Tuskegee University
School of Architecture

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [170 Credit Hours]

Year of the Previous Visit: 2008
Current Term of Accreditation: Three-year term of initial accreditation effective January 1, 2008

Submitted to: The National Architectural Accrediting Board
Date: September 4, 2010

Program Administrator: Donald E. Armstrong, Jr., Interim Director of Architecture, (334-727-8971 dearmstrong@tuskegee.edu)

Chief administrator for the academic unit in which the program is located: Richard K. Dozier, Arch.D, AIA, Dean (334-727-8330 Rdozier@Tuskegee.edu)

Chief Academic Officer of the Institution: Roberta Troy, PhD, Interim Provost and Vice President for Academic Programs (334-727-8164 rmtroy@tuskegee.edu)

President of the Institution: Charlotte Morris, PhD, Interim President (334-727-8501 cpatt@tuskegee.edu)

Individual submitting the Architecture Program Report: Richard K. Dozier, Arch.D, AIA, Dean (334-727-8330 Rdozier@Tuskegee.edu)

Name of individual to whom questions should be directed: Donald E. Armstrong, Jr., Interim Director of Architecture, (334-727-8971 dearmstrong@tuskegee.edu)

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History and Description of the Institution

Prior to the end of the Civil War in the U.S. in 1865, for more than 100 years it was a crime to teach Blacks to read, write or compute. Emancipation of Blacks from slavery by the Civil War required the development of institutions to educate the new freedmen and women. It was against this background that there, above opposing critical views, rose a series of institutions designed to produce black teachers to teach the untaught. In a single generation, 30,000 black teachers in the South, with their white supporters, reduced significantly the illiteracy rates of the majority of black people.[1] This systematic assault on illiteracy was embraced enthusiastically by the former slaves and formed the context that made the Tuskegee Normal School (later Tuskegee Institute and now Tuskegee University) possible. Founded in 1881 by notable educator Booker T. Washington, the Tuskegee Normal School provided essential academic instruction, but also offered practical training for blacks, helping them develop economic self-reliance through the mastery of manual trades and agricultural skills.

Tuskegee University has been one of our nation's most outstanding institutions of higher learning since 1881 when Booker T. Washington stressed the need to educate the whole person. Tuskegee University was acclaimed, first by Alabama and then by the nation, for the soundness and vigor of its educational programs and principles. This foundation has continued through subsequent administrations of the late Drs. Robert Russa Moton (1915-1935), Frederick D. Patterson (1935-1953) and Luther H. Foster (1953-1981). Dr. Benjamin Franklin Payton, who assumed responsibility as fifth president of the University on August 1, 1981, amplified its programs and acquired University status for the institution in 1985.

As a registered, historic and national landmark on more than 5,000 acres, Tuskegee University is presently an independent and state-related institution of higher education. Twenty-five percent (25%) of its trustees are state-appointed and 75% are self-perpetuating. The University receives State appropriations and is a land grant institution. It is coeducational as well as racially, ethnically and religiously diverse with students from all parts of the United States. Today, its academic programs emphasize the importance of liberal arts as a foundation for successful careers in all areas. While stressing the need to educate the whole person – the hand and the heart as well as the mind – Tuskegee's mission has always been service to all people. [2]
Tuskegee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and has a number of nationally accredited degree programs including: 1) Architecture, 2) Business, 3) Education, 4) Engineering, 5) Medical Technology, 6) Nursing, 7) Occupational Therapy, 8) Social Work, and 9) Veterinary Medicine. In 1996, the academic programs were reorganized into five Colleges: 1) the College of Agricultural, Environmental and Natural Sciences; 2) the College of Business and Information

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[1] Du Bois, W. E. B. (1969). *The Souls of Black Folks*. NY: Signet Classic.
[2] Tuskegee University has been a registered, national and historic landmark since April 2, 1966 and has been designated as a national historic site since October 26, 1974. Special features at Tuskegee University include: the George Washington Carver Museum; the Tuskegee Archives – a chief center for information on the challenges, culture and history of Black Americans; the Reserve Officers Training Corps Center; and the Center for Continuing Education – a nucleus for continuing adult education; the Booker T. Washington Monument, "Lifting the Veil", which honors the University's Founder; the Tuskegee Airmen's Plaza – commemorating the historic feats of America's first black pilots who were trained at Tuskegee University; the General Daniel "Chappie" James Center for Aerospace Science and Health Education – honoring America's first black four-star general who was a Tuskegee University graduate; the Media Center at the School of Veterinary Medicine, with the state-of-the-art video up-link and down-link, intra-school communications, audio/visual, graphics, photography and document production; the Kellogg Executive Conference Center, a state-of-the-art hotel and meeting facility for educational, business and cultural events.

Science; 3) the College of Engineering, Architecture and Physical Sciences (with the re-organization of the former Department of Architecture into the new Robert R. Taylor School of Architecture this college will become the College of Engineering and Physical Sciences) ; 4) the College of Liberal Arts and Education; and 5) the College of Veterinary Medicine, Nursing and Allied Health. The curricula for the five colleges offer 59 degrees including 42 Bachelor's, 15 Master's and two Doctoral degrees.

Among the University's current enrollment of nearly 3,000 students, come students from most states and a number of foreign countries. In its 129 year history Tuskegee has enrolled more than 200,000 students. The University's living alumni number more than 30,000 and reside throughout the nation and the world. Total university physical facilities; include 155 buildings and structures on 5,000 acres of land valued in excess of $500 million.

Institutional Mission

During the past century, various social and historical changes have transformed Tuskegee University into a comprehensive and diverse place of learning whose fundamental purpose is to develop leadership, knowledge and service for a global society. Committed deeply to academic excellence, the University admits highly talented students and challenges them to reach their highest potential. The University also believes strongly in equality of opportunity and recognizes that exquisite talent is often hidden in students whose finest development requires unusual educational, personal and financial reinforcement. The University actively invites diverse and talented students, staff and faculty from all racial, religious and ethnic backgrounds to participate in this educational enterprise. Special elements of the University's mission include instruction, research, and service. These three elements of mission, together with certain acts of the United States Congress and the State of Alabama, define Tuskegee University as a land grant institution. Originally focused on agriculture, the University embraces a wide spectrum of liberal arts, scientific, technical and professional programs.

The following is an excerpt from the current mission statement of the University:

Tuskegee University is a national, independent and co-educational institution of higher learning that has a historically unique relationship with the State of Alabama. The University has distinctive strengths in the sciences, architecture, business, engineering, health and other professions, all structured on solid foundations in the liberal arts. In addition, the University's programs focus on nurturing the development of high-order intellectual and moral qualities among students and stress the connection between education and the leadership of Americans.

The University is rooted in a history of successfully educating African-Americans to understand themselves against the background of their total heritage and the promise of their individual and collective future. A primary mission has been to prepare them to play effective professional and leadership roles in society and to become productive citizens in the national and world communities. Tuskegee University continues to be dedicated to these broad aims.[3]

Overall, Tuskegee University accomplishes its central purpose of developing leadership, knowledge and service through its undergraduate, graduate, professional, research and outreach programs. Through these programs, students are encouraged not only to pursue careers but also to be of service to society and to remain active lifetime learners. The University seeks to instill a robust thirst for knowledge and a vibrant quest for wholesome patterns of personal and social ethics that have philosophical and spiritual depth. In the process, it seeks to help each student develop an appreciation for the finer traits of human personality, the beauty of the earth and the universe, and a personal commitment to the improvement of the human condition.

Program History

Architectural education at the Tuskegee Institute began in 1893. Booker T. Washington appreciated the intellectual rigor required to produce architectural drawings. Dozier places Washington's role in proper context by stating, "Tuskegee University shares the educational concept of Thomas Jefferson's design for the University

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[3] Tuskegee University Strategic Plan

of Virginia."[4] Washington believed in education in the crafts, industrial and farming skills and the cultivation of the virtues of patience, enterprise and thrift. Washington focused on values that would win the respect of whites and lead to blacks being fully accepted as citizens and integrated into all strata of society.[5]

Washington passionately believed that the School should produce drafters and architects as well as carpenters and bricklayers. Washington wrote:

"The Institute has arranged the schedule as to give the Industrial students more time to receive actual theoretical instruction…The mechanical and architectural drawing which was started during last term has met with every success. The students, especially those taking the trades, are not only enthusiastic over it, but see in it much that will make them proficient mechanics.[6]"

In 1892, Washington brought Robert R. Taylor, a recent graduate of the Massachusetts Institute of Technology (MIT) School of Architecture and first known black architecture school graduate, to Tuskegee Normal and Industrial Institute to offer the first architecture classes. Taylor's architecture drawing classes at Tuskegee differed little from those offered at MIT and Cornell at that time. In 1901, Taylor was named the first director of the Department of Mechanical Industries. Between 1900 and1909, Taylor hired William Pittman (former student), Wallace Rayfield (Pratt Institute graduate) and Vertner Tandy (Tuskegee Normal and Industrial Institute and Cornell graduate and first African American licensed architect in the state of New York) to the architecture faculty at the Institute. David Williston (Cornell graduate) was hired in landscape architecture.

Such premier faculty placed Tuskegee among the nation's first schools to offer black students the opportunity to learn design and construction. Many of the early campus buildings were designed by Mr. Taylor or members of his faculty and built with the assistance of the students in the Department of Mechanical Industries. By 1915, the Tuskegee campus-building program was substantially complete and the faculty and graduates were also building Black churches and schools throughout the South. Between Taylor's arrival in Tuskegee in 1892 and Washington's death in 1915, design and construction of the Tuskegee campus was the largest concentrated physical enterprise in the United States built from the ground up by and for blacks.[7]

The campus buildings built by students during Washington's tenure have a rough-hewn beauty analogous to those of the contemporaneous Arts and Crafts movement. Native materials such as clay and wood were shaped into construction materials by students in the campus brickyard and lumber mill. These buildings have provided an enduring and inspiring setting for the Architecture Program.

The architecture and construction programs continued to involve students, faculty and alumni in significant campus projects through the 1960's. The famed Tuskegee Airbase designed by Edward Miller and G.L. Washington, then directors of the University's Mechanical Industries Department was partially constructed by students. An owner-build concrete block house system, called the Low Cash-Cost House, was developed in the 1940's and 1950's. A campus subdivision containing these houses was created and the system was used to provide affordable housing across Macon County and also in Africa and Southeast Asia. The program was significant enough to merit visits from two U.S. Secretaries of Agriculture.

 Notable architect Paul Rudolph was the designer of several significant buildings on the campus during the 1960's, including the internationally recognized Tuskegee Chapel. Rudolph was also the campus architect during this period and participated in studio critiques during his visits to the campus. The architectural firm of record for the Chapel, is Fry and Welch, a firm developed in the 1950s by Louis E. Fry Sr. and John Welch with

[4] Dozier, R. K. (1990). *Tuskegee: Booker T. Washington's Contribution to the Education of Black Architects*. A Doctoral Dissertation, University of Michigan.
[5] Washington, B. T. (1963). *Up from Slavery.* New York: Bantam.
[6] Washington, B. T. (1904). *Working with the Hands*, NY: Arno P, 1969.

7 Mitchell, M. L. (2001*). The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power*. San Jose: Writers Club Press.

offices in Tuskegee and Washington, D.C. Tuskegee native John Welch earned his architectural degree at Howard University while Fry, a Prairie View graduate, completed his masters of Architecture at Harvard University under Walter Gropius. Welch served for many years as the Dean of the Tuskegee Architecture Program. Visionary designer Buckminster Fuller also visited the architecture program during this period. Fuller led students in designing and constructing a geodesic dome on the campus.

The types of degrees bestowed by the Program have evolved since the 1930's when the first architecture degrees were offered. In 1974 the six-year Bachelor of Architecture (B. Arch.) undergraduate degree was restructured into a six year (4+2) Master of Architecture (M. Arch.) degree. It was done in keeping with the then prevalent trend in architectural schools. The students were awarded a Bachelor of Arts in Architectural Science after four years of study. However, the Master of Architecture was an undergraduate degree, and the attrition rate of students in the Architecture Department joining the Master of Architecture program (the last two years), after receiving the four year degree, gradually became significant and an area of concern for the architecture program. To stem this attrition rate, in 1986, a five-year (2+3) Bachelor of Architecture was approved by the University.

