a modest-size building project in the first semester. The second semester is usually organized as a vertical studio involving first, second and third year studios partaking in a team-approach to the comprehensive treatment of either a high density urban housing project or a mixed use housing and commercial project. The application of the principals of SUSTAINABILITY and GREEN ARCHITECTURE are also introduced.

Course Goals & Objectives:

- To allow the student to synthesize and expand upon the design and technical skills gained in their previous semester(s) of studios
- To explore the two critical issues of “buildability” (use of conventional materials, building systems, and construction technology) and “density” as framed by the DC and other typical municipal zoning and building codes.
- To insure high levels of intellectual rigor in research, written and speaking forms of discourse, cross-cultural and historic design sophistication, personal independence in time management, and maximized use of comprehensive Information Technology.
- To familiarize the student with current (Information Technology based) office practice and methodology commonly used in site analysis and design decision making on high density-high lot occupancy (HDHLO) urban sites in Washington, DC as well as virtually any other city in the nation.
-

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.8. Ordering Skills
- B.1. Pre-Design Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety

Typical Outline:

General Lecture/Discussion/Research.....25%
CAD-Sketch-Up/REVIT Designing/Drawing.....60%
Organizing Written & Graphic Presentation.....15%

Prerequisites:

Basic Design Communications I & II

Textbooks/Learning Resources:

1. *Architect's Studio Companion* (Edward Allen)
2. *Building Construction & Materials* (Edward Allen)
3. *Space, Form, and Architecture* (F.D.R. Ching)
4. *Building Construction* (F.D.R. Ching)
5. *Mechanical Equipment For Buildings* (Fawcett)
6. *The Green Studio Handbook* (Kwok & Grondzik)

Faculty Assigned: Dixon

Number & Title of Course:

ARCP-206 – CAD Docs/Specs & Estimating I (3 credits)

Course Description:

This is a continuation of the first year Intro to Computer Technology courses the second year design studio course. The student will take a more focused approach to the use of CAD programs that integrate design/construction documents, specifications and construction cost estimating.

Course Goals & Objectives:

- To provide the student with an appreciation of the state of the art of integration within today's AEC industry between production, specs and cost estimation.

Student Performance Criteria addressed:

A.3. Visual Communication
A.4. Technical Documentation
B.12. Building Materials and Assemblies

Typical Outline:

General Lecture/Discussion/Research.....10%
CAD Drawing Exercises.....70%
Organizing Graphic Presentation.....20%

Prerequisites:

Intro to Computer Technology II
Architectural Studio II

Textbooks/Learning Resources:

Current Editions of:
AUTOCAD
Sketch-UP
Sketch-UP – GOOGLE Earth Edition
BIM/REVIT for Beginners.

Faculty Assigned: Belton

Number & Title of Course:

ARCP-231 – Statics & Structural Design (3 credits)

Course Description:

Reviews the concepts of stresses and strength of materials; moments, shear, equilibrium, inertia, static loading versus dynamic loading, and torque. This course allows the student to develop the necessary skills to understand the primary elements of load calculation, load transfer, and load tables.

Course Goals & Objectives:

- Facilitating the student's ability to apply the principles and basic techniques of structural design in buildings
- To facilitate the student's ability to select and work harmoniously with structural design professionals
- To design, draft and calculate building structural loads, size members and utilize load tables for a small residence or other simple building types

Student Performance Criteria addressed:

B.9. Structural Systems

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

Technical Math or Equivalent

Textbooks/Learning Resources:

Simplified Structural Design for Architects. Harry Parker
Assigned Readings

Faculty Assigned: Belton

Number & Title of Course:

ARCP-241 – Advanced Computer Simulation (3 credits)

Course Description:

This is a continuation of the first year Intro to Computer Technology courses. The student will explore the modules of CAD software programs for photo-realist renderings, walk-fly through views, shading-shadows studies, night scenes, and seasonal changes. The student will also explore software aimed at modeling sophisticated energy use measurements. Several of the more sophisticated features of BIM/REVIT software are studied in this course. Multimedia presentation methods and techniques are also explored.

Course Goals & Objectives:

- To provide the student with marketable skills in rendering and multimedia presentation methods and techniques.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills

Typical Outline:

General Lecture/Discussion/Research.....10%
CAD Drawing Exercises.....70%
Organizing Graphic Presentation.....20%

Prerequisites:

Intro to Computer Technology I

Textbooks/Learning Resources:

Current Editions of:
AUTOCAD
Sketch-UP
Sketch-UP – GOOGLE Earth Edition
BIM/REVIT for Beginners.

Faculty Assigned: Dorta

Number & Title of Course:

ARCP-244/246 – Environmental Systems I & II (3 credits each)

Course Description:

This is a unified two semester treatment of environmental systems, first on a macro scale and then on a micro(buildings) scale. In the first semester the focus is on sustainable development defined as a process that does not exhaust resources for future generations; processes that enhance the capacity of people and institutions; and processes in which responsibilities and benefits are broadly shared. Sustainable architecture is discussed via the case study method. Culture, climate, urban development, rural development, urban agriculture, environmental design and historic preservation and cultural heritage are topics that will be discussed. The second semester focuses on HVAC, potable and waste water handling, lighting and power for buildings, energy recovery and conservation in buildings. Covered also are methods of manual and computer calculations for building environmental systems loads.

Course Goals & Objectives:

- Facilitating the student's ability to apply the principles and basic techniques of building environment systems to building design
- To facilitate the student's ability to select and work harmoniously with building environmental design professionals
- To design, draft and calculate building environmental systems loads for a small residence or other simple building types

Student Performance Criteria addressed:

B.3. Sustainability
B.8. Environmental Systems
B.11. Building Service Systems

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

None

Textbooks/Learning Resources:

Mechanical, Electrical, Plumbing Systems for Buildings. Fawcett,
Assigned Readings

Faculty Assigned: Kilette, Anderson

Number & Title of Course:
ARCP-256 – The Built Environment (3 credits)

Course Description:

This course provides a holistic introductory treatment of architecture and the built environment for architecture and non-architecture majors. The emphasis is on the examination of world-wide cultural belief systems and other factors that have had a major impact on the man-built world. The organized design professions are reviewed and their value systems examined. The course also exposes the student to the issues of sustainability and climate change, and the role those factors are playing.

Course Goals & Objectives:

- To facilitate the non-architecture student's comprehension of the forces, factors and generators of the man-built world and those relationships to culture, religion, geography, geology, socio-politics and economics
- To facilitate the student's understanding of the interconnections between "what man builds; why man builds; and how man builds" and the related technological implications
- To expose the student to a broad survey of the men and women from the worlds of science, engineering, technology and architecture whose ideas, drive and persona have influenced the shape the physical world

Student Performance Criteria addressed:

A.1. Communication Skills
A.5. Investigative Skills
A.9. Historic Traditions and Global Culture
A.10. Cultural Diversity
C.2. Human Behavior

Typical Outline:

General Lecture/Discussion/Research.....80%
Organizing Written & Graphic Presentation.....20%

Prerequisites:

None

Textbooks/Learning Resources:

Buildings Across Time: An Intro to World Architecture
Moffett, Fazio & Wodehouse; McGraw Hill
A Global History of Architecture, Ching, Jarzombek & Prakash
Architecture for Dummies
Deborah Dietz

Current readings to be assigned

Faculty Assigned: Kliman

Number & Title of Course:

ARCP-301/302 – Architectural Studio III & IV (5 credits each)

Course Description:

These are the third year studio courses leading in the BSc. Arch. Degree program. The courses build on the first year of architectural graphic representation and basic design studios and the follow-on first year of architectural design studios. The student undertakes the conceptual design of several modest-size building projects in the first semester. The second semester is usually organized as a vertical studio involving first, second and third year studios partaking in a team-approach to the comprehensive treatment of either a high density urban housing project or a high density urban mixed use commercial project with the students in this level of studio exerting design and management leadership roles.

Course Goals & Objectives:

- To allow the student to synthesize and expand upon the design and technical skills gained in their previous semester(s) of studios
- To explore in more depth the issues of design methodology through the use of BIM/REVIT CAD information technology.
- To insure high levels of intellectual rigor in research, written and speaking forms of discourse, cross-cultural and historic design sophistication, personal independence in time management, and maximized use of comprehensive Information Technology.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.3. Visual Communications Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Skills
- B.1. Pre-Design Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety

Typical Outline:

General Lecture/Discussion/Research.....25%
CAD-Sketch-Up/REVIT Designing/Drawing.....60%
Organizing Written & Graphic Presentation.....15%

Prerequisites:

Architectural Studios I & II

Textbooks/Learning Resources:

1. *Architect's Studio Companion* (Edward Allen)
2. *Building Construction & Materials* (Edward Allen)
3. *Space, Form, and Order* (F.D.R. Ching)
4. *Building Construction* (F.D.R. Ching)
5. *The Green Studio Handbook* (Kwok & Grondzik)
6. Additional Topical Readings To Be Assigned

Faculty Assigned: Belton

Number & Title of Course:

ARCP-321/322 – History & Theory of Architecture I & II (3 credits each)

Course Description:

These two courses are a unified treatment of architectural history from ancient times through today. The first semester is a survey course that commences with the dawn of the Mesopotamia-centered agricultural revolution. The course looks at succeeding periods and movements up through the Gothic era. The second semester commences with the start of the Italian Renaissance and proceeds through an examination of the 18th century precursors to modernism, the 19th century “Age of Iron,” and concludes with a more in-depth look at the 20th century periods of modernism.

Course Goals & Objectives:

- To provide the student with a basis of critical assessment of early influences and contributions to European/American (and World) architecture.
- To provide the student with the tools for critical assessment of the cultural, economic, religious, and military basis of architecture.
- To provide the basis for the student to be able to recognize, classify and compare fundamental architectural styles and the original sources of those styles.
- To provide the basis for the student to be able to comprehend the shapes, aesthetic systems and relationships of man with the built-environment.
- To be able to use architectural history and theory in the critical observation and discussion of architecture and bring an understanding of history to bear on the design of buildings and communities.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.5. Investigative Skills
- A.9. Historic Traditions and Global Culture
- A.10. Cultural Diversity
- C.2. Human Behavior

Typical Outline:

General Lecture/Discussion/Research.....80%
Organizing Written & Graphic Presentation.....20%

Prerequisites:

The Built Environment

Textbooks/Learning Resources:

Buildings Across Time: An Intro to World Architecture, Moffett, Fazio & Wodehouse; McGraw Hill
A Global History of Architecture, Ching, Jarzombek & Prakash
Architecture for Dummies, Deborah Dietz

Current Readings to be Assigned

Faculty Assigned: Belton, Anderson

Number & Title of Course:
ARCP-331 – Theory of Structures (3 credits)

Course Description:

Analyzes statically determinate beams and trusses; methods of determining deflection of structures and applications for determinate and indeterminate structures including continuous beams.

Course Goals & Objectives:

- Facilitating the student's ability to apply the principles of structural design in buildings
- Provide the student with the technical and theoretical foundation for the following courses in the design of structural steel and reinforced concrete for buildings

Student Performance Criteria addressed:

B.9. Structural Systems
B.12. Building Materials and Assemblies

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

Statics and Structural Design

Textbooks/Learning Resources:

Structural Analysis, 6th Edition, R.C. Hibbeler
Assigned Readings

Faculty Assigned: TBD

Number & Title of Course:
ARCP-332 – Design of Steel Structures (3 credits)

Course Description:

Reviews the concepts of stresses and strength of materials: moments, shear, equilibrium, inertia, static loading versus dynamic loading, and torque. This course allows the student to develop the necessary skills to understand the primary elements of load calculation, load transfer, and load tables as it relates to steel construction and specifically steel frame construction. The AISC codes are employed in computations.

Course Goals & Objectives:

- Facilitating the student's ability to apply the principles and basic techniques of structural design in buildings
- To facilitate the student's ability to select and work harmoniously with structural design professionals
- To design, draft and calculate building structural loads, size members and utilize load tables for a small residence or other simple building types

Student Performance Criteria addressed:

B.9. Structural Systems

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

ARCP-331 – Theory of Structures

Textbooks/Learning Resources:

Simplified Structural Design for Architects. Parker,
Assigned Readings

Faculty Assigned: Gibbs

Number & Title of Course:

ARCP-401/402 – Architectural Studio V & VI (5 credits each)

Course Description:

These are the culminating two semesters of architectural design studio courses in the BSc. Arch. degree program. The courses seek to reinforce, through iteration, the skills required to undertake comprehensive, sustainable and inclusive building design that are in support of the values, priorities, and mission of CAUSES and USDC as the state university. In the first semester the student undertakes the design of several modest-size building projects. The second semester is devoted to the undertaking of an urban design-scale project with minimum faculty supervision.

Course Goals & Objectives:

- To allow the student to continue to synthesize and expand upon the design and technical skills gained in their previous semester(s) of studios.
- To strengthen the student's ability to utilize the pre-design/programming/schematic design/design/development and initial aspects of the Contract Documents phases of Comprehensive Design Services in 21st century professional practice.
- To reinforce the use of high levels of intellectual rigor in research, written and speaking forms of discourse, cross-cultural and historic design sophistication, personal independence in time management, and maximized use of comprehensive Information Technology.

Student Performance Criteria addressed:

A.1. Communication Skills
A.3. Visual Communications Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Skills
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.7. Financial Considerations
B.8. Environmental Systems
B.9. Structural Systems
B.10 Building Envelope Systems
C.1. Collaboration
C.2. Human Behavior

Typical Outline:

General Lecture/Discussion/Research..... 30%
CAD-Sketch-Up/REVIT Designing/Drawing..... 50%
Organizing Written & Graphic Presentation.....20%

Prerequisites:

Architectural Studios IV & V

Textbooks/Learning Resources:

1. Architect's Studio Companion (Edward Allen)
2. Building Construction & Materials (Edward Allen)
3. Space, Form, and Architecture (F.D.R. Ching)
4. Building Construction (F.D.R. Ching)

Faculty Assigned: Pearson

Number & Title of Course:

ARCP-411/414 – Professional Ethics & Practice I & II (3 credits each)

Course Description:

A two semester treatment that in the first semester undertakes a general review of: the profession of architecture; historic developments; relation to other professions and disciplines; the changing role of the architect; architectural and related professional societies; state and national registration boards; education accreditation; federal, state and municipal agencies and legal and ethical questions relating to the practice of architecture and emerging forms of practice. The second semester focuses, via the case study method, on the business and financial tools of professional practice including real estate development and other emerging entrepreneur opportunities

Course Goals & Objectives:

- To foster an appreciation by the student for the need to preserve the national and local buildings that reflect the national heritage.
- To facilitate the skill and capacity of the student to carry out proper surveys, undertake appropriate design measures, and utilize proper building materials and techniques that allow a project to meet the Secretary's standards of acceptance for historic preservation status.
- Help the student acquire basic competence in the integration of sustainable/energy efficiency needs with functional and adaptable reuse design

Student Performance Criteria addressed:

- B.7. Financial Considerations
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment
- C.9. Community and Social Responsibility

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

Fourth year standing in the BSc. Arch program

Textbooks/Learning Resources:

AIA Handbook of Professional Practice, 2008 Student Edition
Assigned Readings.