At present, the School of Architecture, through its two professional programs in Architecture and Construction Science and Management (CSM), continues to perpetuate the founding policy of the University – "learning by doing." Although both programs began in trade and vocational training, the present mission of both programs is to develop competent professionals who are capable of playing active roles in shaping communities through the design of meaningful places for all people to work and live.

Table 1 Chronology of Significant Dates for the Department of Architecture

Date   Event

1893   Tuskegee University began offering certificates in architecture under the Division of Mechanical Industries.

1902   Tuskegee graduate, John Lankford, became the first African American licensed architect in Washington, DC.

1930   Tuskegee Institute was the first school to admit African American females.

1957   A four-year curriculum in Architecture leading to the Bachelor of Science degree was initiated.

1965   The professional six-year Bachelor of Architecture Program began.

1967   Tuskegee Institute graduated the first African American female in architecture.

1968   The Schools of Mechanical Industries and Arts and Sciences were aligned to form the School of Applied Sciences.

1970   The Architecture Program was accredited by the National Architectural Accrediting Board.

1974   The Program in Building Technology was transferred to the Department of Architecture.

1974   The six-year Bachelor of Architecture degree was restructured and the Master of Architecture degree offered. Which included an innovative Internship Program.

1983   The Department of Architecture merged with engineering programs to become the School of Engineering and Architecture.

1985   The name of the Construction Program was changed to Construction Science and Management.

1986   The five-year B. Arch. Degree was approved in the spring and the first class entered in the fall of that year.

1991   The Architecture Program (B. Arch degree) received a full five-year accreditation from NAAB.

1996   The Architecture Program (B. Arch degree) received a full five-year accreditation from NAAB.

1996   The School of Engineering and Architecture restructured and becomes the College of Engineering, Architecture and Physical Sciences.

1996   The Departments of Computer Science and Physics were added to the College of Engineering, Architecture and Physical Sciences.

2001   The Architecture Program (B. Arch degree) received a three-year accreditation from NAAB.
        The Architecture Program (B. Arch degree) received a two-year accreditation from NAAB

2004   The Architecture Program (BArch degree) lost full accreditation of its B. Arch degree
        The Architecture Program (BArch degree) received candidacy status

2006   NAAB awards three year full accreditation to the B. Arch degree.

2010   Board of Trustees elevates the Department of Architecture to the Robert R. Taylor School of Architecture, R.K. Dozier, Dean

Program Mission

After some review and discussion, following the 2006 NAAB visit, the faculty accepted the mission statement adopted by the faculty of the Department of Architecture and endorsed by Tuskegee University in 2004:

The Architecture and Construction Science and Management programs prepare professionals who are capable of playing an active role in rebuilding our cities, towns and rural communities so that they may become truly meaningful places for all people to work and live. These programs endeavor to develop professionals with an appreciation for the humanistic (social, psychological and physical) aspects of a building problem, as well as other factors such as health, safety, welfare and economic feasibility.

The Architecture Program is founded on a belief in the power of architecture to uplift the human condition and give form to society's highest aspirations. Students are prepared to become citizen architects - community leaders who provide a vision of a better-built environment. The Program will realize its mission through teaching strategies based on Booker T. Washington's philosophy of educating the hand and the mind together in a cross-disciplinary context:
- Digital learning environment

- Service learning
- Life-long learning
- Design-build
- Integration of studio courses with lecture courses

The Program will generate and disseminate discourse concerning the relationship between the African Diaspora and the built environment. This will include:
- Identifying, studying and publicizing the unrecognized roles of blacks and other minorities as users, designers and builders of architecture
- Theorizing the relationship between group culture/race and architecture
- Addressing the special problems associated with the built environments of minority communities through research and service learning

I.1.2. Learning Culture and Social Equity

As a historically black college and university (HBCU), Tuskegee University is comprised of predominately African American students and fosters an equal opportunity to all prospective faculty, staff and students. Social equity is a key aspect of the Tuskegee University mission as it is described in the University *Bulletin*:

"During the past century, various social and historical changes have transformed Tuskegee University into a comprehensive multicultural center of learning whose primary purpose is to develop leadership, knowledge and service for a global society. Committed deeply to academic excellence, the University admits talented students from all regions and challenges them to reach the highest possible levels of intellectual and moral development. The University also believes strongly in equality of opportunity and recognizes that exquisite talent is often hidden in students whose finest development requires unusual, personal and financial reinforcement. The University actively invites a diversity of students, staff, and faculty from all racial, religious, and ethnic backgrounds to participate in this educational enterprise."

The School of Architecture makes every effort to consistently provide and perform in ways that convey and maintain social equity in faculty appointments and as a learning objective.

The Tuskegee University Faculty Handbook (August 1999) contains the following section on social equity relative to faculty:

"Tuskegee University is committed to equal opportunity in employment and education and does not discriminate on the basis of sex, race, color, religion, national origin and qualified disabled persons. It is the university's policy to employ, retain, promote, terminate and otherwise treat any and all employees and job applicants on the basis of merit, qualifications and competence. The policy shall be employed without regard to an individual's sex, race, national origin, religion, pregnancy, age, marital status or physical handicap."

Tuskegee University Faculty Handbook also has established policies and procedures for grievances related to sexual harassment and discrimination. Policies pertaining to academic integrity – cheating, plagiarism etc. - are covered in the section "Academic Honesty" in the Tuskegee University Academic Regulations and Procedures for Undergraduates document.

Faculty, Students and Staff Role and Access to Forming Policies

Faculty members are involved in shaping School policies in two ways. School's decisions are discussed at the regular faculty meetings where opinions are solicited and considered before making determinations; and, school committees play a key role in creating, approving and implementing policies in key areas such as curriculum.

School's policies and activities are orchestrated through a structured set of faculty committees, program coordinators and task assignments, that include among others, curriculum, admissions, lecture series etc. They are established to involve faculty and students in the formulation and implementation of the School's policies and procedures. This document will be placed in the Team Room.

In an effort to foster student involvement and development, student senators are elected at each class level. They attend faculty meetings and are the key liaisons in conveying school's policies and activities to the student body at large. The American Institute of Architects Students (AIAS) and National Organization of Minority Architects Students (NOMAS) chapters involve themselves with other schools and professional organizations. These chapters' officers attend local, regional and national conferences as representatives of the school and its student body. The Dean meets with these officers on a monthly basis to keep abreast with their activities.

Studio Culture

 The School currently has the Tuskegee University School of Architecture Studio Culture Policy. The creation of this policy was a collaborative effort between faculty and students. This policy is distributed to students and faculty at the beginning of each fall semester. It includes procedures and guidelines for studio related activities and working environments. It is based on *The Redesign of Studio Culture* by the AIAS Studio Culture Task Force.

Studio Culture Policy: School of Architecture, Tuskegee University

1. Encourage students to lead balanced lives by encouraging healthy studio behavior:
   - Reduce the need for all-nighters: set reasonable presentation requirements relative to time available, and when possible collect projects the night before the jury.
   - End project criticism before presentation phase begins to discourage last-minute design changes.
   - Provide information on stress management.
   - Provide healthy snacks in vending machines.

2. Teach students to value their time:
   - Teach time management skills.
   - Recommend self-monitoring by students (written time budgets monitored in journals).
   - Regularly assign timed sketch problems in class where faculty may observe and help students with time management skills.

3. Connect the studio with the outside world:
   - Assign required attendance at events outside of the Department which relate to ongoing studio projects.

4. Promote integrative learning:
   - Create studio projects in which students directly apply what they learn in lecture courses.

5. Develop students' design-thinking processes:
   - Situate buildings and their design process within a broader context of designed objects and the creative process in general.
   - Give explicit attention to the design-thinking process through lectures, readings and exercises.
   - Require the documentation and presentation of design process in drawings and models.
   - Assign projects with real clients and uses.

6. Emphasize collaboration over competition:
   - Assign team projects each year at each studio level.

7. Promote interdisciplinary interaction:
   - Create collaborative projects with other University departments.

8. Engage faculty in the academic life of the Department, College and University:
   - Hold weekly faculty meetings.
   - Hold a Department peer review the end of each academic year in which invited representatives of the AIA, alumni association, other schools of architecture, etc.; evaluate performance of administration, faculty and students.

- Prepare new faculty, including adjuncts, to meet the Department's mission: orientation program, faculty mentoring program.
- Maintain written curriculum goals for each studio (in addition to NAAB criteria) with yearly review and revision by faculty.

9. Take the mystery out of designing:
   - Syllabi: Clearly state learning objectives and assessment criteria.
   - Studio faculty: discussion with students of instructor's personal design philosophy (language, theoretical agenda, influences) and pedagogy.

10. Use methods of student assessment which promote learning:
    - Involve students in assessment: self-assessment, self-criticism, group critiques.
    - Following critiques provide a written summary of design's strong points and weak points (with suggestions for how to strengthen weak points).

11. Make critique a positive learning experience:
    - Use alternatives to the traditional review model where the student defends pinned up work before a panel of jurors: "opening night" exhibitions with free-floating critics, publicly posted projects with comment sheets, etc.
    - Hold critiques outside of the Department.

12. Celebrate diversity and resist discrimination:
    - Expose students to demographic groups different from theirs.
    - Challenge dominant ideologies.
    - Uncover cultural invisibility: the unacknowledged contributions of minorities as designers, builders, owners and users of the built environment.
    - Assign projects which uncover and challenge discrimination based on race, gender, religion, sexual-orientation, socio-economic background and physical disabilities

13. Students' responsibilities:
    - Maintain a positive studio environment free of distractions
    - Attend studio classes, be punctual and remain in the studio until the end of class time
    - Arrive for each class prepared with textbook, supplies and in-progress work
    - Work in the studio, not at home or in other classrooms
    - Respect the physical facilities: keep studio floors and work surfaces clear of trash, throw away leftover food and drink and take care of furniture and equipment
    - Be respectful of faculty and staff: address faculty members and staff by their proper names, be cooperative and follow instructions in class
    - Complete course work on time
    - Juries: Remain present during entire session

I.1.3. Responses to the Five Perspectives

A. Architecture Education and the Academic Community

Academic and Professional Standards

The educational goals of the Architecture Program are consistent with the mission of Tuskegee University. The Program's academic and professional standards for both faculty and students are based on its mission to sustain Booker T. Washington's strategy of "educating the hand and the mind together." Washington's values of social responsibility, pragmatism and applied knowledge are the basis for the design philosophy of the Program.

In the past, the Department prepared an Annual Report which was presented to the Dean. This report was compiled with other reports from the other Departments within the College and then submitted to the President.

The Report summarizes the Department's progress and challenges from the previous year and its recommendations for future action. With the new School status, it is anticipated that the Annual Report will be submitted directly to the President.

Interactions with Other University Programs

The Architecture Program regularly engages other programs within the College of Engineering Architecture and Physical Sciences (CEAPS), as well as other Colleges and Departments on campus. Administrative meetings are held on a regular basis between the CEAPS Department heads in which key issues and decisions facing the College are discussed.

Since the last NAAB team visit, the Program has had several other significant interactions with University colleges and departments including:
- College of Business, and Information Science 2009 and 2010 Annual *Tuskegee University Business and Engineering* (*TUBE*) *Conference*
- In the spirit of using earth's resources responsibly, learning key design and architectural principles and fostering an understanding of Dr. Booker T. Washington's theories on education, students worked in the campus woodshop to transform a tree into a writer's desk. Students were exposed to recycling, woodworking techniques, drama, architectural history, art and design. This was done in conjunction with the University's freshman orientation activities in spring 2010 semester.

Program's Contributions to University

The Program's administrator, faculty and students contribute to the governance, intellectual life and social life of the University in many ways. This is accomplished through appointments to University-level committees in administrative, academic and research areas, membership in, the faculty senate, professional honor societies and attendance at convocations and commencements, and participation in the student government association and a variety of student social organizations. While several students participated in the recent campus-wide elections, Mr. J. Shipp, a fifth year architecture student, was elected as University "First Gentleman." Our students are also active in campus sports, band and the debate team.

It is the Department's goal to contribute to the total Tuskegee program by: (1) producing capable professionals; and, (2) enhancing its academic environment through sponsored activities and programs that could benefit the faculty and students of other areas along with those within the Department of Architecture, such as the Visiting Lecturer Series which enhance student learning outcomes. During the 2009-2010 academic year, the Department hosted six prominent speakers who made presentations on emerging trends in Energy & Design and digital technologies. Energy & Design lectures were supported with a grant from Alabama Board of Architects (BOA). Posters announcing all events were posted within n the College, University, and mailed to our listing of Alabama AIA members.

Visiting Lecturers and Critics

The Department's annual Visiting Lecturer Series features speakers from architecture and related fields. Invited outside studio critics include alumni, representatives of community groups and local professionals. Further the school is strongly committed to providing special topic seminars to students, faculty and the public.

Table 2. Visiting Lecturers and Critics: Spring-2009 and 2009-2010 Academic Year

Visiting Lecturers	Date	Lecture
Rusty Smith Rural Studio, Auburn University	2-18-09	Citizen Architect
Patrick Rhodes North Carolina State	3-9-09	Recent Works
Tristan Al-Haddad Georgia Tech	3-18-09	Becoming: Digital Fabrication in Architecture
Roberta Washington Roberta Washington Architects, New York, NY	4-7-09	Race and Gender: Evolution of the Black Woman in Architecture
David Hinson, State IDP Coordinator and Cynthia McKim, Executive Director AL State Board of Architects	4-7-09	IDP Presentation
Russ McIver Southface Energy Institute, Atlanta, GA	11-18-09	LEED 3.0 & The Energy Code
Joshua Emig Auburn University Design-Build Program	2-24-10	Integrative Practice & Recent Work
Olivier Pennetier Symphysis, Inc. San Francisco, CA	2-3-10	Environmental Analysis using Ecotect
Henry Brandhorst, Jr. Space Research Institute Auburn University	3-10-10	Photovoltaic Systems, Application & Integration
Arseni Zaitsev Atlanta, GA	3-17-10	Digital Modeling & Fabrication
Wes Janz & Olon Dotson Ball State University	3-24-10	Architecture in Distressed Environments
David Hinson, State IDP Coordinator and Cynthia McKim, Executive Director AL State Board of Architects	4-12-10	IDP Presentation
HOK Architects		Portfolio design
Visiting Critics	**Date**	**Course**
Malcolm Davis, AIA	Spring 2009	ARCH 502
Eric Peek, AIA	Spring 2009	ARCH 302
Arthur Clement, AIA	Fall 2009	ARCH 401
Don Gatzke, AIA	Fall 2009	ARCH 101 thru 501

Public Exhibitions

The Department is programming dedicated space to exhibits within the Willcox Buildings complex. In addition, students benefit from exhibitions held both by the University and other regional universities and museums:
- Birmingham Vulcan Museum and Homewood context
- Wallace A. Rayfield exhibit, tour and lectures attended by both Auburn and Tuskegee students in Montgomery, located within the great triangle of the birth place of the Civil rights: Montgomery, Selma and Birmingham.

- Rosa Parks Museum
- Southern Poverty Law Center
- Tuskegee National Park Service (NPS)
- Tuskegee Human & Civil Rights Multicultural Center

At the Oaks and the famed Tuskegee Airmen Museum our CSM students worked under faculty and the NPS and the architects. The director of south east NPS is a Tuskegee graduate. These NPS sites provide unique opportunities for our students: cultural landscapes, historic preservation and museum exhibit design, including a Jr. Ranger program.

The School plans to expand its current Team Room to be fully converted to a Gallery in the summer of 2011 enabling the School to host and perhaps develop architectural preservation exhibits.

University's Contributions to the Program

Whenever possible, the School utilizes the total resources of the University to support the mission of the Architecture Program. Students and faculty are encouraged to partake in many of Tuskegee's varied programs in the form of course offerings, special programs, lectures, short courses and services. The University provides facilities, human resources, overhead and business systems in support of the program.

Tuskegee's research efforts are coordinated by the Office of Sponsored Programs and Research. It serves as a clearinghouse for research opportunities for the University faculty. This unit is helpful in coordinating research proposals developed by department faculty and assistance in compliance for external funding reports. The Student Services division of the University directs its efforts toward promoting student academic success, student personal and professional development and enhancing the social quality of campus life.

The College of Engineering, Architecture and Physical Sciences is composed of the Departments of Aerospace Science Engineering, Chemical Engineering, Electrical Engineering, Mechanical Engineering, Architecture and Physics. The Department and specifically, the Architecture Program, has benefited from real and consistent support from the Dean of the College and cooperation from department heads and faculty throughout the College. The Department and specifically, the Architecture Program, also benefits from substantial support from administrative officers of Tuskegee University. It is the School's intention, as in its past status as a Department, to maintain this support and enhance its image as a viable and productive academic unit by increasing its visibility, and disseminating, on a regular basis, information about its meaningful programs.

Program's Interaction with Other Academic Institutions

We actively promote and seek positive relationships with other academic institutions on a regular basis. Two of our notable relationships are with the Florida A&M School of Architecture and the Auburn School of Architecture. Over the years, our Department has developed strong relationships with faculty and students at both schools. Faculty members from both schools volunteer to serve as jurors during student presentations and external evaluators during our annual end of year internal assessments. Our architecture faculty members actively participate in ACSA and other academic and professional conferences interacting and visiting other schools of architecture. The Heads of the HBCU architecture programs met at the St. Louis ACSA Administrators Conference this past fall to explore common issues and concerns. It was felt it would be productive to plan an annual meeting bringing together as many students and faculty members as possible on one of our campuses.

The following are additional collaborative events that have occurred between Tuskegee University and other academic institutions since the last NAAB visit:

- HBCU Forum: The purpose to this new forum, as outlined above, was to provide HBCU architecture faculty and students, (who are generally unable to attend the NOMA Conference due to financial costs) opportunities to network and interact with one another, be inspired, learn about each program and create connections with their peers. Additional goals for this endeavor were to encourage students to be leaders and take pride in their education, enlighten their minds to strengthen their thirst for

knowledge, and motivate students to be successful in their prospective careers. In addition, it was to give the participating faculty opportunities to share information and develop alliances to help with like challenges.
- Participation in SEED conference held at Howard University
- NOMAS conference design competition which brings our students together with those of other HBCUs

B. Architectural Education and Students

Students' Involvement in their Learning Agenda: Students are involved in shaping their learning agenda and are given opportunities to sharpen leadership skills in several ways. Student meetings are held by the dean in which key issues are discussed and students are encouraged to voice their opinions. The current architecture course descriptions and Bachelor or Architecture curriculum were reviewed by students and their representatives prior to adoption. The Studio Culture Policy was created and developed with student input. It includes a requirement that faculty involve students in project evaluation through self-assessment, self-criticism and group critiques. In addition to creating the brief for their thesis project, students are given opportunities in other courses to shape assignments and projects. Faculty members routinely involve classes and individual students in deciding topics for papers, timelines and other aspects of studio projects. On occasion upper level student initiated efforts may include the selection of research topics and developing site and building's programs for assignments to be developed in class.

The Department utilized several features of the curriculum to encourage and reinforce personal growth, attitudes and professional development. In many of the lecture courses, students are required to write research papers and lead seminar discussions. The availability of the architecture library assists in this effort. The Special Problems courses allow students to pursue personal interest through independent study while being supervised by a selected faculty member. As previously mentioned, the thesis studio course allows the students to culminate their studies on a topic of their choice and serves as an excellent means for faculty members to assess the students' educational development.

The Department has benefited from a very active American Institute of Architecture Students (AIAS) and National Organization of Minority Architects Students (NOMAS) chapters. The students have structured these organizations so they can derive maximum opportunities to sharpen their leadership skills as officers or project leaders. Generally, studio projects provided opportunities for students to organize in teams and assume and build leadership. In addition to leadership, through these student organizations, students are able to network with members of other chapters with like career goals and aspirations. This gives them exposure outside of our campus and affords them the opportunity to view architecture topics from a broader perspective.

Students' Access to Information: The Program provides students with access to the information needed to shape their futures in several ways. It works with the University Career Development and Placement Services to provide career counseling to students. This is also provided by faculty advisors. The Department endeavors, starting with the student's entry in the program, to inform them of their options following graduation. These include pursuing additional education, internship, and licensing. In addition to advising, information is provided through an annual presentation by the Alabama Intern Development Program (IDP) Coordinator, visiting professionals from different disciplines, and posted announcements for graduate programs and employment. The students have access to an architecture library that is housed in the main Department Administration building. They have a full-time librarian on staff to assist them in utilization and optimization. Computer labs are also made available specifically to students in the Department for independent research.

Students' Exposure to the Context of Practice: The School acknowledges that a comprehensive and complete architectural education extends beyond the classroom setting and that learning informally is just as appropriate and effective as formal means. Personal recognition of the challenge of becoming an architect, acceptance of the responsibility to strive toward design excellence and independent learning while in school and after graduation, are taught and stressed to all students throughout their stay in the program. Consistent with this philosophy, the School makes every effort to acquaint students with various career options that await them upon graduation in the field of architecture and in other related environmental design professions. The school's IDP coordinator facilitates and coordinates these student activities.

Beginning in the freshman year, students are introduced to the profession and the many career tracks within the profession as well as alternate career paths outside the profession. The School's Visiting Lecturer Series also provides students with career options. Lecture topics have included architecture, planning, landscape architecture, historic preservation, human behavior, transportation and construction, for student's exposure and awareness.

As with most architectural programs, the design studio sequence forms the core of the curriculum. Throughout the ten studios, design excellence is stressed. Faculty members and students participate in design competitions and other special projects which develop personal drive and enthusiasm among students.

Students and Diversity: Students enrolled in the Department come from a variety of geographical, socio-economic cultures and religious backgrounds. The Department actively encourages students to engage in opportunities that increase cultural diversity and interdisciplinary educational opportunities. Some of the efforts undertaken by the Department to ensure that students are open to diversity include the following:
- Open Classroom/studio discussions about team-building and conflict resolution
- Administration and faculty's zero tolerance of discrimination based on race, ethnicity, national origin, sex, sexual orientation, ability or age; and,
- The Program's Studio Culture Policy which calls on students and faculty to "celebrate diversity and resist discrimination" by:
  (1) Exposing students to demographic groups different from theirs
  (2) Challenging dominant ideologies
  (3) Uncovering cultural invisibility: the unacknowledged contributions of minorities as designers, builders, owners and users of the built environment
  (4) Assigning projects which uncover and challenge discrimination based on race, gender, religion, sexual-orientation, socio-economic background and physical disabilities.

Tuskegee University, as well as the Department of Architecture, has always pursued policies of non-discrimination on the basis of race, gender, national origin, age and physical ability. The Department's faculty represents a cross-section of people from a range of cultural backgrounds, ethnicities and religious affiliations. The faculty serves as mentors and role models of competent professionals who have succeeded by personal growth and continuous professional development.

C. Architectural Education and the Regulatory Environment.

Our primary upper level studio instructor /advisor Professor Fluker has been appointed IDP Educational Coordinator. He attended the 2010 IDP Education Coordinators Conference in Chicago.

The Architecture Program prepares students for the transition from internship to licensure in three ways: First, the Program encourages students to gain professional experience by working as summer interns in architecture, planning or construction after the third and fourth years. Second, the Program holds an annual IDP workshop open to all students but with primary objective the upper level students in the professional program. State Board of Architects representatives and the State IDP coordinator explain the IDP process and third year students are invited at the state's expense to enroll in the IDP program. Third, the fifth year ARCH 523 Professional Practice lecture course includes material meant to aid the student in understanding and negotiating the path to licensure.

In the context of NCARB and the AIA's phased implementation of IDP 2.0, the Program is re-evaluating the internship program structure. This is in order to be consistent with the changes to the IDP – including earlier eligibility dates, expanded areas of intern experience, and opportunities to earn experience hours outside of traditional office settings.