Faculty Assigned: Pearson

Number & Title of Course:

ARCP-412/601 – Preservation Rehab. Technology I & II (3 credits each)

Course Description:

This is a unified two semester treatment that in the first semester uses the Secretary of the Interior's certification application guidelines and technical specifications as the basis of case study analysis of the planning and design of historic structures in Washington, DC as a point of departure. The second semester is available in the Master's program. The second semester emphasis is on the adaptable reuse of historic and non-historic structures.

Course Goals & Objectives:

- To foster an appreciation by the student for the need to preserve the national and local buildings that reflect the national heritage.
- To facilitate the skill and capacity of the student to carry out proper surveys, undertake appropriate design measures, and utilize proper building materials and techniques that allow a project to meet the Secretary's standards of acceptance for historic preservation status.
- Help the student acquire basic competence in the integration of sustainable/energy efficiency needs with functional and adaptable reuse design

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.5. Investigative Skills
- A.11. Applied Research
- B.3. Sustainability
- B.10. Building Envelope Systems
- B.12. Building Materials and Assemblies

Typical Outline:

General Lecture/Discussion/Research..... 70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

Junior Standing

Textbooks/Learning Resources:

Historic Preservation: An Intro to History, Principles & Practice: Norman Tyler
Historic Preservation: Curatorial Management of the Built World, James Marston Fitch
Assigned Readings

Faculty Assigned: Anderson

Number & Title of Course:

ARCP-432 – Design of Concrete Structures (3 credits)

Course Description:

Reviews the concepts of stresses and strength of materials: moments, shear, equilibrium, inertia, static loading versus dynamic loading, and torque. This course allows the student to develop the necessary skills to understand the primary elements of load calculation, load transfer, and load tables as it relates to concrete and concrete frames. The ACI codes are employed in computations.

Course Goals & Objectives:

- Facilitating the student's ability to apply the principles and basic techniques of structural design in buildings
- To facilitate the student's ability to select and work harmoniously with structural design professionals
- To design, draft and calculate building structural loads, size members and utilize load tables for a small residence or other simple building types.

Student Performance Criteria addressed:

B.9. Structural Systems

Typical Outline:

General Lecture/Discussion/Research.....70%
Organizing Written & Graphic Presentation.....30%

Prerequisites:

ARCP-331 – Theory of Structures

Textbooks/Learning Resources:

Simplified Structural Design for Architects. Parker,
Assigned Readings

Faculty Assigned: Gibbs

Number & Title of Course:

ARCP-501/502 – Graduate Architectural Studio VII & VIII (5 credits each)

Course Description:

This is the two semester architectural design studio courses in the Master of Architecture degree program. The courses seek to prepare the student for the full-fledged status of intern architect preparing for licensure. The student undertakes the comprehensive design of a substantive urban mixed use building project in the first semester. The second semester is devoted to the undertaking and completion of the design phase of a graduate Thesis project based on completion of a Thesis Seminar pre-design document.

Course Goals & Objectives:

- To facilitate the graduate's capacity to perform with limited guidance under a senior level licensed architect in a professional practice setting
- To facilitate the graduate's ability to function as an independent entrepreneur in a collaborative relationship with a licensed design professional.
- To insure that the graduate endeavors at all times to act in an ethical and professional manner when functioning as an intern architect
- To insure that the graduate is fully exposed to the body of knowledge required to successfully complete the Architect Registration Exam
- To insure that the graduate understands the need for life-long self-improvement and continuing education as a design professional

Student Performance Criteria addressed:

A.1. Communication Skills
A.3. Visual Communications Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Skills
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.7. Financial Considerations
B.8. Environmental Systems
B.9. Structural Systems
B.10 Building Envelope Systems
C.2. Human Behavior

Typical Outline:

General Lecture/Discussion/Research..... 30%
CAD-Sketch-Up/REVIT Designing/Drawing..... 50%
Organizing Written & Graphic Presentation.....20%

Prerequisites:

Master of Architecture program standing

Textbooks/Learning Resources:

Additional Topical Readings To Be Assigned

Faculty Assigned: Kliman

Number & Title of Course:

ARCP-503/504–Urban and Community Design I & II (3 credits each)

Course Description:

This is a two semester course that in the first semester covers an introduction to the theory of urban design and community impact on design choices. Urban design is the art of giving form to the physical environment through the understanding of interrelationships of buildings and the spaces between the buildings. Special emphasis is placed on the social, cultural, economic, political and natural environmental forces that shape and impact the buildings and spaces created. The second semester covers the history of urban design and the principals formulated to create a good foundation for a comprehensive urban design solution. Urban design solutions of various cities will be analyzed for best practices and used as precedents for problem solving of proposed sites in the District of Columbia.

Course Goals & Objectives:

- The student will learn what urban design professionals do and the services they provide within the context of their respective disciplines.
- Theory of urban and community design will be discussed to understand the interrelationship of buildings and the voids created. It is the proper articulation of the open spaces that underpin good urban design.
- The student will become familiar with the multiplicity of scale and the impact of a balance of scale in designing a successful urban environment for people to live, work and play.
- The student will become familiar with the societal obligation of urbanism and the Built Environment design opportunities to promote positive change and the inclusion of the process of how people will use the spaces.

Student Performance Criteria addressed:

A.5. Investigative Skills
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.3. Sustainability
B.4. Site Design
C.1. Collaboration
C.2. Human Behavior
C.3. Client Role in Architecture
C.6. Leadership
C.9. Community and Social Responsibility

Typical Outline:

General Lecture/Discussion/Research.....40%
REVIT Designing/Drawing.....20%
Organizing Written & Graphic Presentation..... 40%

Prerequisites:

Graduate Program Standing

Textbooks/Learning Resources:

THE IMAGE OF THE CITY by Kevin Lynch
SMART GROWTH MANUAL by Andres Duany and Jeff Speck
PRINCIPALS OF URBAN STRUCTURE by Nikos A. Salingaros

Faculty Assigned: Dixon

Number & Title of Course:
ARCP-505/506 – Sustainable Design I & II (3 credits each)

Course Description:

This is a two semester course that in the first semester covers sustainability concepts and terminology. Students will be capable of developing and using sustainability indices. Students will demonstrate an introductory level competency with sustainability tools and frameworks such as the Leadership in Energy and Environmental Design (LEED) Green Building Rating System and the SmaRT program for building products. The second semester covers the EPA's Energy Star Rating program for buildings, energy modeling/ analysis, and the physical design of a sustainable building using the LEED program. Students will be able to identify and incorporate green building technologies into an original design via specific program guidelines.

Course Goals & Objectives:

- To build understanding, awareness, and comfort using sustainability criteria and frameworks, the vocabulary of the sustainability industry, and the processes and principles required to make sustainable change in business.
- To build experience in developing sustainable product and service solutions.
- To hone presentation skills, design skills, and critical thinking skills.
- To prepare students to successfully take the LEED accreditation examination

Student Performance Criteria addressed:

A.5. Investigative Skills
B.3. Sustainability
B.4. Site Design
B.8. Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies
C.1. Collaboration

Typical Outline:

General Lecture/Discussion/Research..... 20%
CAD-Sketch-Up/REVIT Designing/Drawing..... 40%
Organizing Written & Graphic Presentation.....40%

Prerequisites:

Graduate Program Standing

Textbooks/Learning Resources:

USGBC LEED 2009 for New Construction Manual
EnergyStar.gov Target-finder Online Tool
http://www.energystar.gov/index.cfm?c=new_bldg_design.bus_target_finder

Faculty Assigned: Dixon

Number & Title of Course:
ARCP-507 – Graduate Seminar (3 credits)

Course Description:

Successful completion of this course is the prerequisite for enrollment in the spring semester ARCP-502 Thesis Studio. In this course the student must select a master's thesis topic in consultation with the course instructor, develop the research protocol, documentation, and pre-design program for the Part I Pre-Thesis Document (Part II is the Thesis Design Project) and submits the final approved Part I document which shall serve as the program guideline for Part II Thesis Studio design project.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.5. Investigative Skills
- A.11. Applied Research

Typical Outline:

General Lecture/Discussion/Research..... 20%
Organizing Written & Graphic Presentation.....80%

Prerequisites:

Good standing in the Master of Architecture program

Textbooks/Learning Resources (Select Examples):

- How Cities Work: Suburbs, Sprawl, and the Roads Not Taken*
Alex Marshall
University of Texas Press – 2000
- Emerald Cities: Urban Sustainability and Economic Development*
Joan Fitzgerald
Oxford University Press – 2010
- Precedents in Architecture: Analytic Diagrams, Formative Ideas and Partis*
Roger Clark
Wiley, New York – 2004
- City of Bits: Space, Place & the Infoban*
William J. Mitchell
MIT Press, Cambridge - 1995
- Cradle to Cradle; Remaking the Way We Make Things.*
William McDonald & Michael Braungart
North Point Press – New York 2002
- The Crisis of the African American Architect: Conflicting Cultures of Architect & (Black) Power*
2nd Edition
Melvin L. Mitchell
Writers Club Press, De Moines - 2002

Faculty Assigned: Kliman

2. Faculty Resumes

Name:

Genell Anderson, AIA, NOMA

Title:

Assistant Professor (FT-tenure track)

Courses Taught:

Basic Design and Communication I & II (ARCP-101/ARAC-501 & ARCP-102)

Architecture and Planning Graphics (ARCP-123/ARAC-523)

Environmental Systems I & II (ARCP-244 & ARCP-246)

History and Theory II (ARCP-322)

Preservation and Rehab Tech (ARCP-414/ARCP-601)

Educational Credentials:

B. Arch., Tulane University, 1982

M. Arch., Tulane University, 2004

Teaching Experience:

Adjunct Professor, USDC, 2009

Assistant Professor, UDC-CC, 2010-2012

Assistant Professor, UDC, 2011-present

Professional Experience:

AMAR Group, LLC, Owner/Principal, 1991-present

Daniel Mann Johnson Mendenhall, Designer 1982-1992

Sultan Campbell Britt Owens, Sr. Project Architect, 1993-2001

Registration:

District of Columbia, 1994

Maryland, 2010

Publications/Research:

Author: *Call of the Ancestors*, AMAR Publications Washington, DC 1991

Cover Photo & Feature Article in PORT OF HARLEM MAGAZINE

Home: Building Your Own Castle – August 2004 and October 2010

Certified Plans Reviewer: DC Dept. of Consumer & Regulatory Affairs

Professional Memberships:

American Institute of Architects, 1998

National Organization of Minority Architects, 2000

International Code Council, 2008 – present

NCARB 2009 – present

The Board of Architects and Interior Designers for the District of Columbia

Name:

Ralph Belton, RA CSI

Title:

Associate Professor (FT-Tenured)

Courses Taught:

Design Studio II & Design Studio III (ARCP-201 & ARCP-202/ARAC-502)

History & Theory of Architecture I (ARCP-321)

Statics and Structural Design (ARCP-231/ARAC-513)

CAD Docs and Spec (ARCP-206)

Educational Credentials:

B. Arch., Howard University, 1978

M. Arch., Howard University, 1979

Teaching Experience:

Assistant Professor, Howard University, 1979-1990

Associate Professor, USDC, 1989-present

Co-Conductor, Summer Europe & Japan Architecture Student Tours

Professional Experience:

Belton & Associates Architects, 1993-present

Hicks, Belton, Worsley Architects & Engineers

Belton-McGhee Associates, 1983-1993

Frank G. West Architects, 1980-1983

Registration:

Maryland, 1983

Public Service (Selected):

NCARB Grader, 1984 & 1986

DC Commission on Caribbean Affairs, 2003-2006

Tau Sigma Fraternity

Founding Member, Friends of Grenada

Board Member, All-Souls Unitarian Church

DC Commissioner of Caribbean Affairs (Mayor Williams's tenure)

Professional Memberships:

Construction Specifications Institute (CSI)

Name:

Kathy Denise Dixon, AIA, NCARB, LEED AP

Title:

Associate Professor (FT-tenure track)

Courses Taught:

Architectural Studio I & II (ARCP-201 & ARCP-202/ARAC-502)

Sustainable Design I & II (ARCP-505 & ARCP-506)

Urban and Community Design I & II (ARCP-503 & ARCP-504)

Preservation and Rehab Tech (ARCP-601)

Educational Credentials:

B. Arch., Howard University, 1991

MA in Urban Planning, UCLA, 1993

Teaching Experience:

Associate Professor, USDC, 2010-present

Professional Experience:

K. Dixon Architecture, PLLC 2003 - present

Arel Architects, Associate Principal 2006-2010

Mc Kissack & McKissack of DC, Sr. Project Architect, 2002-2006

Jacobs Facilities Inc., Project Architect, 1998-2002

Registration:

District of Columbia, 1998

Maryland, 1998

Virginia, 1998

NCARB Certified, 2002

LEED AP Certified, 2001

Publications/Research:

Featured in *Becoming an Architect: A Guide to Careers in Design*, 2009

Featured in *Breakthroughs and Obstacles in Architecture* – AR, May 2009

Featured in *Riding the Vortex: African American Women in Architecture*

– AIA & NOMA National Conventions

NOMA Magazine Articles, 2006, 2007, 2009

Professional Memberships:

American Institute of Architects, 1998

National Organization of Minority Architects, 2000

President Elect/First Vice-President 2010

Northeast Region Vice-President, 2003-2009

DC Chapter Secretary, 2000-2003

US Green Building Council – NCR Chapter, 2004-present

African American Real Estate Professionals, 2005-present

Name:

Susan Schaefer Kliman, PhD, AIA

Title:

Associate Professor (FT- tenure track)

Courses Taught:

Professional Ethics and Practice II (ARCP-414)
Architectural Studio I (ARCP-201)
The Built Environment (ARCP-256)
Graduate Seminar (ARCP-507)
Architectural Studio IX and X (ARCP-501 & ARCP-502)

Educational Credentials:

B. Arch., Cornell University, 1986
M. Arch., University of Arizona, 1994
Ph.D., Arid Lands Resource Sciences, University of Arizona, 2001

Teaching Experience:

Assistant Professor, Washington Technical Institute, 1971-1976
Professor & Department Chairperson, UDC

Professional Experience:

PAA, Inc., 1991-1994
Klimatic Architectural Design, 1994-2005
bright/kliman architects, plc, 2005-2007
Klimatic Architecture, 2007-present

Registration:

Arizona, 1993
New Mexico, 2004
Sonora, Mexico, 2008
Maryland, 2010
Virginia, 2010

Public Service: (Selected)

National Council of Architectural Registration Boards (NCARB)- 10 committees from FY14 to present
NAAB Accreditation Team Pool, 2009-present
Arizona State Board of Technical Registration - Board Member 2007-2012
American Institutes of Architects – Service on multiple committees at local and state levels
Cornerstone Building Foundation Charities - treasurer, 2008-present

Publications/Research: (Selected)

“Building on Current and Previous Work--Programs and Initiatives Relevant for Arid Cities in Changing Climates Project”. Arid Cities in Changing Climates: Urban Land and Water Use in the Desert Southwest Workshop, Tucson, Arizona. December 2010. Panel Participant.
“The Effects of Vegetation, Structural and Human Factors on the Thermal Performance of Residences in a Semi-Arid Environment.” Hot Topics Cool Solutions 2001, The Sustaining Desert: Building Livable Futures. Tucson, Arizona, September 2001.

Professional Memberships:

American Institute of Architects, 1993
National Council of Architectural Registration Boards 2006

Name:

Clarence Pearson, FAIA

Title:

Professor (FT-Tenured)

Courses Taught:

Architectural Studio V & VI (ARCP-401 & ARCP-402/ARAC-504)
The Built Environment (ARCP-256)
Professional Ethics and Practice I & II (ARCP-411 & 414)

Educational Credentials:

B. Arch., Hampton University, 1968
M. Urban Design, Catholic University, 1974

Teaching Experience:

Assistant Professor, Washington Technical Institute, 1971-1976
Professor & Department Chairperson, UDC

Professional Experience:

Gray West & Wilson Architects, 1970-1974
Pearson & Johnson Architects, 1975-1985
Clarence Pearson Associates, 1986-present

Registration:

Virginia, 1974

Public Service: (Selected)

Outstanding Achievement Award; Promoting Architecture in DC Public Schools
Co-Chair, DC Building Code Advisory Committee
National Alumni Merit Award, Hampton University

Professional Memberships:

American Institute of Architects, 1974
AIA College of Fellows, Inducted 2005
National Organization of Minority Architects (NOMA), 2006

Name:

Melvin Mitchell, FAIA, NCARB, NOMA

Title:

Adjunct Professor

Courses Taught:

Graduate Architectural Studio VII & VIII (ARCP-501 & ARCP-502)

Graduate Thesis Seminar (ARCP-507)

Educational Credentials:

B. Arch., Howard University, 1967

M. Arch., Harvard Grad School of Design, 1970

Teaching Experience:

Assistant Professor, Federal City College, 1970-1971

Assistant Professor, Howard University, 1972-1977

Associate Professor, UDC, 1986-1993

Associate Professor & Director/Dean, School of Architecture & Planning

Morgan State University, 1997-2002

Associate Professor (Visiting), USDC, 2002-present

Professional Experience:

Melvin Mitchell Architects PC, 1980-2005 – Owner/Principal

Bryant Mitchell Architects PLLC, 2005-present

Registration:

District of Columbia, 1972

NCARB, 1975

Maryland, 1976

Florida, 1980

Pennsylvania, 2007

Publications/Research/Public Service: (Selected)

Author: *The Crisis of the African American Architect*

Revised 2nd Ed. *Writer's Advantage*, New York 2002

President, DC Architects Registration Board, 1993-1995

NCARB Grader, 1993-1995

Member, DC Historic Preservation Review Board, 1996-1997

Member, Baltimore City Architectural Review Board, 1998-2002

Invited Lecturer: Numerous Architecture Schools, 2002-present

Name:

Ahmet Zeytinci, PhD, PE, Fellow-NSPE

Title:

Professor of Civil Engineering (FT- Tenured in School of Engineering & Applied Science)

Courses Taught (in Architecture Program):

Statics & Structural Design (ARCP-231/ARAC-513)
Theory of Structures (ARCP-331/ARAC-514)
Design of Steel Structures (ARCP-332/ARAC-520)
Design of Concrete Structures (ARCP-432/ARAC-519)

Educational Credentials:

B.S./M.S. in Structures, Istanbul Technical University, 1974
Ph.D. Structural Engineering, 1981

Teaching Experience:

Assistant Professor, Istanbul Technical University, 1977-1982
Visiting Research Associate Professor, International Institute, Tokyo 1975-1977
Professor of Civil Engineering, USDC 1986-present

Professional Experience:

ALPHA International Inc., Vice-Pres. 1998-2002
G&F Engineers, Sr. Project Engineer 1983-1986
Sultan Campbell Britt Owens, Sr. Project Architect, 1993-2001

Registration:

District of Columbia, 1984

Publications/Research:

Author/Principal Investigator:
Investigation of Indoor Quality Modification of HVAC Systems
ASHRAE, November 2002
A Lab Based Intro to Science, Engineering & Technology
USDE March 2006
Curriculum Analysis for Urban Engineering Programs
American Society for Engineering Education, April 2004
15 Conference papers/presentation in the last five years

Professional Memberships:

Fellow, DC Society of Professional Engineers, June 2009
American Society of Civil Engineers
National Society of Professional Engineers
American Institute of Steel Construction (AISC)

Name:

James Killette

Title:

Instructor (PT)
Sr. Project Manager, Architectural Research Institute

Courses Taught:

Materials & Methods of Construction I & II (ARCP-114 & ARCP-116)
Environmental Systems I & II (ARCP-244 & ARCP-246/ARAC-516)

Educational Credentials:

AAS, UDC, 1995
B. Arch, UDC, 1995
M. Arch, Morgan State University, 2001

Teaching Experience:

Instructor, USDC, 2006-present

Professional Experience:

Architectural Research Institute: Sr. Project Manager, 1993-present
Sorg & Associates: Project Architect, 1992-1993
AEPA Architects: Intern Architect, 1987-1991

Name:

Vicente Caballero

Title:

Instructor (PT)
Sr. Project Manager, Architectural Research Institute

Courses Taught:

Intro to Computer Technology I (ARCP-105/ARAC-511)
Advanced Computer Simulation (ARCP-241/ARAC-515)

Educational Credentials:

M.S. Engineering, University of Lima, Peru, 1999
BSc, Engineering, University of San Martin de Porres, 1995
AAS, BSc. Arch., UDC, 2010
BSc. Arch, UDC, 2009

Teaching Experience:

Instructor, USDC, 2010-present

Professional Experience:

Bryant Mitchell Architects: REVIT/BIM Manager, 2008-present
Architectural Research Institute, 2009-present

Name:

Howard C. Gibbs, P. E.

Title:

Instructor (PT)

Courses Taught:

Design of Concrete Structures (ARCP-432/ARAC-519)

Design of Steel Structures (ARCP-332/ARAC-520)

Educational Credentials:

Bachelor of Science in Civil Engineering (Summa Cum Laude), The University of the District of Columbia, 1979.

Master of Science in Engineering Management, The George Washington University, 1996.

Concentration: Management Information Systems

Teaching Experience:

Instructor, USDC, 2006-present

Lecture to Howard University's Freshman Design Class, "The Process of Engineering" -- October, 1997

Professional Experience:

1972-2007: Potomac Electric Power Company, Civil and Substation Engineering Department,.

Registration:

District of Columbia, 1982

State of Maryland, 1987

State of New Jersey, 2003

Professional Memberships:

District of Columbia Water and Sewer Authority.

District of Columbia Board of Professional Engineering.

District of Columbia Building Code Advisory Committee: Chair, Structural Subcommittee

American Society of Civil Engineers: Structural Engineering Institute

Member, ASCE 7 Standards Committee on Minimum Design Loads for Buildings and Other Structures, 2003-2006

National Society of Professional Engineers: Elected to Fellow in 2004

National Council of Examiners for Engineering and Surveying:

District of Columbia Society of Professional Engineers:

District of Columbia Council of Engineering and Architectural Societies:

National Fire Protection Association: Member, 1980-2007

Name:

Dorven Dorta

Title:

Instructor (PT)
Sr. Project Manager, Architectural Research Institute

Courses Taught:

Intro to Computer Technology I (ARCP-105/ARAC-511)
Advanced Computer Simulation (ARCP-241/ARAC-515)

Educational Credentials:

BSc. Arch, UDC, 2012

Teaching Experience:

Instructor, USDC, 2010-present

Professional Experience:

Architectural Research Institute, 2012-present

3. Visiting Team Report (VTR)

4. Catalog

The current version of the academic course catalogue of UDC can be found online at:

http://www.udc.edu/docs/registrar/UniversityCatalogue_09192014.pdf

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National Architectural Accrediting Board, Inc.

March 10, 2014

Dr. James E. Lyons, Sr.
Interim President
Office of the President
University of the District of Columbia
4200 Connecticut Avenue, NW
Building 39, Room 301A
Washington, DC 20008

Dear Dr. Lyons:

At the February 2014 meeting of the National Architectural Accrediting Board (NAAB), reviewed the *Visiting Team Report for Initial Candidacy (VTR-IC)* for the University of the District of Columbia, Department of Architecture and Community Planning.

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

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

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

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

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

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

Very truly yours,


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

cc: Ralph Belton, Chairperson ✓
Michele Pride, AIA, NOMA, Visiting Team Chair
Visiting Team Members

Enc.

1101 Connecticut Avenue, NW

Suite 410

Washington, DC 20036

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fax 202.783.2822

www.naab.org

info@naab.org

**University of the District of Columbia
College of Architecture, Urban Studies and Environmental Sustainability**

Initial Candidacy Visiting Team Report

M. Arch

Track I (preprofessional undergraduate degree @ 131 credits + 37 graduate credit hours)

Track II (undergraduate degree + 90 graduate credit hours)

**The National Architectural Accrediting Board
6 November 2013**

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

Since its inception in 1970, the program has delivered and sustained a night/weekend program that offers an affordable option for a range of students, at the only public university in the District of Columbia. Students enjoy small class size and close relationships with faculty, as well as substantial engagement with communities and public agencies in the District. The current undergraduate program is the legacy of a 2-year associates degree in Architectural Engineering Technology. It was recently moved out of the College as part of the University's move to separate the community college from the 4-year institution. Over the years, the program has evolved slowly toward accreditation eligibility and, despite previous stalled and thwarted attempts, now is positioned to establish candidacy. Partially victim to unfortunate timing and isolation from national discussions, the two remaining senior faculty have cobbled together a 4+1-1/2 year M Arch program that now falls 8-10 credit hours short of the minimum currently required by the NAAB.

The program's legacy of vocational training and history of relative isolation is evident today, preparing students to contribute competently within a traditional practice setting, immediately upon graduation. The reconstituted Bachelor of Science program is strongly focused on technical training, with computer drafting, technology, structures/physics, and code compliance dominating the 121–123 credit hour curriculum. The nascent, 3-semester Master's program adds Community Planning and Preservation Technology to this technical core. Implemented just two years ago, student outcomes of the M Arch are few; time will only tell if the graduate program will consistently produce graduate-level work. The team must note here that the current curriculum and direction of the program might be more appropriate as an undergraduate B Arch program. The creation of the M Arch program was a response to the NAAB's temporary moratorium on accrediting new B Arch programs, which was removed in 2006. It seems the program administrators were unaware of this change in NAAB policy.

The program has benefited significantly from its move to the new College of Agriculture, Urban Sustainability and Environmental Science (and out of the College of Engineering). Formation of CAUSES generated enthusiasm and optimism within the architecture program and among the other CAUSES programs. This unique mix (architecture, environmental science and health) is well positioned to advance the quality and relevance of the academic and land grant (outreach) programs, and is in alignment with the DC mayor's "greening the city" initiative and "green UDC" goals. That said, the UDC 2020 Vision plan could lead to substantial changes in CAUSES (3 of its programs are identified for elimination), which could affect the trajectory of the architecture program.

Along with structural ones, there are other positive changes that indicate commitment to the program. New studio and support spaces have been allocated: about half were improved and occupied at the time of the visit, with additional space scheduled for completion in time for spring semester 2014. The full time faculty complement was doubled in 2011, with the hiring of two additional (visiting) faculty (Anderson, Dixon), both of whom were moved to tenure-track in fall 2013. A fifth tenure-related line was recently approved and expected to result in a hire for fall 2014. Discussion with administrators at all levels suggests that this position may be used to bring new leadership to the program. 

Student work presented in structures courses are exemplary (though lateral forces not met). In many cases where M Arch II students and undergraduates are mixed in the same class, it is not clear which work/evidence presented was completed by graduate/M Arch II students.

We applaud the Architecture Research Institute for having provided students and graduates with practical work experience—and the District with conscientious work—since 1989. This practice arm of the school fits well within the new academic/land grant model in CAUSES.

Program leadership and other faculty are strongly encouraged to participate in reviews, conferences, and development opportunities offered by AIA, NAAB, and ACSA. In particular, they should attend NAAB Team Training and seek to serve on NAAB visiting teams.

2. Conditions Not Met

I.1.3.A. Architectural Education and the Academic Community

I.1.5 Self-Assessment Procedures

I.3.2. Statistical Reports

II.1.1 Student Performance Criteria:

- A. 2. Design Thinking Skills**
- A. 10. Cultural Diversity**
- B. 2. Accessibility**
- C. 4. Project Management**
- C. 5. Practice Management**
- C. 6. Leadership**
- C. 8. Ethics and Professional Judgment**

3. Causes of Concern

1. Vision 2020 and impact on new college, CAUSES. While sparing Architecture & Community Planning, the Vision 2020 plan identifies several CAUSES programs for possible elimination. (Mandate from DC City Council to eliminate programs and redistribute budget)
2. Human Resources and Faculty Development: no institutional support (funding) for faculty development and little/no culture of scholarship within the program faculty.
3. Leadership transition: verbal nod to succession plan, but not much taking place (i.e., recent faculty hires must be given the chance to learn before leaping into the program leadership).
4. Financial Resources: historic fluctuations; subject to irregularities in the District conditions
5. Dominant focus on technical skills, with little development of design thinking, exploration and expression.
6. Course documents carry inconsistent titles and numbers (reflecting evolution of the curriculum and program), making it difficult to navigate. Coordinated and consistent documentation would help faculty, students, administrators, and the NAAB clearly understand the sequence.

4. Progress Since the Previous Site Visit

This category is not applicable to the Master of Architecture program.