Although the Program does not require summer internships as a part of the formal curriculum, students are actively encouraged to complete six months of summer internship before entering the fifth and final year. Each year the faculty and administration attempt to arrange student internships, by calling on the alumni and other professional contacts or by writing letters of recommendation for advertised positions. Students who work during the summer are not only armed with valuable practical experience that can be applied to their final year

in the Architecture Program, but those months of experience may also count toward the three years professional experience that serves as a prerequisite to taking the licensing examination. Our students have been fortunate to have worked in top firms in cities such as Atlanta, GA; New Orleans, LA; Houston, TX; Baltimore, MD; New York, NY; and Chicago IL, Accra, Ghana and Munich, Germany.

D. Architectural Education and the Profession

The current mission statement of Tuskegee University, states its primary mission has been "to prepare [students] to play effective professional and leadership roles in society and to become productive citizens in the national and world communities." The mission also recognizes that it must do this for a community of students, primarily of African descent, who may require focused engagement and instructional "reinforcement" throughout the educational process.

Consistent with its mission, the university has recently made a commitment over the next few years to strengthening the communication and critical thinking skills of all its students by establishing uniform goals within the core curriculum (liberal arts education offerings) of all of its academic programs. This would be achieved primarily in the first two years of each program. This is also consistent with our desire to improve the development of critical thinking skills of students throughout the architecture program – in preparation for their fifth year thesis courses.

In effectively preparing students for life after Tuskegee, we recognize that not only does this include the profession, i.e. interning, but consistent with general trends in higher education, this also includes graduate school. As we focus on better tracking of our graduates as a key priority, the general observation suggests that more of our students are pursuing graduate education – both from construction science and architecture. For example, these include historic preservation, urban planning, construction science, and business – fostered by interaction with alumni, professionals, and academicians in education and practice settings, seminars, and conferences. And while this may complicate the tracking of our graduates, it would provide a more complete assessment of our effectiveness in developing leaders who contribute positively to broader professional and academic communities.

As part of the curriculum, the *People and the Built Environment* course serves a vital role in exposing students early in the program to the potential of architecture and good design in expressing the cultural diversities of people, and contributing responsibly to the sustaining of our communities and public spaces. We should note that the program also continues to foster this awareness through opportunities for students to participate in outreach projects.

In addition, students develop an appreciation of the diverse roles played by architects in the profession. In the *Professional Practice* course, students are exposed to the range of roles and responsibilities architects engage in professional practice. Building inspectors and other public officials outline their duty to protect public life, safety and welfare in presentations to students. This is reinforced by presentations from professional industry representatives with backgrounds and expertise in planning, contracting, construction, civil engineering, and landscape architecture.

In FY 2010-2011, it is anticipated that the *Professional Practice* course will become more integral in its relationship with other courses, as it seeks to address NAAB's broadened focus on Leadership and Practice in architectural education by visiting professionals being part of the studio critics and professional practice course.

E. Architectural Education and the Public Good

One of the founding principles of Tuskegee University was to use the school's resources to improve the surrounding built environment, as a tool for seeking social and economic progress. As architecture students at Tuskegee University quickly learn about the University's historic legacy of social advancement, they seek opportunities to engage in projects that similarly develop the surrounding community in socially, economically and environmentally responsible ways. The architecture program at Tuskegee University is dedicated to using its resources to demonstrate the strategies that can be implemented to effect positive change.

The region surrounding the campus is the cradle of the Civil Rights Movement in the United States and contains many landmark places associated with its history. The department has been, and continues to be, dedicated to the study and preservation of these landmarks and their surrounding communities. Since the last accreditation visit, the architecture program has initiated and implemented several local projects which link historic preservation, community revitalization and the African American architectural heritage.

Students also gain an understanding of the architect's social responsibility through lecture coursework, studio projects centered on social, economic and environmental issues, and exposure to the viewpoints of practitioners through the visiting lecturer series. A factor in selecting presenters for the lecture series is to identify speakers who have a proven record of engaging in socially responsible activities. Between 2008 and 2010, the department has hosted presentations on the revitalization of minority neighborhoods, affordable housing, maintaining historically significant buildings, domestic violence, sustainable design, emerging forms of practice and the changing face of the profession. Additionally, the department has hired and is actively seeking new faculty who have expertise in practicing social, economic and environmental design within the community.

Lecture courses such as *People and the Built Environment, Environmental Control Systems, Materials and Construction, Sustainability and Professional Practice* address the social, economic, environmental and ethical issues facing the planet and the profession. Specific topics include designing for diversity, addressing the needs of under-represented and underserved groups, and sustainability. Studio projects centered on community outreach are regularly given to include planning studies for nonprofit organization facilities, design of community buildings, and neighborhood revitalization studies.

In the fall of 2007, the Department began restructuring the outreach program as a potential component of the proposed Robert Taylor Center for Excellence in Design. The Center will focus on design and research initiatives to include community and economic development, historic preservation, resource conservation, innovative building technology and sustainability. The Center will create opportunities for students to learn and gain hands-on experience through work on actual projects with community clients. The Center will provide a venue for scholarly research and collaborative exercises with other scholars and professionals, creating a bridge between theory and practice.

A faculty member will be designated to develop this program and to identify projects that can be integrated into the curriculum, particularly in the upper level design studios and historic preservation courses. To date, planning efforts for this initiative have included consultation with members of the Alabama Historical Commission, the Black Heritage Council, and the Tuskegee Macon County Community Development Center. Since the last NAAB visit, several outreach projects have been completed in the studios including; the Hobson City, Alabama project, studies for the Tuskegee Square, consulting with the City of Tuskegee and designs for additions to a historically black church in Atlanta.

I.1.4.   Long Range Planning

The elevation of the *Department* of Architecture to the Robert R. Taylor *School* of Architecture, and appointment of Dr. R. K. Dozier from Associate Dean & Head position to its first Dean of the Robert R. Taylor School of Architecture in August 2010 was a significant step and commitment by Tuskegee University for the long range planning of the Architecture Program. For its ongoing growth and development, the School's key elements of the long range plan are as follows:

Curriculum: In keeping with the current national trend and enhanced quality of education, the School plans to establish a committee to see the feasibility of conversion of the current B. Arch. Degree to a M. Arch. Degree program. Current models of the other M. Arch. Programs will be reviewed, assessed to see how best they can be utilized for this conversion that advances the current B.Arch. curriculum and meet the needs of the students.

Enrollment: To establish and justify the new School status, increase in the enrollment of students will be a key factor. To accomplish this School plans to have a well structured recruitment drive to increase its student population @ 5% per year to reach 200 by 2015. This will be accomplished by the proactive initiatives of the Dean with the support from University's Student Recruitment office, alumni, AIAS, and area professionals.

To support the enrollment process and initiative, the School will create a plan for an online system for annually gathering and analyzing data on its graduate, their IDP progress, ARE rates, non-arch career paths etc. all as a part of the School's effort to increase its enrollment.

Physical Resources: For the projected enrollment growth, the School will require additional physical space. Current newly renovated physical facilities – Willcox A & Willcox C - provide appropriate present student body's space requirements. Proposed additional, future changes are described in Section I.2.3 Physical Resources.

Public Good & Outreach: In an effort to enhance and project its image, interactions with campus departments and area communities, the School plans continued involvement in outreach as part of its stated mission. To accomplish this, it will establish an Outreach Committee charged with soliciting, receiving and promoting community and campus outreach projects and arranging for studios to run these projects including systematic procedures for processing requests and communicating with community representatives etc.

Even though as a Department in the past, the architecture program has engaged in the outreach activities, they have been rather at a limited scale given its resources. With the new School structure and its planned increased resources, both physical and in faculty, outreach activities are planned at a larger scale and scope.

I.1.5.   Program Self Assessment

The Architecture Program uses several in-house means of self-assessment:
- Peer reviews of student work
- Surveys of faculty, students and graduates and employers

At the end of each semester, faculty and invited colleagues engage in peer review sessions where they engage in objective evaluation of studio work, attainment of learning objectives and methods of instruction. The evaluation relies on criteria outlined in the NAAB *Student Performance Criteria*.   The outcome of the peer review sessions is the basis of discussion for a follow-up planning meeting that includes faculty, student representatives, staff and alumni representatives. The principal objective of the meeting is to outline and stage enhancement strategies for future implementation.

A new initiative, which enhances our studio self-assessments, is the "super jury" which is held at the end of each semester, following the individual studios' juries. In this jury, the best design projects from each studio are presented together to a jury composed of all faculty and invited critics. In addition to critiquing the work itself, faculty evaluators use this event to assess the effectiveness of the studio courses. The results of this are provided to the studio faculty members and used for curricular planning.

As part of the Department's organizational structure, faculty members chair committees that regularly evaluate and implement measures that improve the Program's effectiveness (a copy of the current faculty committee assignments will be placed in the Team Room during the visit). Regular School meetings provide a forum for faculty, students and staff to discuss the Department's progress. Every month the School Dean plans and schedules meetings with students on a variety of topics that include course offerings, research projects, student outreach and student activities.

Institutional Requirements for Self-Assessment

Course Evaluations: At the end of each semester, students are required to complete anonymous course evaluations for selected courses taught in the Program. The evaluation format includes both a quantitative and qualitative section as well as an open request for comments. The quantitative portion is abstracted and forwarded to the faculty member teaching the course.

Faculty Evaluations: At the end of the academic year, the School Dean (formerly, the Department Head) evaluates each faculty member. Before forwarding evaluations to the University the Dean meets individually with each faculty member, to review, both the faculty member's prepared forward plan and the Dean's

evaluation. In the Spring of each year, the Office of the Provost requests all faculty members to evaluate the Department Head.

The College of Engineering, Architecture and Physical Sciences Educational Policies Committee: Until the Department of Architecture became the School of Architecture, a member of the Department was appointed each year to this committee, which meets to discuss and set policies pertaining to overall curriculum and instructional matters within the College. A faculty representative is elected to this committee by each of the Departments. Department heads serve as ex-officio members. The committee is chaired by the Dean. This committee acts as a first level approval for course changes and curriculum proposals presented by Departments. After approval is granted by the College's Educational Policies Committee, the proposals are submitted first to the University's Faculty Senate, then to central administration for final approval.

Annual Departmental Reports: Until the Department of Architecture became the School of Architecture, the Department submitted an Annual Report to the College Dean. This report is a review by the faculty that is submitted at the end of each school year to the Dean. It documents achievements and problem areas in all components (i.e. curriculum, faculty, students, facilities, etc.) of the Department, as needed.

The Architecture and Construction Alumni Association: The Tuskegee Architecture and Construction Alumni Association (TACAA) as well as the College Advisory Council (CAC) each provide regular assessments of the Program to the School of Architecture. The School Dean will make an annual progress report to each organization.

I.2.   Resources

I.2.1.   Human Resources & Human Resource Development

The School of Architecture actively promotes faculty, staff and student development through participation in professional organizations, field trips, guest lecturers and a variety of opportunities and resources through the Division of Student Services of the University.

School (formerly, Department) Human Resource Policy

Release-time from teaching responsibilities may be provided for research and special projects. The University strongly encourages and facilitates this through the Office of Sponsored Programs and Research. The University has a commitment to sabbatical leaves, with or without pay, after seven years of service at the rank of assistant professor or higher. Faculty may also apply for educational leave with pay to acquire additional education. The University and School will at times pay for faculty to attend professional meetings.

The School offers faculty an annual travel budget to support attendance at conferences, paper presentations and other professional activities related to teaching and research. The University also facilitates faculty development through Title III funding administered through the Provost's office.

Faculty Development

The University affords the faculty professional development opportunities including opportunities to attend conferences and seminars; workshops; sabbaticals; professional leave of absence; and the facilitating of research and scholarship. The criteria are described in detail in the *Tuskegee University Faculty Handbook* published by the University. In addition the University supports faculty development through its Title III funds.

Sabbatical leaves are granted at the discretion of the University. Ordinarily, sabbatical leaves are granted after seven years of consecutive service at the rank of assistant professor or higher. During the past 10 years, only two proposals were submitted and both sabbatical leaves were granted. Unpaid leaves of absence are ordinarily granted for one or two years, if the leave will not impair the educational function of the University.

Selected examples of faculty research activities may be found in the faculty resumes and the faculty Team Room exhibit.

Policies and Criteria Governing Promotion

The criteria employed in evaluating faculty performance consist of formal training, experience, professional development, teaching/job effectiveness, research and creative work, international and other service to the University, and University needs. The University has begun to require each faculty member to develop an annual work plan to be approved by the Dean. Formal training throughout this section refers to training in the applicant's specialty.