II. Compliance with the Conditions for Accreditation

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

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

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

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

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

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

2013 team assessment: Strong alignment with the new college of CAUSES and Mission of the University; new optimism and support; the course of study is focused, prescriptive and technical curriculum more than exploratory; physics, English/communication, calculus, algebra, trigonometry; and electives are all taken outside of the program, mostly because the program doesn't have sufficient resources to offer electives.

1.1.2 Learning Culture and Social Equity:

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

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

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

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

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

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

2013 team assessment:

- Students expressed great optimism and confidence, safety in this small, intimate program.
- Culturally rich, positive environment (students from other countries, ethnicities, and backgrounds) that is mutually supportive. Although we didn't see any formal evidence of focus on culture the team did see this in every meeting and in every student.
- The team notes, however, that the faculty is not as diverse as the student body. All full-time faculty are African American or of African descent (50% female, thanks to recent hires). The part-time faculty is small and almost composed exclusively of program graduates, while the District offers a rich pool of potential faculty among its large and diverse community of academics and practicing professionals.

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

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

[X] The program is not responsive to this perspective.

2013 team assessment:

- The team found no evidence of scholarly production from the faculty—neither full time nor part time. Though there is a culture and expectation of scholarship within the university, this culture is yet to be developed among either the senior or junior faculty.
- Liberal arts-based education—program meets the university's standards for general education
- Rather than "holistic," the architecture curriculum is clearly focused on building skills and knowledge base for traditional practice.

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

[X] The program is responsive to this perspective.

2013 team assessment:

- In conversation, we found the students to be mature, poised and articulate. They are well-prepared to contribute to practice in a traditional office environment. The team is concerned, however, that students perceive a professional world that is limited to technical, skill-based

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

roles. Exposure to design theory, experimental and/or expressive design, and broader leadership roles seems limited.

- It is clear that the students appreciate the school, feel comfortable there, and are engaged in their education. Students respect and support each other (peer-to-peer mentoring) and pursue opportunities for themselves—both within and outside of the program—largely through student organizations (AIAS, CSI, and NOMAS).
- Students acknowledge limitations of the school's resources; nevertheless, they appreciate other benefits of the program, including small class sizes and close relationships with faculty.

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

[X] The program is responsive to this perspective.

2013 team assessment: Professor Dixon is the appointed IDP coordinator, but the team did not confirm the extent of her engagement with IDP training programs. As Dixon is a full-time faculty member, the team assumes that she includes discussions about IDP in her interactions with students.

- Students get a lot of guidance from faculty and other mentors
- Student leaders share information
- Though it was difficult to know how many of the graduate students were enrolled in IDP, students are aware of licensing requirements and the role of an accredited program in the process.

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

[X] The program is responsive to this perspective.

2013 team assessment: All of the faculty have professional practice experience—junior faculty came to the program from private practice, and Professor Pearson continues to manage the school's practice arm, the Architectural Research Institute (ARI), which employs current students and recent graduates in work supported by contracts and grants.

- Professor Dixon is national president of NOMA and, as such, connected to a national network of practicing professionals. This factor, plus student chapters of national organizations (AIAS, NOMAS, CSI) raise the promise that students are connected to national conversations. However, students seem to be limited to a parochial view—few travel or interact beyond the walls of the school, despite a rich community of practice and buildings within the District and nearby.
- Strong professional ethic and approach is developed in the program
- Lots of community-based and community-serving work, directly w/ "clients"
- Program is highly focused on preparing students to function/contribute in the construction industry, especially toward nonprofit and government project types.

- Concern about limited (if any) exposure to and/or support for design innovation in response to complex projects and problems, and/or for-profit clients and programs.

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

[X] The program is responsive to this perspective.

2013 team assessment:

- Students and faculty are actively involved in public service; benefit from exposure to real projects, people and problems
- Placement in CAUSES and related faculty, topics, and students offer/promise unique exposure and awareness of these issues
- Engagement more so than "leadership"
- Exposure to public projects and contexts
- There is great potential to cultivate this highly valued component of the program within and with other units of the College.

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

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

2013 team assessment:

- Long-range plan that reorganized the program(s) into CAUSES (from APR, published material on CAUSES, and meeting with program leadership (Belton, Pearson) and Dean of CAUSES). Program administrator(s) have participated in planning activities at the College and University levels.
- Quotes CAUSES mission and goals, along with #1 program goal—to achieve initial accreditation.
- Set objectives and activities to secure sufficient space, personnel, and equipment to support an accredited program.
- Reorganized curriculum and degrees toward accreditation-ready program(s)
- Vision 2020 revealed in public meetings during the visit—consolidation (cuts) to some programs will pay for improvements in others. ACP identified as "center of excellence" due for greater investment
- No evidence of periodic, regular collection of relevant data

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

- How the program is progressing towards its mission.
- Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes do not meet the standards as set by the NAAB.

2013 team assessment:

- The team found no evidence of a process or schedule of assessment activities—including student course evaluations, institutional review, or other periodic, established processes. It is not clear that the views of junior and adjunct faculty and students are sought by the administration in a systematic way. Within this small academic staff, self-assessment and planning appear to be tacit, not active.
- New CAUSES structure (and new dean) may develop systems for assessment and strategic planning, which will be essential as the program grows.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

2013 team assessment:

- Faculty are unionized and protected by/obligated to multi-year contracts that document policies for promotion and tenure.
- No faculty development program apparent during visit, but the UDC Vision 2020 plan (revealed in public meetings during the visit) includes this important element as a key objective. No funds for this were evident in the school/program budget.
- Two new faculty joined in 2010 (Dixon and Anderson). Though new to academia, both came to the programs as experienced, mid-career professionals. An additional faculty line is scheduled/anticipated for fall 2014, which will bring overall faculty: student ratio to a respectable 1:15. That said, senior faculty (Belton, Pearson, Mitchell) have each served for over 25 years, prompting concern that they may soon retire. Discussion about this focused on leadership transition; there was no indication of a plan for additional new faculty lines within the next 5 years.

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

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

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

2013 team assessment:

- UDC procedures and requirements determine undergraduate admission, which is managed by the University. The program follows initial/central admission directly contacting and advising admitted students.
- A student handbook provides information and guidance about admissions and expectations for conduct and successful progress through the program.
- Strong relationships/mentorship developed between faculty and students; all/many note this as one of the program's strengths
- No evidence for admissions review of post-pre-professional graduates from other programs, though the program director (Pearson) noted that the UDC curriculum is used as a benchmark for review.

1.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

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

[X] Governance opportunities are adequate for the program

2013 team assessment:

- University has unique position within the DC government that has hampered/limited authority in the past. Some policies have recently changed for the better—increased financial and operational autonomy that has been historically under the municipal authority of the District.
- Prof Pearson serves on Faculty Senate, and recently served as its president
- Architecture faculty meet/work as “committee of the whole”
- It is anticipated/hoped that affiliation with CAUSES and its strategic position in the university will increase the program's involvement in university governance

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

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

[X] Physical Resources are adequate for the program

2013 team assessment:

- Full time faculty have individual offices to work and advise students
- Part time faculty share a single office, equipped with seating, desk space...Belton promised a computer coming soon.
- New design studio spaces are well-equipped with teaching technologies (projectors, wifi) and ample space and furniture for all students. Additional new space has been allocated and is scheduled to be ready for instruction in January 2014.

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

[X] Financial Resources are adequate for the program

2013 team assessment:

- Any observer could note how the historic financial hardships of the District of Columbia directly affect UDC. However, recent structural changes have provided some insulation and greater stability for the institution and the program.
- University now has control/authority over its capital improvement program, with \$200 million allocated.
- CAUSES and program administration appear confident and optimistic about the prospects going forward.
- Recent investments from the University provided expanded and improved instructional space. Planned expansion of the program—faculty, students, and support for all—will likely demand greater increases in program budget than projected in documents reviewed by the team.

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

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

[X] Information Resources are adequate for the program

2013 team assessment:

- Over 5,000 NA titles now held in the UDC library
- Students and faculty have access to other titles through the Washington Research Libraries Consortium
- Info confirmed in meeting with Librarian, Rachel Jorgensen

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

[X] Statistical reports do not provide the appropriate information

2013 team assessment:

- Statistics not provided in the APR; some stats delivered on day 3 of the visit.
- Reports on enrollment and characteristics of faculty and students, but not on inputs or outcomes (admissions, graduation, time to completion, etc.)
- The program is a small, Historically Black University setting, with approximately 60 students (grad and undergrad), two tenured faculty (black, registered, male), and two tenure-track faculty (black, registered, female). Many students are career-change, representing an older profile and working 40 hours per week to support themselves (all classes are held at night). The programs examined for Initial Candidacy were the M. Arch I and M. Arch II, and only a dozen students are currently enrolled in these programs. Meetings with students included undergraduates (primarily) along with graduate students.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically

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

to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were not provided

2013 team assessment: Annual Reports not applicable for IC.

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

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

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

2013 team assessment:

- All faculty have terminal degrees from accredited programs
- 60% of faculty hold professional licenses (including part time and PE); 100% of FT faculty hold professional licenses and 50% are Fellows of the AIA.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2013 team assessment—documents provided:

- Faculty Handbook/Union Contract
- UDC Student Handbook
- Architecture Program Handbook for students

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2013 team assessment: While course-related presentations were not directly observed, students expressed themselves with maturity and intelligence during our meetings with them. Furthermore, papers prepared for the history course(s) demonstrated substantial skill in comprehension and composition. It's not clear which, if any, of this work was completed by graduate/M Arch II students.

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

[X] Not Yet Met

2013 team assessment: The program focuses on technical and conventional/traditional professional skills, with very little engagement in more conceptual or theoretical exercises.

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

[X] Met

2013 team assessment: The graphic/communications sequence in the curriculum emphasizes three CAD applications—AutoCAD, Revit, and Sketchup. Student work demonstrates competence in all

three, as developed for design studios as well as for the targeted courses (e.g., ARCP241/ARAC515). Very little sketching and/or iteration evident in the body of the work presented.

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

[X] Met

2013 team assessment: The graphic/communications sequence in the curriculum emphasizes three CAD applications—AutoCAD, Revit, and Sketchup. Student work demonstrates competence in all three, as developed for the targeted courses, ARCP105/ARAC511, ARCP106/ARAC512, and ARCP241/ARAC515. Professional formats and processes are emphasized throughout the curriculum and many studios produce work that approaches a complete Design Development set. Examples of outline specifications were found as early as the 2nd year of the undergraduate program, as well as in at least one Thesis project.

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

[X] Met

2013 team assessment: Term papers from *History and Theory of Architecture* demonstrate these abilities.

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

[X] Met

2013 team assessment: This SPC is demonstrated throughout the design studio sequence, starting from entry level (ARCP101) through the final graduate projects (ARCP501, 503, etc.)

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

[X] Met

2013 team assessment: This SPC is demonstrated in the ARCP 402 Studio—which is taken by both undergraduate-M Arch I and M Arch II students—where students identify precedents for various elements of their own designs.

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

[X] Met

2013 team assessment: This SPC is demonstrated in studio work throughout the curriculum, and most directly in the 100-level courses of the BS Arch, which also constitute the first year design studios for the M Arch II program. The work demonstrates competence in spatial composition. While FK Ching's *Form, Space and Order* is a required text throughout the curriculum, no evidence was found of spatial analysis or design process that explicitly relates to basic concepts of hierarchy or organizational typologies.

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

[X] Met

2013 team assessment: The course, ARAP 322/ ARAC 522, *History and Theory of Architecture*, covers (primarily) the modern and contemporary periods and impulses in Western architecture, including post-modernism, deconstructivism and sustainable design. Student papers are well-written and exhibit critical thinking and composition skill, as well as understanding of the material. Per the syllabus, the course starts with an overview of the Renaissance and concludes with contributions by African American architects and other underrepresented groups.

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

[X] Not Yet Met

2013 team assessment: The program points to the *History and Theory of Architecture* as the source for this SPC, but the evidence provided does not meet this standard.

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

[X] Met

2013 team assessment: ARCP322/ARAC516: Students are asked to prepare a term paper in which they explore a topic by interpreting and applying various sources.

<p>Realm A. General Team Commentary: The program develops technical (systems and drafting) skills early in the curriculum and continues a focus on CADD throughout. The resulting student work (at upper levels) demonstrates competence suitable for basic work in professional offices. Little or no experimentation in more dynamic applications, methods and approaches to representation.</p>

The history sequence begins to develop research skills and critical thinking, but there is a lot to accomplish (SPCs) and only one course, ARAP 322/ ARAC 522, *History and Theory of Architecture*, positioned to cover this material for M Arch. The team found the products of the program to be weak in the development of design thinking, exploration, and expression

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

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

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

[X] Met

2013 team assessment: Pre-Design *ability* is demonstrated by way of courses: ARCP 502 Thesis Studio and ARCP 507 Graduate Seminar

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

[X] Not Yet Met

2013 team assessment: The *ability* to integrate accessibility systems and components is not demonstrated in the matrix or in the artifacts.

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

[X] Met

2013 team assessment: The *ability* to design projects that optimize natural resources and reduce environmental impacts through alternative means is clearly achieved in:

- ARCP 402 Professional Studio VI
- ARAC 504 Design Studio IV
- ARCP 505 Sustainable Design I
- ARCP 506 Sustainable Design II

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

[X] Met

2013 team assessment: The *ability* to respond to site characteristics is evident in the reports and studio projects of:

- ARAC 503 Design Studio III
- ARCP 503 Urban and Community Design I
- ARCP 502 Thesis Studio VII
- ARCP 504 Urban and Community Design II

The team notes with concern that all projects reviewed were all located on urban sites (in DC) with little characteristics other than property line to property line—no topography, no vegetation, nor watershed.

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

[X] Met

2013 team assessment: While not explicitly demonstrated in the courses referenced in the matrix, the nature of coursework, from introductory to thesis, indicates a consistent presentation of Life Safety principles and integration into design problems and communication and thus, *ability*.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

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

[X] Met

2013 team assessment: Although referenced as ability acquired by way of ARAC 503, ARCP 302, and ARCP 507, *ability* in Comprehensive Design is best acquired by way of ARCP 502 Thesis Studio VIII. The "not met" classification of B.2 Accessibility remains.

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

[X] Met

2013 team assessment: The understanding of the financial aspects of project development are proposed in ARCP 205 and ARAC 503. This knowledge is best delivered by way of ARAC 501 Design Studio I

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

[X] Met

2013 team assessment: The *understanding* of environmental systems is met by:

- ARAC 516 Environmental Systems II
- ARCP 502 Thesis Design Studio VIII
- ARCP 503 Urban and Community Design I
- ARCP 504 Urban and Community Design II

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

[X] Met

2013 team assessment: Structural systems *understanding* is delivered by way of four courses:

- ARAC 513 Statics and Structural Design
- ARAC 514 Theory of Structures
- ARAC 520 Design of Steel Structures
- ARAC 519 Design of Concrete Structures

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

[X] Met

2013 team assessment: *Understanding* of building envelope systems is acquired via ARAC 502 and other advanced studios, not steel and concrete structures classes referenced.

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

[X] Met

2013 team assessment: While Building service systems are not referenced on the matrix for the M. Arch II track, *understanding* is delivered in advanced studio courses and more completely in ARAC 516 Environmental Systems II

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

[X] Met

2013 team assessment: *Understanding* of building materials and assemblies is acquired in ARAC 502 Design Studio II

Realm B. General Team Commentary: While the team has noted deficiencies in Critical Thinking and exploration of the design process, the aspirations of Realm B are largely met and specifically supported by the culture of the program. Concern exists resulting from a narrow focus on dense sites within the confines of the District of Columbia—perhaps failing to deliver all abilities of B.4 - Site Design. Noticeably absent in the artifacts was demonstrable ability in accessible design.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2013 team assessment: Collaborative evidence is specifically found in Design Studio II, however, many projects evidenced collaboration between students on an array of assignments and with other disciplines within the university.

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

[X] Met

2013 team assessment: Understanding was found in exhibits and design presentations in ARCP 503 and 504 - Urban and Community Design I & II and in ARCP-507 – Graduate Seminar.

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

[X] Met

2013 team assessment: Understanding was found in exhibits in ARCP 503 - Urban and Community Design I.

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

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration and ARCP-501 – Professional Studio Lab VII.

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

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration.

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

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration.

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

[X] Met

2013 team assessment: There was evidence of this SPC in ARCP-503 – Urban & Community Design I.

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

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration.

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

[X] Met

2013 team assessment: Understanding was found in exhibits in ARCP 503 - Urban and Community Design I.

Realm C. General Team Commentary: Due of the number of licensed and practicing faculty, students are able to interact with individuals involved in the profession, hopefully helping to reinforce the learning objectives in Realm C.

The learning objectives have not been completely fulfilled. However, the richness of the part time faculty and the fact that the majority of the faculty are licensed might indicate that the criterion is addressed informally.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2013 team assessment: The UDC is accredited by MSACS.

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

[X] Not Yet Met

2013 team assessment:

- The school has designed two paths to the professional graduate degree—M Arch I for those who have completed a pre-professional degree, and M Arch II for those who have completed a non-pre-professional undergraduate degree.
- The in-house BS Arch (123 hrs.) + M Arch I (37 hrs.) curriculum requires only 160 total credit hours, compared to the NAAB-required 168 hours and is therefore not yet compliant. However, the 37 graduate-level hours in the M Arch I exceed the NAAB requirement. The Team understands that plans are underway to reduce the undergraduate, pre-professional degree to 120 credit hours (a national trend), which will exacerbate this gap.
- The M Arch II curriculum is in transition and as of 2012 requires a total of 90 credit hours, all of which are earned at the graduate level, though all but 37 credit hours are cross-listed with undergraduate courses. This track was implemented in 2011 and only a few students have been admitted, and only one has graduated, so little work was available to review vis-à-vis the SPC.
- As of the 2011/12 revisions, the school identifies these degrees as BS Arch, M Arch I, and M Arch II, although the M Arch degrees are not yet accredited.

II.2.3 Curriculum Review and Development

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

[X] Met

2013 team assessment: The evolution of the program was outlined in writing and discussion. To date, the program has been created by professors Pearson and Belton with minimal involvement by faculty, however, both professors Pearson and Belton have been involved with the program with the goal of achieving accreditation and have created an evolution of curriculum, evaluation, modification, advancement of the discipline and both are licensed architects.

While the program has a professional emphasis, aspects of critical thinking, history, or cultural development may be lacking simply because of the size of the faculty and its ability to cover the breadth of subject matter.

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

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

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

[X] Not Yet Met

2013 team assessment: The team understands that the Graduate Program Director evaluates applications from students with pre-professional degrees by comparing their prior course work to the UDC curriculum, but the team did not see any documentation of this process

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Not Yet Met

2013 team assessment: The team assumes that this requirement may not yet be required, since the school does not yet offer an accredited degree. No such language was found among the program literature. Nevertheless, there is a statement on the program's website suggesting that the degrees lead to licensure, "our master's degree program in architecture has a track that can meet your needs and place you on the path to professional licensure in the field."
(see: www.udc.edu/programs/architecture_masters.)

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Not Yet Met

2013 team assessment: The team did not find evidence that this condition has been met.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Not Yet Met

2013 team assessment: The team couldn't find these links on the school website.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

*The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda*

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

[X] Not Yet Met

2013 team assessment: As a re-candidate, the program has no history of such reports, save the current APR. The team did not confirm availability of the APR to the public.

II.4.5 ARE Pass Rates

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

[X] Not Yet Met

2013 team assessment: ARE pass rates were not published on the school's website. This requirement seems premature for the program, given that they are yet to be accredited. That said, many graduates of the program's non-accredited degree(s) have indeed become licensed in states that allow it (e.g., Maryland).

III. Appendices:

1. Program Information

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

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

Reference University of the District of Columbia, *APR*, pp 6.

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

Reference University of the District of Columbia, *APR*, pp. 6-9.

C. Long-Range Planning (I.1.4)

Reference University of the District of Columbia, *APR*, pp. 20-23.

D. Self-Assessment (I.1.5)

Reference University of the District of Columbia, *APR*, pp. 23.

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

I.1.2 Learning Culture and Social Equity: The students enjoy and express a notable sense of respect and support—for/from each other and the faculty. Exemplifies the values and principles that motivate the Studio Culture ideal and Condition for Accreditation...even though they appeared unaware that there is a Studio Culture policy.

3. The Visiting Team

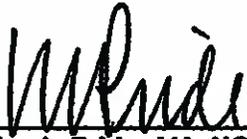
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IV. Report Signatures

Respectfully Submitted,



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Team Chair

Representing the Academy



Jeff Potter, FAIA
Team member

Representing the Profession



Robert A. Boynton, FAIA
Team member

Representing the NAAB



College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) of The University of the District of Columbia

The College of Agriculture, Urban Sustainability and Environmental Science (CAUSES) embodies the urban landgrant mission of the university and offers research-based academic, community education and outreach programs that improve the quality of life and economic opportunity of people and organizations in the District of Columbia. Landgrant programs are delivered through five centers that offer diverse services like nutrition education in schools, food safety certifications, green business development workshops, assistance with farmers markets and community gardens, and testing services to determine soil and water quality and environmental hazards. The Centers also benefit students enrolled in the university’s academic programs by offering opportunities to develop marketable skills through hands-on training, interdisciplinary student and faculty research, interactions with residents and community organizations, and leadership development experiences. The five landgrant Centers are:

- (1) Center for Urban Agriculture and Gardening Education
- (2) Center for Sustainable Development which includes the Water Resources Research Institute (WRII)
- (3) Center for Nutrition, Diet and Health (CNDH) which includes the Institute of Gerontology
- (4) Center for 4-H and Youth Development (4H)
- (5) Architectural Research Institute (ARI)

1. Landgrant Program Participants by Center in FY 2014

Landgrant Center Enrollment & Direct Contacts				
Landgrant Center	Enrollment ¹	%	Direct Contacts ²	%
Center for Urban Agriculture and Gardening Education	1,717	5%	75,828	42%
Center for Sustainable Development	535	2%	15,233	8%
Center for Nutrition, Diet and, Health	4,690	13%	2,773	2%
• SNAP-Ed ³	14,750	42%	74,245	41%
• Institute of Gerontology ⁴	5,152	15%	6,315	3%
Center for 4-H and Youth Development	8,294	24%	7,153	4%
Total	35,138	100%	181,547	100%

¹ Enrollment indicates the number of program participants enrolled in certificate courses and workshop etc.; figures may include individuals enrolled in multiple programs.

² Direct Contacts indicates individuals receiving face-to-face information and educational materials at health fairs, farmers markets etc.; figures may include individuals with multiple face-to-face interactions.

³ The Supplemental Nutrition Assistance Program (SNAP-Ed) is a program of the Center for Nutrition, Diet and, Health; participant numbers are reported according to grant specifications.

⁴ The Institute of Gerontology is a program of the Center for Nutrition, Diet and, Health

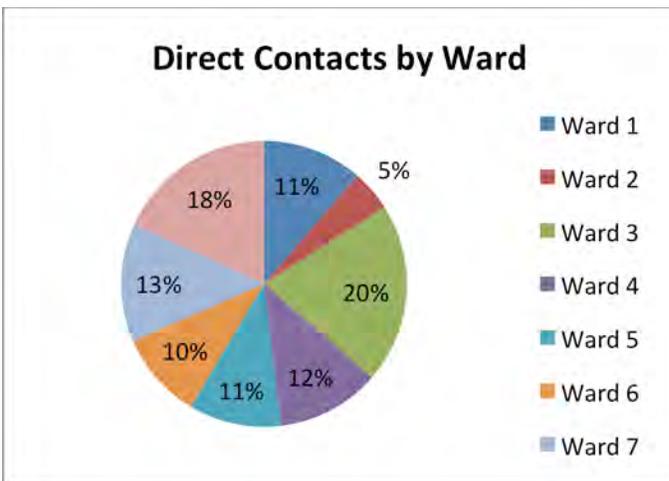
1.1 Supplemental Nutrition Assistance Program Enrollment

Supplemental Nutrition Assistance Program (SNAP-Ed) Enrollment by Age		
Program Type	Enrollment	%
Less than 5 Years of age	11,506	78%
5 – 17 Year Olds	737	5%
18 – 59 Year Olds	2,212	15%
60 Years or Older	295	2%
Total	14,750	100%

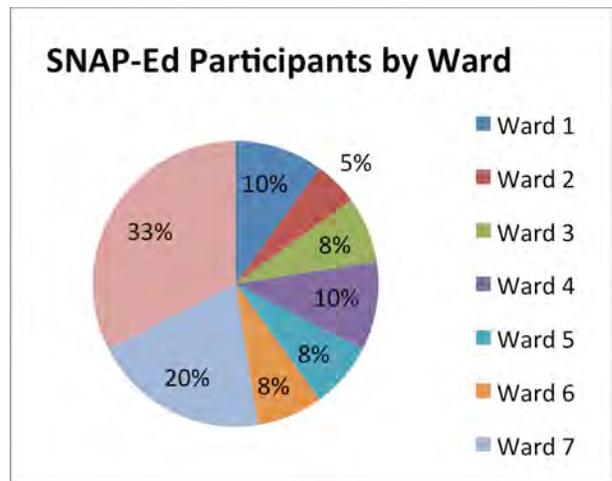
1.2 Landgrant Program Participants by Ward

Program Enrollment by Ward		
Ward	Total	%
1	616	2%
2	3,460	10%
3	7,214	21%
4	3,602	10%
5	3,967	11%
6	1,780	5%
7	6,258	18%
8	8,241	23%
Total	35,138	100%

1.3 Landgrant Center Direct Contacts by Ward



1.4 Supplemental Nutrition Assistance Programs Participants by Ward



2. Landgrant Activities by Program Type

Number of Programs Offered		
Program Type	Number	%
Workshops	754	82%
Demonstrations	102	11%
Certificate Programs ⁵	51	6%
Events	8	1%
Total	915	100%

2.1 Certificates Issued

Number of Certificates Issued by Center		
Landgrant Center	Number	%
Center for Urban Agriculture and Gardening Education	113	9%
Center for Sustainable Development	0	0%
Center for Nutrition, Diet and, Health	1,015	84%
Center for 4-H and Youth Development	79	7%
Total	1,207	100%

2.2 Workshops Offered

Number of Workshops by Center		
Landgrant Center	Number	%
Center for Urban Agriculture and Gardening Education	74	10%
Center for Sustainable Development	43	6%
Center for Nutrition, Diet and, Health (Includes IOG)	213	28%
Center for 4-H and Youth Development	424	56%
Total	754	100%

2.3 Other Activities and Services

Other Activities & Results	
Fruits and Vegetables Distributed	8.75 Tons
Grant Funding Awarded ⁶	\$4,081,232
Soil Tests conducted (WRRRI)	400
Design and Construction Projects completed (ARI)	82

⁵ Includes Professional Food Manager Certification, Expanded Food and Nutrition Program Certificate (EFNEP), Sustainable Urban Agriculture Certificate, DC Master Gardeners, and Urban Food Producers Training.

⁶ This figure does not include \$2 million in landgrant appropriations through USDA – NIFA

3. Landgrant Program Participant Demographics

3.1 Enrollment by Race

Program Enrollment by Race		
Race	Total	%
Black	22,467	64%
White	4,828	14%
Hispanic	2,090	6%
Native American	34	0%
Other	428	1%
No Response	5,291	15%
Total	35,138	100%

SNAP-Ed Enrollment by Race		
Race ¹	Total	%
Black	13,860	94%
White	782	5%
Native Hawaiian or Pacific Islander	102	1%
Asian	6	0%
Total	14,750	100%

¹Reporting categories differ due to grant reporting requirements.