Promotion to any professional rank requires evidence of Service to the University in the form of active participation on committees, councils and similar groups and international programs activities and efforts to increase the school's revenue. This is not to imply that persons not elected to campus-wide committees are ineligible to hold these ranks. Consideration will be given for participation in a variety of activities, both on the campus and in the community, national and international arena, in the widest sense. Examples of such activities include the following:

- Faculty Sponsorship of Student Activities: (e.g., volunteer student organizations, Little Theatre, Debating Society, scholastic and honor societies, professional clubs, departmental organizations, social clubs, etc.)
- Consultant ships: (e.g., to professional organizations and societies, educational institutions, industry, governmental services.)
- Service on University and other Committees: This category includes services in the state and region as well as those in the campus community. It may also include holding office in professional societies.

When evaluating applications for ranking of faculty members with no prior experience at Tuskegee University, consideration shall be given to services performed at their previous place(s) of employment.

Openings for faculty positions are advertised in national and local professional publications. Hiring recommendations are made by the Department Head to the Dean of the College and Provost based on faculty search committee reviews and interviews by the faculty and students.

Procedures Relative to Promotion in Rank (From: *Tuskegee University Faculty Handbook*):

The rank of each faculty member shall be determined solely on the basis of the criteria required for each rank. The individual faculty member takes the initiative in preparing his/her dossier for submission to the departmental chairman. Applications for ranking are submitted to the College Personnel Committee by the chairman of the department of which the applicant is a member. It shall be the responsibility of the dean/unit head to notify all faculty members at least two weeks in advance of the College Personnel Committee meeting.

At each meeting, action (approval, disapproval or return to the applicant for clarification) shall be taken on all applications received within three days prior to that meeting. Persons whose applications are rejected by the College Personnel Committee meeting will be notified within two weeks. Recommendations of the College Personnel Committee on the ranking of individual faculty members are transmitted to the Chair of the Academic Personnel Services Committee who will acknowledge the receipt in writing. All recommendations received prior to two weeks before a regular meeting of the Academic Personnel Services Committee shall be considered at that meeting. Action of those received after the deadline for the regular meeting may be postponed until the following meeting.

All recommendations from the College Personnel Committee and the Academic Personnel Services Committee are forwarded to the Provost no later than February 1 of each year after having been acted on by the Academic Personnel Services Committee. If the Provost is in accord with the recommendations, they are transmitted to the President as a joint recommendation, on behalf of the Provost and the Academic Personnel Services Committee, along with the original recommendation from the College Personnel Services Committee, and other supporting documents.

In each case, the President's final decision shall be forwarded to the Dean/Unit Head through the Provost. It shall be the duty of the Dean/Unit Head to ensure that the faculty member is informed in writing of the final action. If certification is awarded for a rank less than originally sought, or is denied, the dean/unit head shall explain the action, in conference, to the faculty member.

Criteria for Tenure Decisions

Appointments with tenure are granted only to full-time faculty members with the rank of assistant professor or higher in the academic areas and the professional library staff.

In determining an applicant's eligibility for academic tenure, the professional competencies outlined below are evaluated (if appropriate, documented evidence should be included in the applicant's formal dossier).

1. Teaching Job Effectiveness
2. Continued Professional Development
3. Service to the University Community
4. Evidence of Scholarship
5. Professional Activities
6. Memberships and Leadership in Professional Organizations
7. Professional Awards and Achievements
8. Participation in College Activities
9. Research

In addition to the categories listed above, other factors considered in tenure decisions include advisory service to students, supervision of graduate students, promise of professional growth, board certification and the faculty member's prospects for synchronizing with long-range needs of the University. Minimum standards in the areas of teaching, professional development and service follow:

1. Teaching/Job Effectiveness: The applicant's teaching/job effectiveness is rated on a scale of one to eight. Appointment with tenure requires a rating of five (5) or higher. The applicant should submit tangible evidence relative to teaching, job effectiveness such as course materials and plans, syllabi, study guides, examinations, written reports by colleagues, student evaluations, etc.

2. Professional Development: Applicants are required to establish, maintain, and/or demonstrate promise of professional growth through achievements in at least three of the categories outlined under Criteria/Characteristics of Professional Development. Publications must be in the past five years of the faculty member's application for tenure.

3. Service to the University/Community: Applicants are required to demonstrate evidence of service to the University and/or larger communities.

Policies and Criteria Governing Tenure

Tenure Appointments: It is understood that academic tenure is an arrangement under which faculty appointments in an institution of higher education are continued until retirement age, physical disability, dismissal for cause, or termination on account of financial exigency or change of instructional program. A tenure appointment at the University is associated with the department in which the person is employed at the time tenure is granted. Persons holding joint appointments will receive tenure in the primary unit. A tenure appointment at the University is not a guarantee of lifetime employment; a tenured faculty member may be dismissed as discussed elsewhere in this handbook.

Procedures Relative to Tenure Decisions

Faculty members being considered for academic tenure are required to submit the standard Tenure Blank along with a formal dossier on teaching/job performance, profession; development, documentation of research, professional activities, evidence of scholarship service to the University, and any other information deemed

pertinent by the applicant, his/her department chairperson, and dean/unit head. The dossier should be prepared with the realization that volume does not necessarily imply substance.

It is the responsibility of the faculty member who is being considered for tenure to ensure that his/her dossier is prepared for review during his/her sixth academic year of employment (or the year before his/her probationary period ends, as appropriate). Dossiers of applicants being considered for academic tenure are submitted to the College Personnel Committee by the Chair of the Department of which the applicant is a member. The College Personnel Committee evaluates the information and materials, supplementing them, when required, with its own investigation, and forwards all of its materials, along with it recommendations, for or against tenure to the Academic Personnel Services Committee. All applications must be received by the Academic Personnel Services Committee no later than the end of the first semester of the sixth year of full-time employment (or other period as appropriate depending upon the applicant's probationary period). All recommendations of the Academic Personnel Services Committee shall be forwarded to the Provost no later than February 1. The Provost reviews the recommendations, makes an evaluation of the applicant, and submits all of the information and his/her recommendation to the President for final action. The applicant will be notified in writing of the results.

Because it is a probationary appointment, a faculty member who is denied tenure is not given a statement of reasons for the denial of tenure. The appointment following the denial of tenure (seventh year of employment) shall be a terminal appointment. The subsequent contract or other notice of appointment given to faculty members who have served the probationary period shall state explicitly whether the appointment is with tenure (Faculty Handbook Jan. 1998).

Faculty Research, Scholarship and Creative Activities

Tuskegee University encourages faculty research and urges faculty members to submit proposals for funded research, as well as to conduct unfunded research. In addition, faculty members are encouraged to participate in seminars and workshops and to submit papers for presentation. Funding for these endeavors is considered a priority and done on an equitable basis. The University Office for Sponsored Research provides resources to faculty interested in opportunities for funded research.

As a new institutive, the School of Architecture intends to facilitate faculty research through the establishment of the Robert Taylor Center for Design Excellence (RTCDE/Center). The Center will be a multi-disciplinary educational, research and service component of Tuskegee University's School of Architecture. The Center will provide technical assistance to a range of non-profit organizations that serve underserved areas and populations. At the core of its mission, the Center will target community projects that address historic preservation, environmental conservation, mixed-income affordable housing, mixed-use development and the integration of parks and buildings. Utilizing a research-based approach, the Center will collaboratively engage communities in an outreach effort to create communities that are environmentally healthy, historically significant, safe and attractive places to live work and invest.

The creation and communication of knowledge is the pulse of every university. Tuskegee University was founded on principles that combined the practice of a trade with the study of measures that could advance its execution. As it was then, the Center aspires to promote research that will benefit a larger community rich in diverse interests and attributes.   The Center will avail its resources to a selection of scholars with interdisciplinary interests that address historic preservation, sustainable design and practices, design build scenarios, construction technology and management, and the application of innovative financial models. The research topic must be relevant to underserved areas and populations. Our primary goal will be to identify opportunities for scholarly research and hands-on activity at a range of levels. To this end, the Center will make a deliberate effort to advance research opportunities for young scholars, minorities, and women and to create an international exchange among scholars.   The on-going research conducted through the Center will be presented through a series of public awareness newsletters, lectures, workshops and symposia.

Faculty Development Related to Practice and Licensure

Among the faculty members there are six registered architects, one of whom is also a certified planner (AICP). Faculty members with professional licenses remain current in their knowledge of their fields in several ways, including continuing education courses, attendance at workshops and engagement in professional activities. The School of Architecture provides limited funding for faculty attendance at ACSA, AIA, NOMA and other professional organization conferences each year.

Funded Development Programs

Since the last accreditation visit the Architecture Program has written several proposals and received grants for $8,800.00 and $15,000.00 from the Alabama State Board for Registration of Architects to expose students and area professionals to current HSW related topics and practices.

Table 3. School of Architecture Faculty Members (2010 - 2011 AY)

Name	Tenure Status	Rank	Time	Courses Taught	Primary Prof. Field	Education
Ames, John C.	NT	Assistant	FT	3rd Yr. Studios, Materials, Theory	Architecture	M Arch (Ga. Tech.)
Armstrong, Donald. E.	T	Associate	FT	1st Yr. Studios, Structures	Architecture	M Arch (U. of Fl.)
Colmenares, Jose	TT	Assistant	FT	Upper Division Studios	Architecture	M ARCH (U. of Ill.)
Din, Edouard	TT	Associate	FT	Computer Applications	Architecture	
Diop, Anwar	PT	Instr	PT		Construction	
Dozier, Richard K.	T	Professor	FT	Architectural History	Architecture	D.Arch (U. of Michigan)
Horn, Vaughn	TT	Assistant	FT	Lower Division Design Computer Aided Design	Architecture	March USC
Fluker, Roderick D.	NT	Assistant	FT	4th/5th Yr. Studios, Environmental Control Systems	Architecture	M ARCH (U. of Ill.)
Perry, Robert	PT	Instr	PT	Survey & Layout	Construction	
Sehgal, Raj	T	Professor	FT	4th/5th Yr. Studios, People and Environ., Bldg. Economics, Materials	Architecture	M Arch (Wash. U.)
Tate, Harold (Kippy)	PT	Adjunct	PT	Professional Practice	Architecture	M Arch. (Tusk. U.)
Taylor, Daya	TT	Assistant	FT	Lower Division Studios & Construction Management	Architecture	M Arch Clemson
Open: Director of Architecture	TT		FT	Studio	Architecture	
Open: Director of Construction	TT		FT	Materials, CSM courses	Construction	

T = Tenured, TT = Tenure Track   NT = Non tenure track
FT = Full-Time, PT = Part-Time

Staff Development

The School of Architecture takes advantage of the Continuing Education Program at Tuskegee University. The Program offers staff resources that provide comprehensive educational programs for lifelong learning. It is the means by which the University enriches, expands, and extends its resources to a wide range of individuals, special interest groups, and targeted audiences, not otherwise reached by the traditional programs.

Students

Student Support Services: The Student Services Office at Tuskegee University directs its efforts toward promoting academic success, personal and professional development and enhancing the quality of campus life. Students in the School of Architecture participate in a number of different scholarship and loan programs offered by the University.

Academic and Personal Advising: Academic guidance is primarily provided by faculty advisors, directed by the Director of the Architecture Program. An individual faculty advisor is assigned to each class of students from 1st through 5th year. The primary role of the advisor is to assist students in preparing their course schedules during the registration periods. These occur during a pre-registration period at the end of each semester and a regular registration period held at the beginning of the following semester. Students are required to meet with their advisor before registering through the University's online registration system, Tigerweb. The advisor maintains an updated curriculum sheet for each advisee and uses this to advise the student which courses they should register for each semester in order to stay on track for graduation. The curriculum sheet and copies of all transcripts, key forms and other relevant documents are kept in the student's School file.

Advising is especially critical for incoming freshmen and graduating seniors. Freshmen are registered during late summer before their first fall semester. Their advisor enters their course schedules online for them, developing the schedule with the student.