3.2 Enrollment by Gender

Program Enrollment by Gender		
Gender	Total	%
Male	13,323	38%
Female	21,815	62%
Total	35,138	100%

SNAP-Ed Enrollment by Gender		
Gender	Total	%
Male	6,503	44%
Female	8,247	56%
Total	14,750	100%

4. Scholarly Activities of CAUSES Faculty and Landgrant Staff

Activity	Total Number (AY 2013/14)
Books and Peer Reviewed Publications	8
Presentations and Invited Lectures	33
Patents and Copyrights	2

5. Partner Organizations by Ward

Community Centers & Housing Developments

King Towers Apartments (2)
 New Community for Children (2)
 Hearst Recreation Center (3)
 Armed Forces Retirement Home (4)
 Edgewood Community Garden (5)
 Brookland Manor Community Center (5)
 Community of Hope Family Health and Birth (5)
 Arthur Capper Community Center (6)
 Benning Courts (6)
 Hopkins Community (6)
 Housing Opportunities Unlimited Projects (6)

The Pentacle (6)
 Benning Park Recreation Center (7)
 Homes for Hope (7)
 Riverside Healthy Living Center (7)
 Rockson Community Development Corporation/Fauntleroy Community Center (7)
 Senior Wellness Center (7)
 Barry Farms Community (8)
 Congress Park Apartments (8)
 Frederick Douglass Community Center (8)
 Park Naylor (8)
 THEARC (8)

Faith Based Organizations

Adas Israel Synagogue (3)
Mt. Airy Baptist Church (6)
Hughes Memorial United Methodist Church (7)
Mercy Outreach Ministries (7)
First Baptist Church (8)
St. Teresa of Avila Church (8)
Temple of Praise Baptist Church (8)

Health Care Centers

Upper Cardozo- Unity Health Care Center (4)
Walker Jones - Unity Health Care Center (6)
Minnesota Avenue- Unity Health Care Center (7)
Parkside - Unity Health Care Center (7)
Anacostia - Unity Health Care Center (8)

Homelessness/Transition Homes

Transition Housing Corporation: Faircliff Plaza East (1)
Transition Housing Corporation (2)
Transition Housing Corp: Fort View Apartments (4)
Transition Housing Corporation: Webster Gardens (4)
DC General Homeless Shelter (8)
Temple of Praise Transition Home for Homeless Women and Children (8)

Child Development Centers

Edward Mazique Reeves Center (1)
Edward Mazique Wardman Court (1)
Growing Seeds (1)
Edward Mazique (2)
Shiloh Child Development Center (2)
Bennett Babies (5)
Bright Beginnings (5)
Edward Mazique, Tyler House (6)
Esther's Child Development Center (6)
Little Samaritan Child Development Center (7)
The Supreme Child Learning Center (7)
Matthews Memorial Child Development Center (8)
Sunshine Early Learning Center (8)
Young's Memorial Child Development Center (8)

Schools

Bancroft Elementary School (1)
Barbara Chambers Children's Center Bruce Monroe (1)
Cleveland Elementary School (1)
Columbia Heights Educational Campus (1)
George Washington University (1)
H.D. Cooke Elementary Preparatory School of DC (1)

Ross Elementary School (2)
Seaton Elementary School (2)
Murch Elementary School (3)
Academia de la Recta Porta (4)
Barnard Elementary School (4)
Brightwood Education Campus (4)
Capital City PCS (4)
Cardozo Education Campus (4)
Coolidge Senior High School (4) LaSalle Backus Education Campus (4)
Paul Charter School (4)
Raymond Education Campus (4)
Roots Activity Learning Center (4)
Takoma Education Campus (4)
Truesdell Education Campus (4)
Whittier Education Campus (4)
Arch Bishop Carroll High School (5)
Burroughs Education Campus (5)
Calvary Christian Academy (5)
DC Prep Edgewood Campus (5)
Langdon Education Campus (5)
McKinley Technology High School (5)
Mundo Verde PCS (5)
Cesar Chavez Public Charter School (Capitol Hill) (6)
Eastern High School (6)
Miner Elementary School (6)
Aiton Elementary School (7)
Anne Beers Elementary School (7)
Appletree Charter School (7)
Burrville Elementary School (7)
Cesar Chavez Public Charter School (Parkside) (7)
CW Harris Elementary School (7)
Drew Elementary School (7)
Friendship Collegiate Academy (7)
HD Woodson High School (7)
JC Nalle (7)
Kimball Elementary School (7)
Thomas Elementary School (7)
Ballou Senior High School (8)
Anacostia Senior High School (8)
Ballou High School (Early Learning Center) (8)
Early Childhood Academy Public Charter School (8)
Garfield Elementary School (8)
Hendley Elementary School (8)
Ketchum Elementary School (8)
Malcolm X Elementary School (8)
Martin Luther King Jr. Elementary School (8)
Moten Elementary School (8)
Orr Elementary School (8)

Patterson Elementary School (8)
Savoy Elementary School (8)
Seed Public Charter School (8)
Simon Elementary School (8)
Stanton Education Campus (8)

Other Organizations and Sites

Court Services and Offender Supervision Agency (1)
Dance Institute of Washington (1)
DC Greens (1)
Greater Washington Urban League (1)
Healthy Fitness Summer Camp (Youthspire) (1)
Petworth Farmers Market (1)
YMCA: Anthony Bowen (1)
100 Black Men of Greater Washington (2)
Georgetown Farmers Market (2)
Georgetown Public Library (2)
Hope and Home (2)
National Capital: YMCA (2)
Ronald Regan Building Health Fair (2)
Walter E. Washington Convention Center (2)
New Heights Program (3)
Rooting DC (3)
Takoma Park Library (4)
Capital Area Food Bank (5)
Elenor Holmes Norton Job Fair (5)
Hospital for Sick Children (5)
DC DOORS (6)
Southwest Library (6)
SW Community Garden (6)
Washington Parks and People Riverside Center (7)
Washington Parks and People Greening Center and
Farmers Market (7)
Aya Farmers Market (8)
Boiling Air force Base (8)
Capital View YMCA (8)
Fendall House Cooking Matters Program (8)
Specialty Hospital of Washington-Hadley Jr. (8)
United Planning Organization (8)
William O. Lockridge Bellevue Neighborhood Library (8)

Food Security: The Urban Food Hubs Solution

by Sabine O'Hara



CAUSES

The Urban Food Hubs are centered on high efficiency food production systems, such as this hydroponics system located in a small greenhouse at the Muirkirk Research Farm.

In Brief

Food security demands a diversified food system that includes urban communities as locations for food production, food preparation, food distribution, and waste reduction/reuse. The Urban Food Hubs concept of the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) of the University of the District of Columbia (UDC) tests the feasibility of small-scale urban food systems that include these four key components. The heart of the CAUSES Urban Food Hubs are high efficiency food production sites that utilize bio-intensive, aquaponic, and hydroponic production methods. Co-located with these urban food production sites are commercial kitchens that serve as business incubators and training facilities for food processing and nutritional health related activities. Given their location in urban neighborhoods, the Urban Food Hubs also focus on waste reduction and reuse through composting, water management, and related approaches to minimizing pressure on urban land and infrastructure systems. In addition to improving food security, the Urban Food Hubs thus also contribute to job creation and urban sustainability in its economic, social/cultural, and environmental/physical dimensions.

Food security is a top priority for the United States and countries around the world. The U.S. Department of Agriculture defines food security as “...access by all people at all times to enough nutritious food for an active, healthy life.”¹ Low food security refers to a diet of reduced quality, variety, and desirability for some populations. To achieve food security, food must be (1) readily available at all times to all people, and (2) be of sufficient quality and nutritional value to sustain a healthy and active life.

The U.S. food system is vulnerable by both measures. Some households do not have access to enough food and many others lack access to the right kind. In addition, the nutritional value of food has declined by almost 25 percent over the past 15 years.² One reason is that food is traveling across increasing distances. To accommodate the weeks spent in transport, produce is harvested long before it ripens and thus well below its peak nutrient density.

Populations in urban areas on the east coast of the U.S. are especially vulnerable to this phenomenon. The top food producing states are Texas (for animal products) and California (for produce). In addition to distance, local decisions related to purchasing power drive the access to nutritious food. Using Washington, D.C. as an example, there are eight census tracts in the city that qualify as outright food deserts (defined as fresh food being unavailable within a one-mile radius), partially due to distances from these top-food producing states. Of the 520 food retailers in D.C., 88 percent do not offer any fresh produce and only 12 percent offer an adequate variety of fresh food to support a healthy diet. Not surprisingly, nutrition-related health problems like diabetes, hypertension, and obesity are especially high in these food desert neighborhoods.³

As in most U.S. cities, Washington D.C.’s food deserts are not evenly distributed across the eight wards that make up its territory. The deserts are

primarily located in Wards 5, 7, and 8, which are the wards with the lowest household incomes and the highest concentration of African-Americans. They are home to 32 percent of the D.C. population but less than 10 percent of its grocery stores. Ward 8 has the lowest median income with US\$32,000 per year and 90 percent African-American residents. In comparison, Ward 3 has a median income of US\$110,000 per year and

money in the past year to buy food for themselves or their family; and 37 percent of households with children are unable to afford enough food. This is the highest rate of food insecurity among children across the entire U.S. Among the damaging effects of food insecurity are the following: impaired cognitive development, reduced school readiness, lower educational attainments, slower physical, mental, and social development, and overall health deficits.⁵

The U.S. food system is also highly centralized, which further adds food security risk. Of the two million farms in the U.S., less than half operate full time, 75 percent are considered ‘very small’—cultivating five acres or less—and approximately 140,000 farms produce over 80 percent of all sales in agricultural products. Food processing statistics show even higher concentrations, with just a handful of companies processing the bulk of U.S. grain and produce. This centralization also demands energy.⁶ Eleven percent of greenhouse gas emissions associated with the US food supply chain are transportation-related,⁷ and global estimates suggest that agriculture is responsible for 25 percent of all CO₂, 65 percent of methane, and 90 percent of nitrous oxide emissions.⁸

To advance food security for the U.S. capital region, the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) of the University of the District of Columbia (UDC) developed its Urban Food Hubs concept. As one of the fastest growing cities in the U.S., and one of the most bifurcated, Washington, D.C. was an ideal location to develop and test the viability of urban solutions to food insecurity. The Urban Food Hubs consist of four components: (1) urban food production, (2) food processing, (3) food distribution, and (4) waste reduction/reuse. The aim is to increase urban food production, establish local food processing and food preparation to ‘add value’ to locally grown food, expand food-related business opportunities, improve nutritional health through

Key Concepts

- Food security demands a diversified food system that includes urban communities as locations for food production, food preparation, food distribution, and waste reduction/reuse.
- The Urban Food Hubs concept of the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES) of the University of the District of Columbia (UDC) tests the feasibility of small-scale urban food systems that include these four components.
- The Urban Food Hubs are centered on high efficiency food production systems including bio-intensive, aquaponic, and hydroponic production, commercial kitchens that serve as training facilities, and business incubators.
- In addition to improving food security, the Urban Food Hubs contribute to job creation and urban sustainability in its economic, social/cultural, and environmental/physical dimensions.

an African-American population of 5 percent. Unemployment is 3.5 percent in Ward 3, compared to 24 percent in Ward 8.

Food security levels across the U.S. are monitored through the annual Household Food Security Survey.⁴ It indicates that 13 percent of D.C. households are food insecure and struggle with hunger; 19 percent experience food hardship and did not have enough



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Hydroponics systems, such as those pictured at the Muirkirk Research Farm, grow vegetables in nutrient-rich water instead of the traditional soil medium.

access to fresh food via innovative distribution systems including farmers' markets, food trucks, and collaborative models, and to improve productivity through composting and waste reduction and reuse.

Beyond the applicability within D.C., the Urban Food Hubs concept can serve as a model to address national and global needs for improved food security. Eighty percent of the U.S. population and over 50 percent of the world's population now live in urban areas. Food security therefore cannot be addressed without solutions that reimagine the food system as decentralized and urban. Such a distributed urban food system can offer better nutritional value and be more energy efficient and resilient.

What are the Urban Food Hubs?

The Urban Food Hubs are anchored in the five landgrant centers of CAUSES. In the tradition of the U.S. landgrant universities, the centers offer a range of community education programs including nutrition education, food safety certifications, master gardening and urban agriculture certificates, soil and water quality testing, assistance with farmers' markets, entrepreneurship classes, etc. The CAUSES landgrant centers partner with public schools, faith communities, nonprofits, and community volunteers to reach populations in all eight of D.C.'s wards.⁹

As part of their outreach, the Urban Food Hubs are designed to form a network of food security islands throughout D.C. In addition to improving food security, the network also aims to improve nutritional health and lower unemployment by supporting business development in the most underserved neighborhoods of the city. Each hub consists of four components:

- Food production through efficient urban agriculture including hydroponics and aquaponics;
- Food processing through commercial kitchens that serve as a business incubator;



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The Muirkirk Research Farm produces over 50 varieties of vegetables and herbs.

- Food distribution through networked farmers' markets, grocery stores, restaurants, etc.; and
- Closing the loop through waste reduction and reuse.

Since the food hubs form a network of urban sites, they stand in contrast to large-scale centralized urban agriculture concepts. For example, a recently launched 10-acre hydroponics facility on the outskirts of D.C. is slated to produce lettuce and create local jobs.

The hubs create a network of skills, jobs, and business ownership that broadens local food production. Given their distributed intensive production methods, they also maximize the use of photosynthesis and minimize entropy relative to the kilocalories of food produced. In contrast, large scale multistoried facilities require substantial energy input in the form of heat, air conditioning, and lighting, and are typically net-energy negative even before the substantial energy inputs associated with transporting food over long distances are added.⁹

Food Production through Intensive Urban Agriculture

The heart of the Urban Food Hubs is a highly efficient food production system that utilizes bio-intensive production methods including low-till box gardens, hydroponics systems, and neighborhood-based aquaponic systems. Box gardens can be installed on top of existing surface areas and can mitigate soil contamination in areas where soil quality may be an issue. One of the food hubs, which is located in a food desert neighborhood in Ward 7, uses 10 raised-bed gardens as the core of its food production system. By utilizing bio-intensive production methods, the gardens produced close to 10,000 pounds of produce and supplied a small farmers' market throughout the growing season.

A second food hub is in the process of installing two types of hydroponics systems in a small hoop house in addition to utilizing bio-intensive raised-bed gardens. Hydroponics refers to growing vegetables in nutrient-rich water rather than in soil. The method produces substantially higher yields

by supporting a larger number of crop rotations. The necessary nutrient levels are maintained by monitoring the nutrient level in the growing medium (the nutrient rich water), adding liquid fertilizer as needed. Adding CO₂ to the hydroponic greenhouses can further increase efficiency. While the range of food plants that can be grown hydroponically is substantial, lettuce, leafy greens, and herbs tend to do especially well. The types of hydroponics systems utilized at the Urban Food Hubs were first successfully operated at the CAUSES research farm where they produced head lettuce, basil, Swiss chard, kale, cherry tomatoes, and cucumbers.

Aquaponics refers to a food production system that combines growing fish (aquaculture) and growing vegetables without soil (hydroponics). By using the excrement from the fish as fertilizer for vegetable production, aquaponics systems eliminate the need to add fertilizer.⁹ To be usable as plant fertilizer, however, the nutrients in the fish waste must first be converted into plant-available nutrients. As the plants absorb nutrients, the water can also then be reused in the fish tanks.¹¹ Alternatively, the plants can be grown in soil that is irrigated with the nutrient-rich water from the fish tanks, a technique known as fertigation. The coproduction of vegetables and protein creates a number of benefits:

- Efficient water use: Aquaponics systems use only 10 percent of the water used to grow plants in soil, offering a 90 percent savings in water use.
- High productivity levels: Aquaponics systems can produce large amounts of vegetables without the need for commercial fertilizers.
- Reduced growing time: Consistent nutrient supply along with the greenhouse conditions enhance the growth of the vegetable plants and reduce growing time.