Graduating seniors typically apply for graduation in the Fall prior to the planned spring graduation date. This application triggers an audit of the student's curriculum progress by the Program and the Registrar. Students receive a letter from the Registrar by early spring informing them of the remaining requirements for graduation. Students not meeting the requirements for spring graduation typically re-apply for the following semester. Although the commencement ceremony is held once a year only, in spring, students may graduate in any semester.

The School takes additional measures to develop faculty skills in teaching at-risk students. Tuskegee University over the years has admitted conditional students that make up approximately 10 percent of the student population. The Administration actively supports faculty development by funding travel to conferences, seminars, workshops and symposiums that target diverse learning approaches for these students. This effort has strengthened faculty in areas such as studio culture, computer aided technology and curriculum design and development.

This growth allows faculty to recognize the specific needs of students who may be conditional, reconsider the non-traditional teaching methods and implement a cooperative approach to their learning environment.

Career Guidance: The Architecture Program provides career guidance through the advisors and the Architecture Internship Program. The *Professional Practice* course includes assistance to students in establishing their NCARB file. Registered architects, including alumni, regularly visit the Program to provide student career guidance.

The Program's efforts to re-establish the Internship Program will make it a significant feature of the curriculum. As a result of this program we hope to provide ample architectural internship opportunities to third and fourth year students during the summer.   To this end, the School is working with Tuskegee Architecture Alumni to

maintain a network of prospective employers who would participate in the Internship Program. The School is in the process of evaluating the conditions of the requirements. The School is also in the process of evaluating methods that will help us to effectively evaluate how well the internship exposed the student to critical practice areas outlined in the Intern Development Program.

The Architecture Program is also considering other strategies for enhancing the quality of its career guidance. A disproportionate number of graduates appear to go into careers outside of architecture. The Program needs to find out why this is, and how it can more effectively meet its mission of increasing the numbers of African-American registered architects. It is studying a life-learning approach, in which the Program facilitates students' learning beyond graduation, to include managing internships, preparing for the Architecture Registration Exam and maintaining Continuing Education requirements.

The University also offers a variety of resources through its Counseling Center and Career Development and Placement Office.[8] One service provided is the Annual Business and Industry Cluster Job Fair. Another yearly career fair is held through the Tuskegee University Business and Engineering (TUBE) conference.

Field Trips and Other Off-Campus Opportunities: Student day-trips are conducted on an as-needed basis by individual faculty members to enhance studio teaching. During these field trips, faculty and students visit buildings and sites relevant to the studio projects. The School provides support for the transportation costs associated with these activities. A grant from the Alabama Board of Architects will support students' travel this year beyond the local area to investigate architecture and urban design.

High on our priorities is a long-term goal to find support to reinstate our annual student field trip to a major city outside of the southeastern US. Past trips have included New York City and Boston. An international trip, to Italy, was conducted in Spring 2006. The Program is further exploring options to support regular international travel and study.

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[8] The primary mission of Tuskegee University's Career Development and Placement Services is to facilitate the professional and personal aspirations of students for internship, cooperative education, full-time employment or admission to graduate/professional schools. It is the responsible campus unit for teaching students self assessment and career planning skills. It provides students on-the-job learning experiences, limited financial assistance for University education and assistance in securing full-time career employment. The center also aids employers and graduate/professional school faculty in developing human resources for full-time career opportunities. The Center focuses on developing and strengthening ties to the employment and graduate school communities.

Table 4. Student Field Trips Spring 2009-Present

Semester	Destination	Course
Spring 2009	Montgomery: Toured the Civil Rights Memorial designed by Maya Lin, and Museum - structure and exhibits, and visited Dexter King Memorial Baptist Church. We also received guided tour of the headquarters of the Southern Poverty Law Center - award winning design by Erdy McHenry Architects.	ARCH 502
Fall 2009	Atlanta: Met directly with client representatives for the Church Development studio project. While there, did brief tours of new Ga. State Student Residence building, Marriott Marquis - Atlanta designed by John Portman, and did a walking tour of the High Museum complex - designers Richard Meier and Renzo Piano. Also, as part of a series of trips to Atlanta we visited with Ms. Valerie Edwards, a developer with Integral, Inc, of Atlanta who's firm has been responsible for a number of large urban housing and mixed used developments in downtown Atlanta in recent years. She gave the students an overview of the development process, and presented a number of their projects - including their offices in a complex along historic Auburn Avenue.	ARCH 401
Fall 2009	Hobson City - Visited with Mayor of town and toured city, noting history and redevelopment challenges.	ARCH 401
Spring 2010	Atlanta: Guided architectural tour of High Museum complex and visit the architecture office of Mack Scogin Merrill Elam Architects - award winning, nationally acclaimed design firm.	ARCH 502

Student Organizations and Campus Activities: In addition to the curriculum, there are various opportunities available to foster students' personal development. Student senators are elected at each class level and participate in most faculty and committee meetings. The American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), and Tau Sigma Delta Student Honor Society are vital student groups that help to facilitate communications and public relations within the School and with other colleges and professional organizations. Some of their activities include participation in national and regional conferences and sponsorship of the School's Annual Student Awards Banquet held each spring. Deserving students from each year are granted scholarships, certificates and cash awards that may go toward their education at Tuskegee University.

Partnership with University Bookstore: To help alleviate the challenge that students have with traveling to Auburn or Montgomery to purchase studio supplies, School faculty have worked closely with Deborah Blanton, General Manager, and other personnel in the University Bookstore to stock drawing, model-making, and drafting supplies. A packet of supplies that incorporates various drawing utensils and model-building materials that are fundamental to a successful architecture student has been prepared. Purchase of this package is required by all incoming freshmen students. In addition, consumable materials such as foam core, mat board, glue and chipboard are kept in house so that all students may replenish their supply as needed. This partnership allows students to conveniently use scholarship funds and book vouchers to purchase supplies for their architectural courses along with required books.

Student activities: As the major fund raiser for our student organizations, each Halloween students participate in planning, organizing, advertising, and implementation of an annual haunted house. Architecture students design a floor plan layout of Willcox B. This plan changes every year and incorporates winding paths and surprising dead ends. Both Architecture students and Construction Science Management students collaborate on building the interior partitions. These partitions are then painted and decorated to match the selected spooky theme. Patrons are then escorted through the maze while students jump out from behind partitions to frighten unsuspecting individuals as they pass through. In an effort to maintain active visibility on campus, this event is not only open to the entire university it is also open to the public.

Each year the students that participate in NOMAS and AIAS develop a yearly calendar of events. Seminars, community service and other events are designed to foster a desire for lifelong learning, increased interaction between the students and the faculty, and extracurricular bonding between the Upper and Lower Division students. The following is an example of a typical year of activities:

- August/September: Fashion Show -Speed Dating-Bake Sales-Ice Cream/Shaved Ice Social -Pool Party October: Haunted House -Movie Marathon
- November: Department Thanksgiving Dinner for people who stay
- December: Gift Baskets -Holiday Cards
- January: Play date (Game night)
- February: Chocolate Fruit Sales in school colors (Assorted Fruit & pretzels)
- March/ April: Easter Egg Hunt 4 community -Studio Wars. Community Service (campus wide recycling house projects in Tuskegee; Seminars: Portfolio , Model Making; Big Brothers and Big Sisters

I.2.2.   Administrative Structure & Governance

Tuskegee University is a private and state related institution of higher learning. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, GA 30033-4097 Telephone number 404-769-4501). The governing board is part self-perpetuating (private) and part State-appointed (25%). The President, as the chief executive officer of the University, is responsible to the Board of Trustees for the welfare of the entire program, and the Provost is responsible to the President for all matters pertaining to academic and student services programs. The Deans of the five colleges report to the Provost.

Administrative Structure: Before August, 2010 the academic unit containing the five-year B Arch Program was the Department of Architecture, with an autonomous administrative structure, within the College of Engineering Architecture and Physical Sciences (CEAPS). This was primarily an administrative alliance that facilitated multi-disciplinary activities and resource sharing with the College as necessary. The Department was lead by the Associate Dean and Department Head, the primary administrator of the Department. Other departments of CEAPS (Aerospace, Chemical, Electrical, Mechanical and Physics) have separate department heads.

The description of the Associate Dean and Head of the Department of Architecture was as follows:

The Associate Dean and Head of the Department of Architecture, reports to the Dean of the College of Engineering, Architecture and Physical Sciences. The Associate Dean and Head is afforded direct communication privileges with the Provost to discuss academic and administrative matters. The Head administers both the Architecture Program and the Construction Science and Management (CSM) Program and is assisted by the CSM Program Coordinator. Two-thirds of the Head's time is allocated to administration and one-third to teaching. The Head is responsible for day-to-day administrative matters, management of the Department's budget, faculty hiring, development of academic programs and overall management of student advising. The Head is also the key spokesperson of the Department to the professional community, i.e. professional organizations, industry, etc. The Department has a full-time administrative assistant, and part-time work-study students, to assist departmental operations.

The Head has the autonomy and direct control in the following areas of administration in the Department for which the Dean of the college is kept apprised as deemed necessary:

- Direct access and report to the Provost on critical matters pertaining to budget, curriculum, faculty and staff positions and hiring, physical facilities and any other items that require his approval.
- Direct access to the Senior Vice President for University Advancement regarding fundraising issues and to the Vice President for Business and Fiscal Affairs for business related matters pertaining to the Architecture Department.
- Preparation, management and control of the Department's budget.
- Curriculum planning, development and its related activities.
- Recommendations for faculty hiring, contracts, development, and tenure and promotions.

- General Departmental administration and management of activities including registration, faculty, staff, travel, vacation, leave, physical facilities etc.
- Department's spokesperson to the architectural and construction organizations, and community groups at large.

August 2010-Present: In July, 2010, outgoing Tuskegee President Dr. Benjamin Payton announced the transformation of the Department of Architecture into a new academic unit, The Robert R. Taylor School of Architecture. The change of the academic unit from department to school provides the home of the BArch Program with far greater autonomy than previously. The School is an independent unit with the University and is no longer within CEAPS.

The School of Architecture, as did the Department, contains two degree programs: the Architecture Program and the Construction Science and Management Program. The School is administered by three administrators: the Dean of the School, the Director of the Architecture Program, and the Director of the Construction Science and Management Program. The directors report to the Dean.

The School and the Architecture Program are currently developing the new administrative structure for the School and it is anticipated that the new directors will be appointed and in place for the beginning of the fall 2010 semester. Some links with CEAPS will be maintained in the short term until the new School is fully up and running.

I.2.3.   Physical Resources

The Department of Architecture's physical plant currently consists of three buildings on the University campus: the Willcox A Building, the Willcox C Building and a portion of the Willcox E Building. Willcox C houses the School's administration offices, faculty offices, a small lecture room, the architecture library, computer output lab and two large spaces used for freshman studios. The recently renovated Willcox A contains second year through fifth year design studios, a large lecture room, seminar room, computer lab, exhibit space, jury space and an office suite for the Director of Architecture. Willcox E contains a model shop, laser cutter room and two classrooms that are shared with the Construction Management Program.

The Willcox complex has historically been associated with the architecture and construction programs. Under the leadership of Booker T. Washington male students were required to learn industrial trades, including brick making and masonry, by constructing the early campus buildings, including the Willcox buildings.

Constructed in 1922 to replace the Trades Complex lost to a fire in 1918 the five Willcox Trades Buildings were designed by faculty member William A. Hazel in association with Charles I. Cassell. The buildings were partially constructed by students and the variation of the brick reflect the institute's moving to pressed manufactured red brick versus the earlier hand fired. The five buildings housed administration, and all of the trades then taught at the institute, including the Division of Architectural and Mechanical Drawing, located in Willcox A. This main building housed administration and a school auditorium on the first floor and photography and architecture were located on the second floor.

By the 1960's, the Willcox complex housed the architecture program, as well as the remaining trades classes. Willcox A was used exclusively by the Department of Architecture. Eventually the Department outgrew the building and in 2002 most of its operations were moved into the adjacent newly renovated Willcox C building. By 2004 Willcox A was entirely vacated, due to its deteriorated physical condition, and all of the Department's functions were housed in Willcox C. Willcox A was completely renovated and reopened for use by the Department in the Fall of 2008. As mentioned above, portions of Willcox E are also used by the department for shops and classroom space.