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CAUSES supports farmer's markets in food desert areas throughout the city in an effort to provide fresh, nutritious food to underserved areas.

- Reduction of waste: Because the fish waste is used as fertilizer for the plants, a minimal amount of waste leaves the facility.

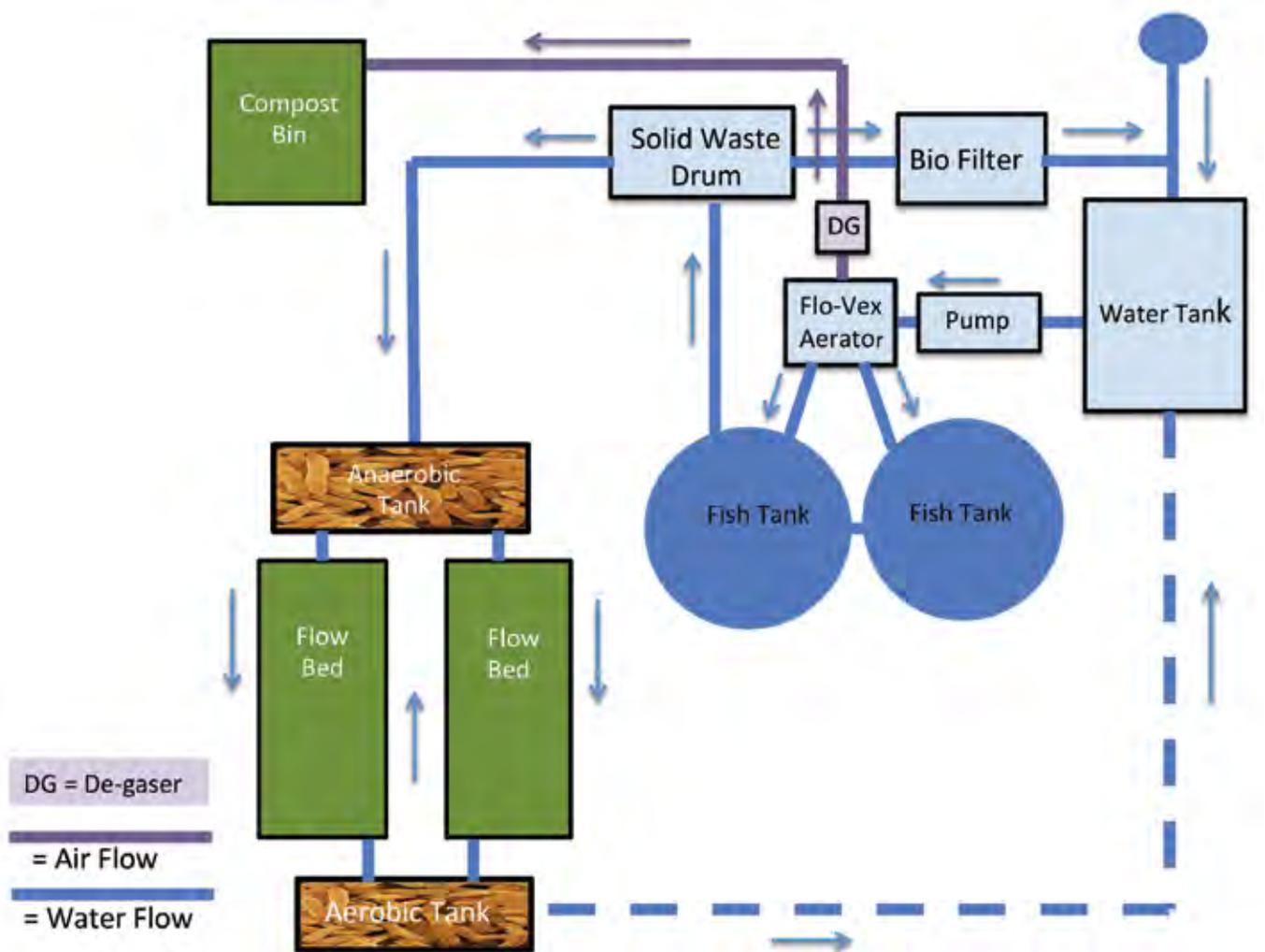
The aquaponics system pioneered by CAUSES is installed in the hoop house, which is an easy-to-construct 20 by 40-foot lightweight greenhouse. Ideally it houses six small fish tanks that comprise one unit, powered by a highly efficient aeration device, a filter system that separates liquids from solids, and a biofilter system. The aerator emulsifies atmospheric oxygen with the water that circulates through the aquaponics system. The patented Flo-Vex device thus eliminates the need for mechanical compression and can be

operated by a 3/4 horsepower pump. Given its high performance in maintaining the necessary oxygen levels in the fish tanks, the system can achieve a high fish stocking density that reduces water use per pound of fish, while maintaining the system's health and fish quality.

The plants in the aquaponics system are typically grown hydroponically in the nutrient-enriched water released from the fish tanks. To maximize flexibility, the system used for the Urban Food Hubs is configured as two connected loops: a fish loop and a plant loop. When the two loops are connected, the system resembles a common circular flow configuration. Since the two loops are connected manually,

a wider variety of plants can be grown, including those that thrive when the flow beds are flooded less frequently rather than continuously. Furthermore, since one of the goals is to provide access to healthy food choices, the increased flexibility in vegetable production is an advantage. The system can support the sole production of lettuce as well as the production of a range of vegetables that are high in nutritional value.

The flexibility of the system also reduces energy use and operating costs. Both fish and plants can be rotated from cold weather species/crops in the winter months to warm weather options in the summer. Two variations of this highly efficient system, one using flow beds for



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Figure 1. Urban Food Hubs Aquaponics System.

vegetable production and the other using fertigation, have been successfully operated at the CAUSES research farm. The flow bed version can produce 1500 pounds of fish in two 500-gallon tanks, and approximately 10,000 pounds of vegetables, depending on the selected varieties. It operated throughout the unusually harsh 2013 to 2014 winter with only a water heater for the fish tanks. There was no additional heat and no fertilizer was added beyond the nutrients produced by the fish.

Figure 1 illustrates the urban aquaponics system. Water from a holding tank is pumped through a UV screen to kill bacteria that could be harmful to the fish; it then flows through the aeration device

to ensure sufficiently high levels of oxygen in the fish tanks, through a waste filter to separate solids from liquids, and then to a biofilter that assists in the nutrient conversion process. The nutrient-rich water is then circulated into flow beds that hold the plants; a degasser evacuates the stream of gases to a compost bin to accelerate the composting process.

Various training events on high efficiency food production, including bio-intensive, hydroponic, and aquaponic techniques, are offered at the food hubs and at the CAUSES research farm. Training events range from short demonstrations to master gardening classes and certificate programs.

Food Preparation through Business Incubator Kitchens

The food preparation component of the Urban Food Hubs is centered on a commercial kitchen that can serve as a teaching and training facility to improve information about healthy eating, healthy food preparation, and age-appropriate diets. To maximize the capacity building benefits of the cooking classes, food demonstrations, and nutrition classes offered at the Hubs, CAUSES uses a train-the-trainer model whenever possible. This means that training is first offered to staff members of community partner organization as well as local residents. The partners then assume responsibility for providing additional training and education to local residents.



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The food distribution model supported by CAUSES aims to bring fresh food directly to the customer through neighborhood farmer's markets and produce trucks.

This train-the-trainer approach is especially valuable in a diverse community like D.C. Food is not only about nutrition but has social and cultural dimensions as well. It creates community and is often associated with cultural, ethnic, and class identities. By forming partnerships with neighborhood-based organizations and inviting their input and participation, the education programs and training events offered through the food hubs can address a broader range of cultural perspectives than what could otherwise be offered. To be successful, nutrition and food safety education must be culturally sensitive and aware of the social pressures and traditions associated with eating and food preparation habits. One successful approach is to modify family recipes and culturally significant dishes to meet improved nutrition standards and prepare them in a safe manner.

Another is to provide self-monitoring devices that offer frequent feedback to improve awareness of eating habits. Much work remains to identify successful strategies that utilize food preparation to improve both economic and public health conditions.

In addition to serving as teaching facilities, the kitchens also serve as business incubators where those interested in launching food-based businesses can clean, process, and preserve the locally grown produce that can then be marketed to local farmers' markets, restaurants, and grocery stores. The kitchens are designed to be functional, energy efficient, and food safety compliant. Demonstration areas also provide visible workspaces, and well-defined workstations for receiving, storage, preparation, recycling, and other functional areas to provide training for proper food handling,

food safety, and food management. Activities of the kitchens include the following:

- Nutrition counseling and nutrition education workshops
- Cooking classes and food demonstrations
- Certifications in food handling, food safety, and Hazard Analysis and Critical Control Point (HACCP)
- Entrepreneurship classes to launch food preparation and processing-related business
- Focus groups to identify determinants of safe food handling behaviors, risk perception, and beliefs that impede the adoption of safe food handling standards
- Better eating habits and reduced food-related illnesses, including focus groups to assess behavioral changes related to eating and purchasing habits

Nutrition education can also offer viable business opportunities. For example, recent changes in legislation allow dietitians to prescribe therapeutic diets in addition to physicians. This shift is consistent with the growing focus on health prevention and community health that offers new opportunities to qualified dietitians and nutrition educators.

Food Distribution through Farmers' Markets, Restaurants, and Food Retailers

The District of Columbia is home to 650,000 residents, with an additional 1.5 million living in the Washington Metropolitan area. Washington D.C. is also home to 30 farmers' markets and close to 50 community gardens. Yet there are many areas in the city that do not have access to affordable fresh fruits and vegetables. To reduce the number of food deserts and provide fresh, nutritious food to underserved neighborhoods, CAUSES supports several farmers' markets in food desert areas. However, it has proven challenging to attract a sufficient number of vendors to offer locally grown food especially in low-income neighborhoods that may lack the necessary purchasing power. This presents a viable business opportunity for small urban growers, especially where farmers' markets and ethnic food markets accept food stamps and WIC coupons.

Neighborhood stores and restaurants also offer viable market outlets. Particularly promising are venues in D.C.'s ethnically diverse neighborhoods. Food tastings conducted through the CAUSES Centers for Sustainable Development and Nutrition, Diet and Health indicate significant market opportunities especially for African crops including kitale, garden eggs, and potato leaves. High-end restaurants are also showing growing interest in ethnic produce, as well as in locally grown fish, greens, and herbs that are extremely fresh.

A new addition to the Food Hubs and the CAUSES research farm are produce trucks that are operated by the college and by local business partners. The food trucks make fresh produce available in food desert neighborhoods that lack access to public transportation. The principle behind this food distribution model is to bring fresh food to the customer instead of expecting the customer to come to local markets.

This points to another important function of food hubs, namely to connect small growers and producers of value-added food products with prospective buyers. The market research, marketing, presentation, packaging, and customer service skills necessary to successfully link producers and consumers can be offered at a hub. The hubs also serve as support networks, focus group facilities, and research bases to determine product mix, marketing and finance strategies, business plans, and data analysis to ensure proof of concept.

- Strategies to support local food retail through local and mobile markets
- Web-based portal and networking tool to link food producers, processors, and buyers
- Market research to assess opportunities in the food and hospitality industries
- Focus groups to determine the education delivery preferences of local populations

The food distribution component of the Urban Food Hubs adds much-needed knowledge that is necessary to create a resilient urban food system. Skills of fish and produce production and the value added through food preparation, processing, and preservation are only of value if they can find viable markets to generate revenue and living wages. Given the density of urban markets, the revenue potential is substantial, although there is a range of revenue models that must

The hubs create a network of skills, jobs, and business ownership that broadens local food production.

Other distribution models include direct marketing efforts like farmers' markets and CSAs (Community Supported Agriculture), collaborative efforts with local food banks such as gleaning agreements and food collections, and seasonal delivery agreements with stores and restaurants. Food hubs therefore create an urban food network that offers both higher quality food to consumers and a more resilient food supply, which improves urban food security. Key food distribution activities include the following:

- Support services and training to launch food related business

be considered in the context of each specific business plan. Maximizing revenue through hydroponic lettuce and herb production for high-end restaurants, for example, is one viable model; maximizing nutritional yield and embodied energy through a crop rotation that minimizes overall food imports is another model, and growing food that meets the therapeutic diet needs of a neighborhood with particularly high rates of diabetes is yet another model. The first model will most likely generate the highest monetary revenue; the second will reduce energy use and the indirect costs associated with transportation, CO₂ emissions, and other externalities;¹²

and the third may significantly reduce health-related expenditures. All three can be economically viable, but the revenue streams from private and public-sector sources necessary to support the three models will vary considerably. In addition to private-sector markets, food systems policies are therefore indispensable to improve food security and resilience.

Waste Reduction and Reuse

Waste reduction and ‘closing the loop’ is an essential component of the food hubs. Urban soils generally need soil amendments and are rarely ideal for food production. Composting is key to improving the structure and organic content of the soil to create a sustainable food system. Even aquaponics and hydroponics systems generate some amount of plant material that can be composted, and each hub has some soil-based production along with the high-efficiency aquatic systems. Food waste from food preparation also forms a component of the waste stream.

Compost Taxi, a recent business start-up in the D.C. area, is an example of a successful business model based on reusing food waste. Compost Taxi picks up food waste from residential households for a monthly fee. Households who opt to join the program are typically conscious of the benefits of reusing organic materials and their food waste is virtually free of contaminants. Food waste from school cafeterias and other institutional facilities can also provide organic material that can be composted at the hubs or at the larger composting facility that is under development at the CAUSES research farm. A pilot program that collected food waste from D.C. restaurants and cafeterias showed high levels of contamination with eating utensils, packaging materials, and other noncompostable waste. The pilot concluded that a comprehensive training program for food service staff is needed to get higher quality compost.

The patented aeration device that is used for the aquaponics systems also provides benefits for the composting component of the hubs. As the Flo-Vex induces a low-pressure gas into the circulating higher-pressure water, it can channel airflow through a degasser into compost bins. Initial research suggests that the effective aeration achieved through the device speeds up compost production while alleviating the need to turn the compost. This results in significant space savings, which is critical in urban neighborhoods.

Water management is also an important focus of food hubs. By capturing rainwater and surface water run-off and by increasing permeable surfaces in urban neighborhoods, the hubs can contribute to improved storm water management. The aesthetic aspects of horticulture, rain gardens, and landscaping also add viable business opportunities and social benefits to urban neighborhoods. These broader benefits of food hubs can be significant and include neighborhood safety, walkability, and reduced storm water run-off.⁹ Benefits of the waste reduction component include the following:

- Reduced waste generation and energy use
- Improved soil quality
- Reduced water use
- Reduced flooding through increased permeable surfaces
- Job creation for unemployed and underemployed populations

Every Urban Food Hub will be equipped with an alternative energy source consisting principally of solar and small-scale wind energy generators. The model for this integrated approach is the CAUSES Research Farm, which features a solar-powered groundwater well as the centerpiece of its drip irrigation, hydroponics, and aquaponics systems.