Future Plans: For the projected enrollment growth, the School will require additional physical space. Current newly renovated physical facilities – Willcox A and Willcox C - provide appropriate present student body's space requirements. Future plans call for the acquisition and renovation of Willcox B, located across from Willcox C, to

support the projected growth. With its acquisition, the three buildings will form a complex with a central courtyard, located strategically on campus, to house the School of Architecture.

Figure 1: Willcox Trade Buildings (Shaded buildings are currently used by the Architecture Dept.)
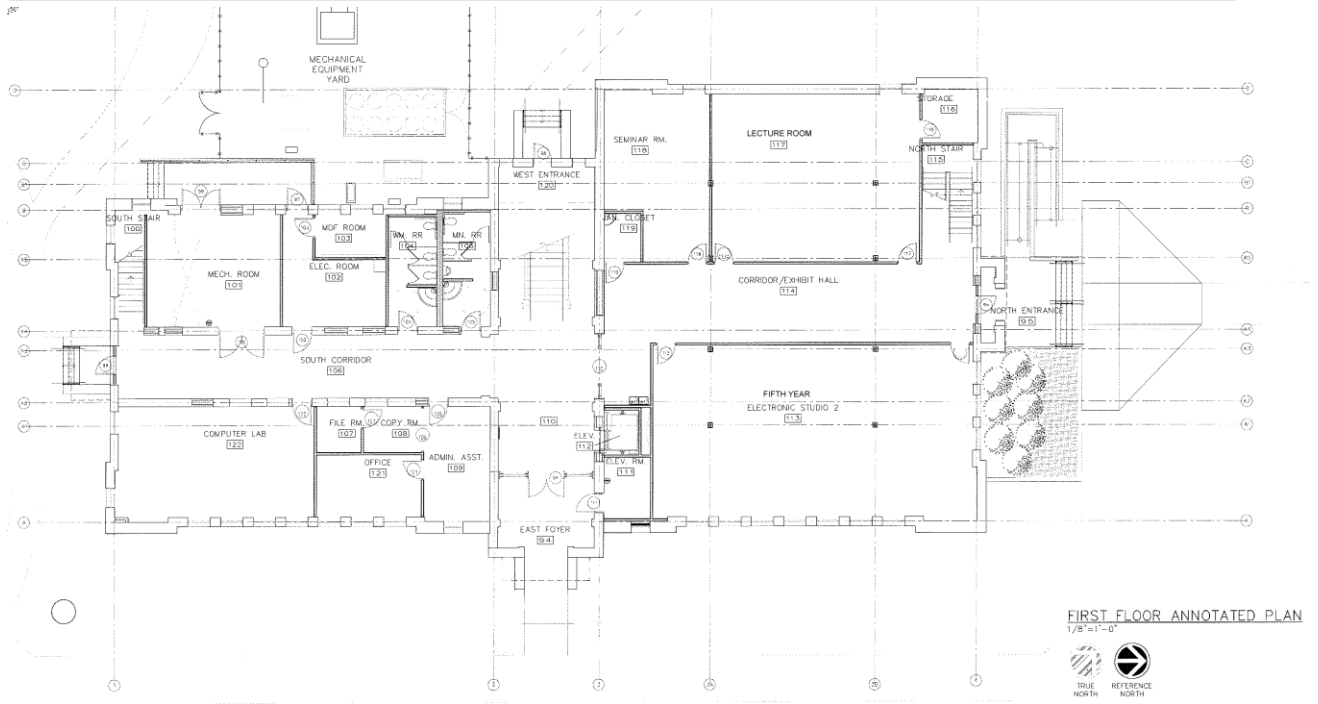
Figure 2: Willcox A Building First Floor Plan
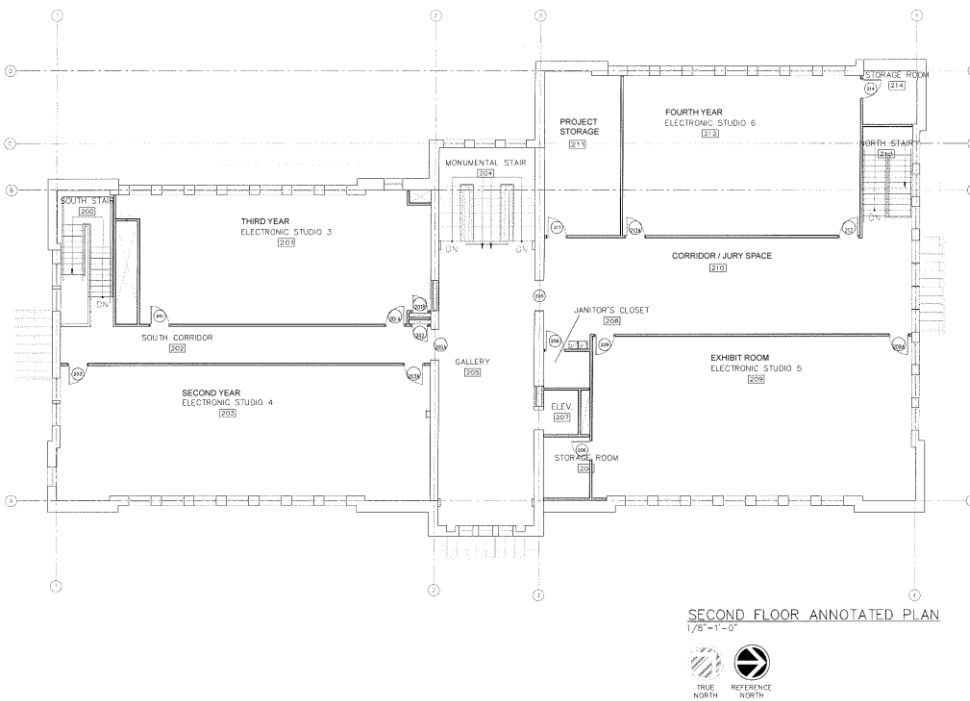
Figure 3: Willcox A Building Second Floor Plan
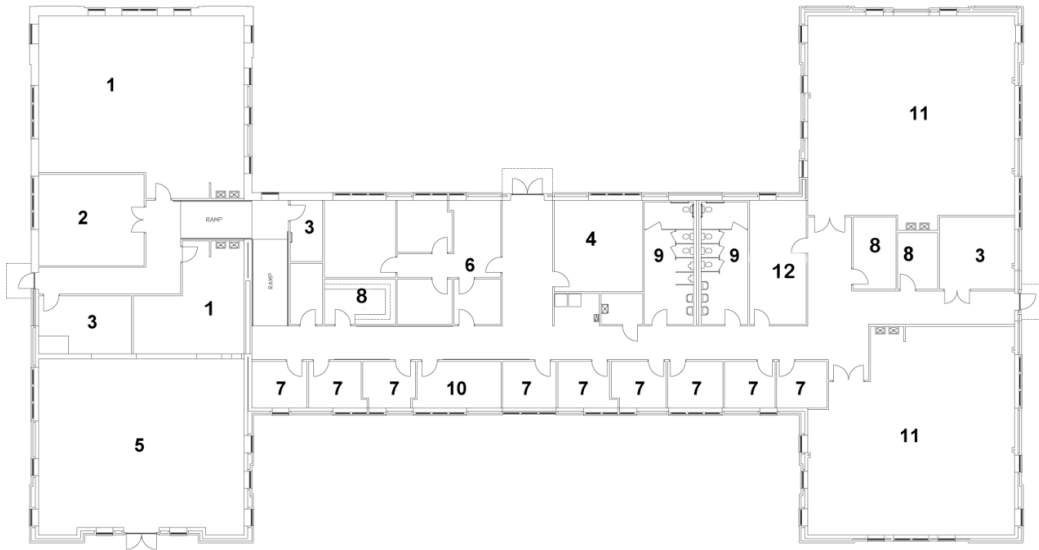
Figure 4: Willcox C Building Floor Plan

Key:
1) Architecture Library
2) Mechanical Rooms
3) Electrical Rooms
4) Classrooms
5) Boiler Room
6) Administrative Suite
7) Faculty Offices
8) Storage Room
9) Restrooms
10) Student Organizations Room
11) First Year Studios
12) Computer Lab
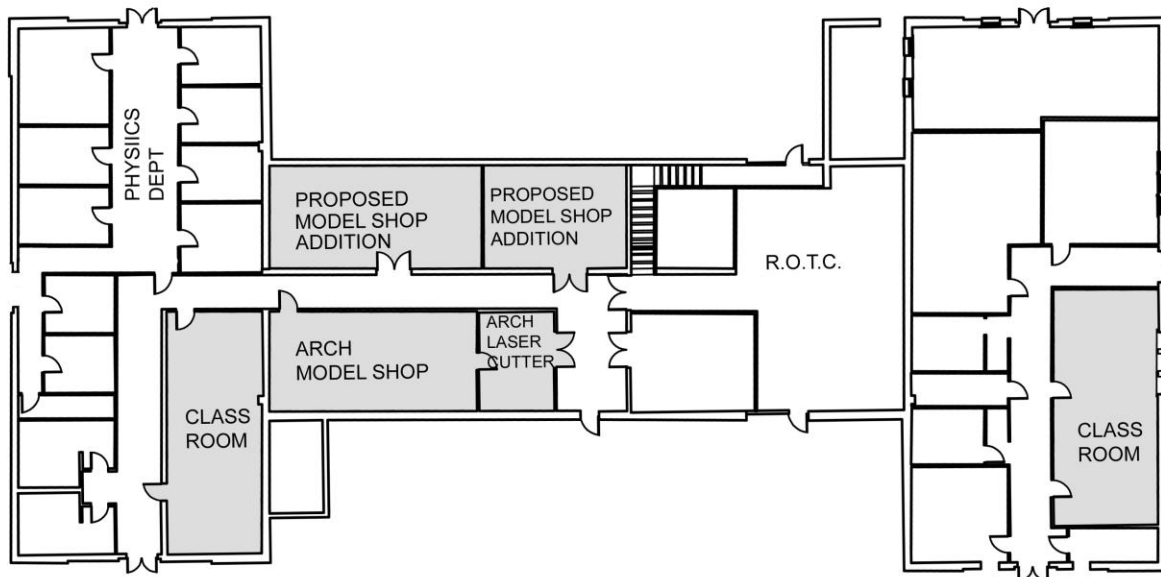
Figure 5: Willcox E Building Floor Plan

Planned Renovations: The School anticipates no large scale renovations, additions or changes to the physical facilities in the near future. However, some minor work may be done to expand the model shop and to build shelving in the room now designated for project storage in Willcox A (this room was originally planned to be used as a student lounge, which will now be located in Willcox C).

Computer Resources: The School has two computer labs and a laser cutter room. There are also computer stations in the 2nd, 3rd, 4th and 5th year studios in Willcox A and four student workstations in the Architecture Library - two of them belonging to the Library, two to the Department. Ongoing planning for the Library includes the development of a set of information databases relating to building design and construction, accessible from the Library's student workstations.

Willcox C Computer Lab: This output lab is solely intended for plotting and scanning. This room contains 2 computer stations, two Canon iPF 36" roll feed color plotters, one 36" roll feed H-P color plotter with large format scanner, and two H-P 130 24" sheet feed color plotters. It is accessible to students and faculty during set hours of operation during the week.

Willcox A Teaching Computer Lab: This lab is primarily utilized for instruction and computer software demonstrations in addition general classroom use as available. It is also available for independent student research and application after hours. The lab is equipped with 16 computer stations (both Mac based PC based) and one 11 X 8.5 laser printer. Currently, this room is available to students after hours from 5:00 pm to 9:00 pm. Because in the professional program most of the students have their own laptops, this lab is heavily used by 2nd year students who have access to the Lab after regular hours.

Computer Labs' Software: The Willcox A lab's computers have Autodesk AutoCAD and Adobe Suite CS4, Sketchup and Graphisoft Archicad. Four lab stations also have Ecotect building analysis software. Plans are to invest in a suite of CAD, BIM, environmental analysis, cost estimating – quickpen, structural analysis – visual analysis and graphics software as grant money becomes available. Instruction is currently offered in BIM – Revit (for architecture and structures), NURBS - Rhino, and other platforms.