Community Partners of the Urban Food Hubs

To date, four Urban Food Hubs are in various stages of implementation. Local partnerships anchor the four hubs in their respective neighborhoods to ensure their long-term viability. In the tradition of the land-grant universities, CAUSES provides design, implementation, startup support, capacity building training, and ongoing research and education for the hubs. The ongoing operation of the hubs will be the responsibility of the community partners.

One of the hubs is operated in collaboration with Washington Parks & People (WPP), a D.C.-based nonprofit organization that began its work of reclaiming abandoned parks in 1990. WPP leads greening initiatives across the D.C. area, including city land reclamation, native species reforestation, watershed restoration, and green job training. The WPP Food Hub is located in Ward 7 in close proximity to a school and public housing complex.

A second partner is Mercy Outreach Ministry International (MOM), a nonprofit organization with more than 20 years of experience in working in underserved neighborhoods in Washington, D.C. as well as in Haiti. MOM’s mission is to provide research, design, engineering, and self-sufficiency training to support economic development opportunities. MOM’s goal is to construct ‘Sustainable Urban Villages’ in underserved urban locations, providing health and educational services in wastewater management, food safety, sanitation, and gardening.

The third hub is being developed in a residential neighborhood chiefly comprised of subsidized housing and easily accessible by Metro. The land was made available to CAUSES and its private-sector partner, Freedom Farms, by the District Department of Housing and Community Development for the purpose of developing an urban farm.

The location offers collaborative opportunities with local resident committees, a neighborhood school, and a local food bank. The location is also in close proximity to one of the satellite campuses operated by the UDC Community College.

A fourth hub will be implemented at the Bertie Backus campus of UDC in Ward 5. This satellite campus also houses UDC Community College programs and is located in close proximity to a Metro station. Two other food hubs in Ward 8 are under negotiation. One builds on an existing collaboration with THEARC (Town Hall Education Arts Recreation Campus), a nonprofit organization and community center that offers educational, health, recreation, and social service programs through collaborative partnerships. THEARC already operates a farmers' market and a youth gardening program, and the CAUSES Center for Urban Agriculture has installed a hydroponic system in one of the greenhouses operated by THEARC.

Figure 2 shows the distribution of grocery stores across the District. The location of the Urban Food Hubs and the UDC Research Farm are shown in Figure 3.

As Figure 3 shows, the Urban Food Hubs are located in some of D.C.'s most underserved food desert neighborhoods. The identified community partners bring long-standing relationships and diverse organizational characteristics to the project, which will also provide much-needed information about the characteristics of successful community partnerships that spur economic development and food security. Early indications suggest that the hubs can galvanize neighborhood activity and provide a sense of stability that goes well beyond their food security objectives.

Support for local business startups, which is an integral part of the Urban Food Hubs concept, can also play an important role in enhancing

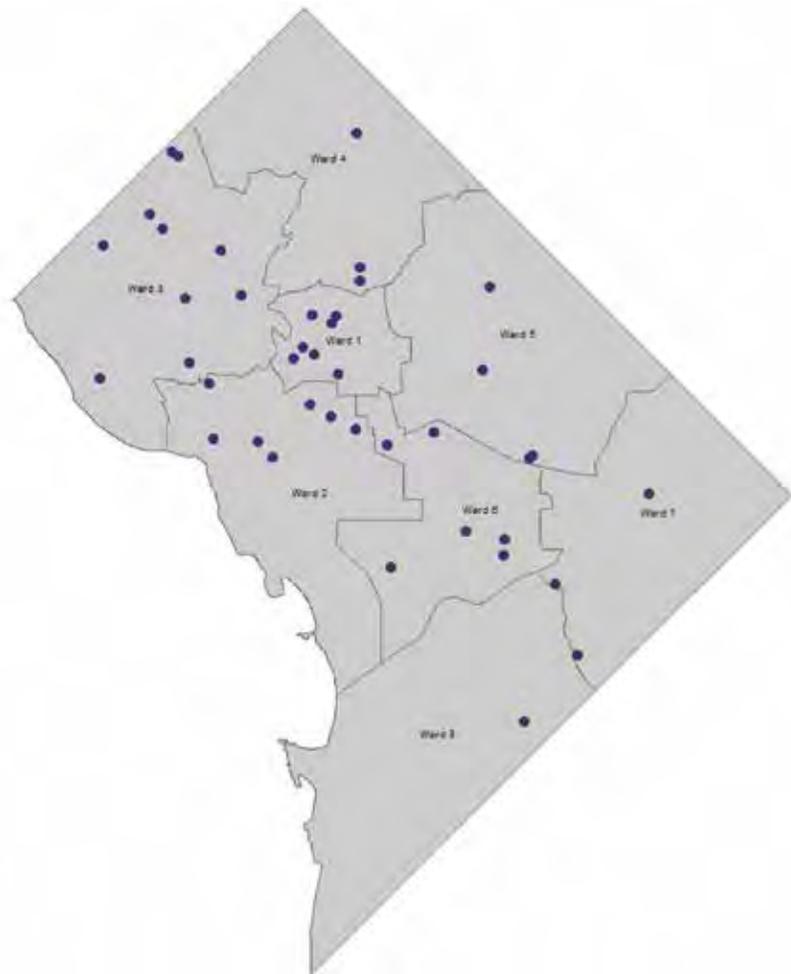


Figure 2. Grocery Stores by Ward.

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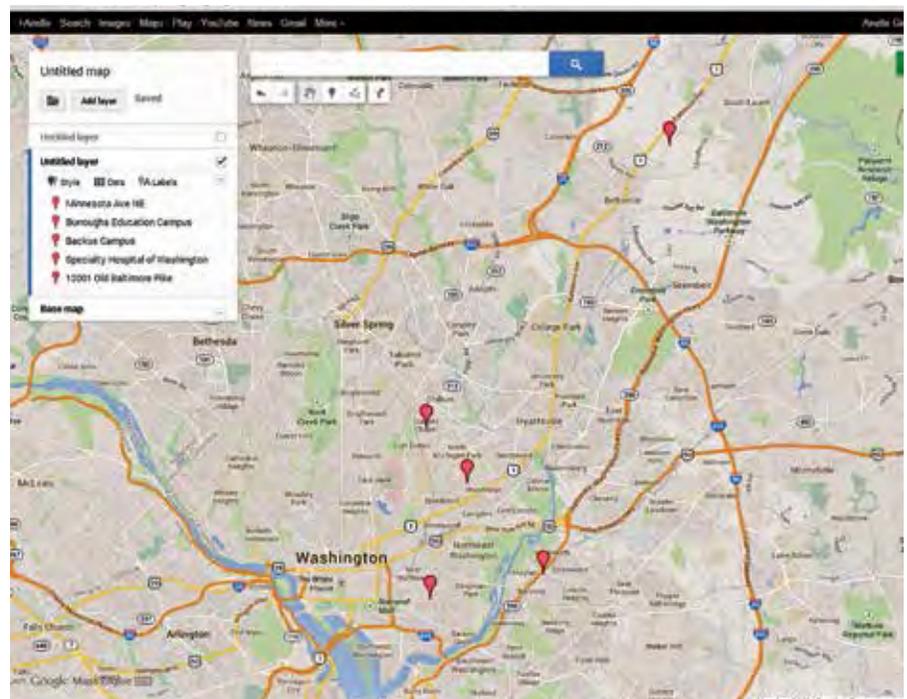


Figure 3. Urban Food Hub Location.

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the social fabric of the Food Hubs neighborhoods. An added component under consideration is a community-based revolving loan fund. Implementing such a fund can form a viable alternative to formal banking and development corporation options. This is especially relevant since by the end of the decade, 40 percent of the US workforce is expected to be made up of independent small business owners and freelancers, while the traditional model of work that relies on large-scale, centralized businesses will be in sharp decline. Food hubs can make a meaningful contribution in this changing landscape of work, while improving food security and related public health and urban sustainability goals.

innovative system is housed in an 8 by 40-foot standardized steel container. Six different types of hydroponics systems including pipe, ebb and flow, and drip systems are located in another small greenhouse.

Apart from its research and teaching function, the research farm serves an important stabilizer role for the Urban Food Hubs and their future business startups. New businesses can be vulnerable and may initially lack the capacity to reliably supply their market. This is especially true for the agricultural sector, which tends to be more vulnerable to severe weather, pests, and other natural factors that are difficult to control. The research farm has developed the capacity to grow year-round and

Sustainability and Environmental Sciences (CAUSES) in D.C. are exemplars of a distributed food system that can make a meaningful contribution to food security while also improving urban sustainability and its economic, social/cultural, and environmental/physical dimensions. Figure 4 summarizes the conceptual framework of the Urban Food Hubs and their key components: food production (source), food preparation and processing (prepare), food distribution, marketing and customer service (distribute), and waste management (recycle).¹⁵

While the recent attention to food security is important, not everything that improves food security necessarily meets the test of sustainability. Highly centralized food systems, including vertical urban systems, may increase food production and accessibility, but at the cost of higher rates of non-embodied energy that goes to transportation, heating and cooling of production facilities, commercial fertilizers, and pest control, rather than to food production. The Urban Food Hubs advance both food security and sustainability by offering a model for distributed urban food systems that lower entropy and increase embodied energy.

As the implementation and refinement of the Urban Food Hubs continues, dialogue with other urban communities will be of benefit. This is especially true for urban communities with highly prized land. These communities must meet food security and sustainability goals while competing for scarce land that is solely valued at its economic value without sufficient consideration of its social/cultural and environmental/physical value. Such urban communities face a far more intense battle for food security than shrinking urban centers where land is underutilized and where urban agriculture faces less intense land use competition. **S**

The principle behind this food distribution model is to bring fresh food to the customer instead of expecting the customer to come to local markets.

The Role of Muirkirk Research Farm

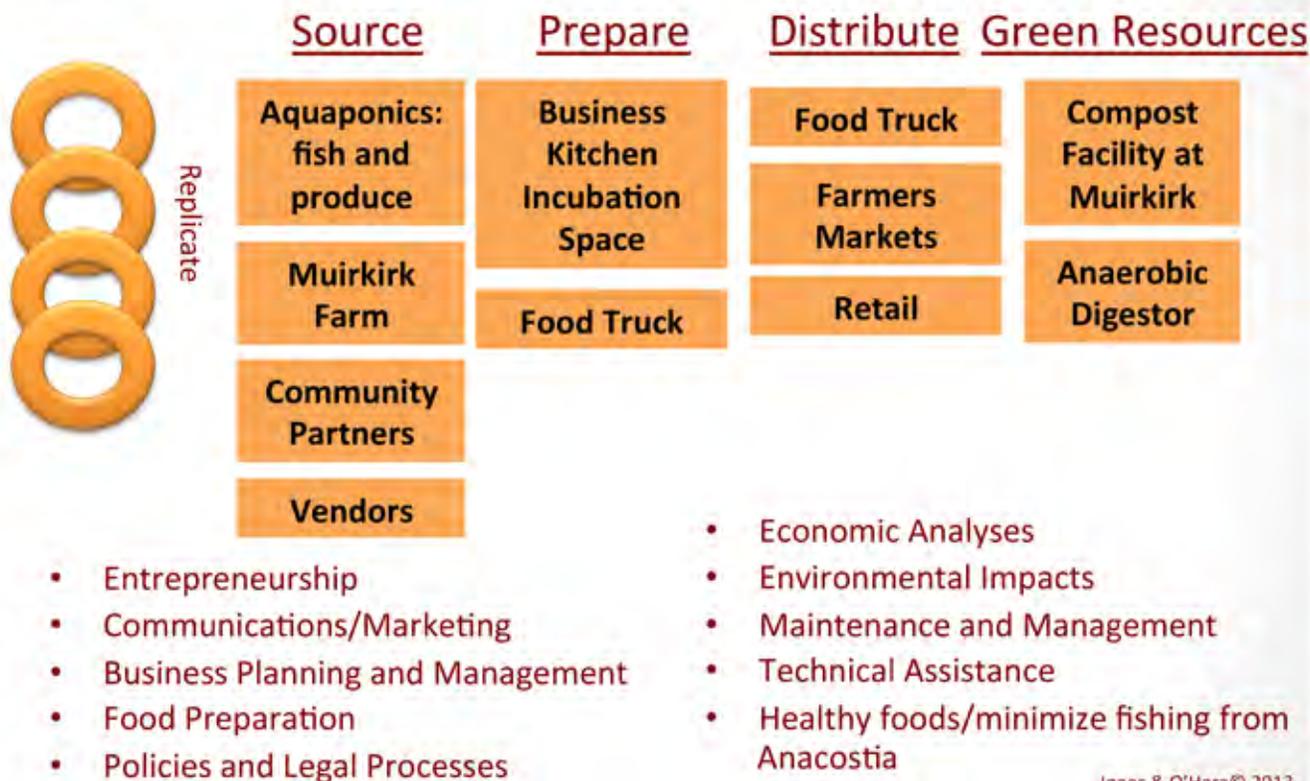
The CAUSES Research Farm serves as the backbone of the Urban Food Hubs. The farm is an exemplar of sustainable urban agriculture. Located less than 30 minutes from the main campus of UDC, it serves as a research, training, and coordination facility for small-scale highly productive agricultural systems. A solar-powered groundwater well is the heart of the farm. It supplies drip irrigation to the fields and feeds various aquaponics and hydroponics systems. The farm does not produce any traditional cash crops, but offers over 50 varieties of vegetables and herbs, a fruit orchard, berry patch and several ethnic crop fields. Two of the aquaponics systems are housed in greenhouses and another

to meet the needs of even highly specialized ethnic crops markets. It can therefore serve as a market buffer to ensure a steady supply of locally grown food while giving priority to small urban growers to meet local demand. The Food Hubs can thus connect local food producers and processors with urban markets with the Research Farm serving as a collaborative partner that reduces operational risk for small growers.

Conclusion

Achieving food security must be a top priority for the United States and countries around the world. As more and more people live in urban centers, food security solutions must be urban as well. The Urban Food Hubs concept developed by the UDC College of Agriculture Urban

CAUSES Urban Food Systems Model



udc.edu/causes

“Healthy Cities-Healthy People”

CAUSES

Figure 4. Urban Food Systems.

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