Table 5. School Computer Resources

	Lenovo (2008)	iMac (2008)	Think Pad (2008)	Existing or Donated Computers
Computer Lab	9	7		
Room 104		1	3	
Library				4
Administration		1		2
Computer Coordinator's office		4	1	
Laser Cutter Lab				1
Output Lab			3	
Studios				5
Faculty				2
Total computers	9	13	4	15

Technical Support: Technical support for the lab is provided by a faculty coordinator, work-study students and the University Office of Computer Services. The new laser cutter is located in a room in Willcox E adjacent to the model shop. It will be operational by the end of 2010 fall semester.

The School is developing a laptop policy expected to be implemented for freshmen by Fall 2013. Most upper division students have laptop computers that are capable of running CAD, BIM and graphics software. Much of this software is available in student versions for free.

Each faculty member is assigned a laptop computer or PC with software including Microsoft Office Suite. Software also includes Datatel, which enables access to student records through the Registrar. Each faculty member's computer can print documents directly through the School's large print-run copy machine located in Willcox C. All faculty members' offices have an internet outlet. The School has two portable digital projectors with laptops and two digital cameras which may be checked out by faculty or students with faculty supervision. All classrooms and studios in Willcox A are equipped with digital projectors, and PA systems that are controlled from lecterns.

Challenges: While the overall facilities provide an excellent learning and teaching environment, the School is working with the University to address several issues. The Willcox C HVAC system occasionally malfunctions or completely shuts down, causing periods of thermal discomfort in the building. This problem appears to be related to maintenance procedures. Also, the Willcox C freshmen studio spaces and the Architecture Library, while architecturally stunning, have acoustical problems which distract students and faculty. The Department now has an excellent and well equipped large classroom and seminar room in Willcox A. However, there remains a need for a similarly equipped small classroom. Willcox E, which contains the model shop and extra classrooms, has roof leaks which need to be repaired as soon as possible.

The primary long-term challenge will be to provide space for the anticipated growth in the School in coming years. It is planned that this will be accomplished through renovations of Willcox B and E. The School's Physical Resources Committee (Chair: Jack Ames) is currently developing a proposed Master Plan for the Willcox complex which will address these long-term needs.

I.2.4. Financial Resources

Table 6. Architecture Department Budgets: 2009-2013

Faculty	2009	2010	2011	2012	2013
Salaries and Fringe	902,948.00	871,817.00	1,222,774.00	1,259,457.00[9]	1,297,240.00
Department Operating	20,100.00	20,100.00	30,000.00	31,000.00[i]	31,980.00
Lab Supplies	7,000.00	7,000.00	15,600.00	15,600.00	15,600.00
Professional Development	21,600.00	21,600.00	24,100.00	24,100.00	24,100.00
Postage	300.00	300.00	300.00	300.00	300.00
Memberships	19,000.00	19,000.00	25,000.00	20,000.00	20,000.00
Printing and Duplication	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Accreditation Expense	10,000.00	10,000.00	12,000.00	4,000.00[10]	4,000.00
Repair and Maintenance Umbrella	5,427.00	5,427.00	15,427.00	15,427.00	15,427.00
Professional Services Umbrella	3,000.00	3,000.00	12,500.00	12,500.00	12,500.00
Student Field Trips				18,000.00	18,000.00
Total Budget	994,375.00	963,244.00	1,362,701.00	1,405,384.00	1,444,147.00

I.2.5. Information Resources

Institutional Context and Administrative Structure: The Architecture Library is one of three departmental libraries on the campus of Tuskegee University. The Architecture Library provides a collection of materials and resources (literature, information, visual, and digital) to support the curriculum and research needs of the students and faculty in the Department of Architecture. Ample seating is maintained for a quiet and relaxed area for students and faculty to study and conduct research, as well as for browsing and reading. The resources of the main library, the Ford Motor Company Library, supplement the resources housed in the Architecture Library.

The Architecture Library has a growing collection of books and journals and funds are being sought for further expansion of the collection. We currently have approximately 13,600 books, of which 7000 are NA titles and subscriptions to 103 journals. Undergraduate theses (index listing) are housed in the Rare Book Room, adjacent to the Architecture Library and may be checked out for use in the library. Access to the Art Index, Construction Index, and Graphic Standards is available. In addition to online access to the Avery Index, online access is also available to Academic Search Premier, Arch Inform, Architecture, Engineering and Construction Management, Chronicle of Higher Education, ERIC, Great Building of Rome, Infotrac, JSTOR, LexisNexis and Wiley InterScience. There is also a

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[9] A 3% increase dependent upon enrollment growth projections for 2012 and 2013
[10] Reduced due to no scheduled accreditation visits in 2012 or 2013

link (http://contentdm.auctr.edu) to the HBCU Library Alliance Digital Collections. This collection includes photographs and images of campus buildings of Historically Black Colleges.
Access to the library's collections (books and journals) is available online through the library's web page at www.tuskegee.edu/libraries and at www.tuarch.net/library.htm, the Department /School website.
The library provides access to a large collection of slides for use by students and faculty.   Also available are 40 sets of drawings of campus buildings. There is also a limited collection of drawings of buildings not located on campus. All drawings are accessible to students and faculty for studio and course work. Additional drawings of buildings are located in the University Archives.

The Architecture Library acquisition policy is determined in conjunction with the Director of Library Services, the Architecture Library Supervisor, the Dean of the School of Architecture and the School's Architecture Library Committee. The acquisition policy supports the mission, goals and curriculum requirements of the Departments and Tuskegee University. The collection is cataloged in the main library using the Library of Congress Classification System. The materials are processed in a timely manner and made accessible to the library patrons. Funds to purchase resources for the libraries are provided through the Department of Library Services and allocated by departments. The allocated amounts are made available to the Library Supervisor and the Dean.

Library Services: The Architecture Library is located in the Willcox C building and is accessible to faculty and students. Access to the library's collection (books, journals, databases and digital collections) is available through the library web page at www.tuskegee.edu/libraries. To stay abreast of the ever changing technological developments, the library's website is undergoing changes to make it more informative and user friendly.

Instruction in the use of the materials and resources housed in the Architecture Library is provided by the library supervisor. Additional instructions in the use of library resources are available through the Bibliographic Instruction/Information Literacy department at the main library. Materials placed on reserve by faculty for use by students are located in the circulation area of the Architecture Library.

Resources not available in the library can be secured through Interlibrary Loan. The length of time involved in obtaining a loan varies depending on the location of the source. The library is open five days a week with additional hours at final exam time. Operation of library hours is posted and also available on the library's website.

Library Personnel: A Library Supervisor and four work study students staff the library. In case of extended absences by the library supervisor, the main library provides assistance. The Library Supervisor reports to the Dean of the School of Architecture and is supervised and evaluated by the Director of Library Services. Opportunities are provided for the library supervisor to attend workshops and conferences.

Library Facilities: The Library occupies two rooms in Willcox C, a main room and an archives (Rare Books) annex. The main room contains the stacks with circulating and reference books, the periodicals collection, student workstation and circulation desk. The archives contain the rare book collection, the drawings collection and the slide collection. The seating capacity of the main room is about 25 students; however there is a need for additional seating. The facility has adequate lighting, heating and cooling, and is equipped with a sprinkler system. To prevent loss of library materials, a 3-M Detection system is installed.

Assessment of the Library Supervisor: The assessment of the Architectural Library by the supervisor will be presented to the Team during the visit; it will include an evaluation of the collections, services, staff, facilities and equipment.

Library Budget and Administration: As a school library, the Architectural Library's budget, including books, journals and staff, is part of the budget of the Tuskegee University Library Services.

Table 7. Library Staff Budgets: 2009 AY-2011AY

2010-11 Budget: Staff & Work-Study Students	2009-10 Budget: Staff & Work-Study Students	2008-09 Budget: Staff & Work-Study Students
$40,657.00	$40,657.00	$39,822.00

I.3.   Institutional Characteristics

I.3.1.   Statistical Reports

Table 8. Tenured Status of the Faculty

Tenured status of the faculty (Full-time Instructors)

	2008		2009	
	Full-time Inst's	Tenured	Full-time Inst's	Tenured
University	264	100	259	89
College	50	23	49	18
Architecture	9	4	8	2

Table 9. Percentage of Architecture Majors Who Graduate in Normal Program Time

Percentage of architecture majors who graduate in normal program time (5 years) and 150% of normal time:						
		2008.5				2010.5
Fall 2001				Fall 2002		
Entering	Five-year	7.5-year		Entering	Five-year	7.5-year
Freshmen	Graduates	Graduates		Freshmen	Graduates	Graduates
27	(9) 33.3%	(6) 22.2 %		16	(4) 25.0%	(3) 18.8%
A 55.5% Graduation Rate				A 43.8% Graduation Rate		

Table 10. Qualifications of Entering Freshmen

Qualification (average SAT score, ACT score and high school gpa) of entering freshmen							
		Fall 2008					
	Average	Average	Average	Average	Average		
	Math	Verbal	ACT	SAT/Compos	High Sch		
	SAT Score	SAT Score	Score	Score	GPA		
University	443	448	21	891	3.09		
College	463	446	20	909	3.2		
Architecture	443	444	19	887	3.08		
		Fall 2009					
	Average	Average	Average	Average	Average		
	Math	Verbal	ACT	SAT/Compos	High Sch		
	Score	Score	Score	Score	GPA		
University	440	446	19	886	3.08		
College	482	476	21	959	3.29		
Architecture	470	447	19	916	3.23		
Fall 2010 will not be available until September or October.							

Table 11. Retention Rates

Retention rates after two years by major for fall 2008 entering freshmen

(College of Engineering, Architecture and Physical Sciences)

Major	Entering Fall 2008 Freshmen	Returned for Fall 2009	% Changed Major	First-year Retention Rate
Aerospace Sci Engn	16	10	6%	63%
Architecture	36	18	3%	50%
Chemical Engn	18	15	0%	83%
Construction Sci & Mgt	2	2	100%	100%
Electrical Engn	37	26	3%	70%
Materials Sci & Engn	NA	**	**	**
Mechanical Engn	31	17	10%	55%
Physics	1	1	100%	100%

Retention rates after two years by major for fall 2008 entering freshmen

(College of Engineering, Architecture and Physical Sciences)

Major	Entering Fall 2007 Freshmen	Returned for Fall 2009	% Changed Major	Second-year Retention Rate
Aerospace Sci Engn	20	12	10%	60%
Architecture	44	20	18%	45%
Chemical Engn	12	7	25%	58%
Construction Sci & Mgt	2	1	50%	50%
Electrical Engn	36	20	11%	56%
Materials Sci & Engn	NA	**	**	**
Mechanical Engn	29	17	3%	59%
Physics	2	0	0%	0%

Retention rates after two years by major for fall 2008 entering freshmen

(College of Engineering, Architecture and Physical Sciences)

Major	Entering Fall 2006 Freshmen	Returned for Fall 2009	% Changed Major	Third-year Retention Rate
Aerospace Sci Engn	29	17	7%	59%
Architecture	35	17	14%	49%
Chemical Engn	19	15	11%	79%
Construction Sci & Mgt	4	3	0%	75%
Electrical Engn	31	21	19%	68%
Materials Sci & Engn	NA	**	**	**

Mechanical Engn	23	12	4%	52%
Physics	1	1	0	100%

I.3.2.   Annual Reports

Letter certifying accuracy of statistical data sent to NAAB:

8/6/2010

National Architectural Accrediting Board
Washington, DC

Reference: **Tuskegee University's Department of Architecture Statistical Data**

To whom it may concern

This letter is to certify the accuracy and consistency of statistical data included in 2008 and 2009 annual reports submitted to the National Architectural Accrediting Board. Data were verified and consistent with reports submitted to other national and regional agencies, including the Integrated Postsecondary Education Data System (IPEDS). This also applies to 2010 annual reports.

Sincerely

Willie J. Jackson, Associate Director
Institutional analysis, assessment and effectiveness telephone 334-272-8632

INSTITUTIONAL ANALYSIS, ASSESSMENT AND EFFECTIVENESS TELEPHONE 334-272-8632

I.3.3. Faculty Credentials

Table 12. Faculty Credentials

Faculty Member	Summary: Expertise, Recent Research & Experience
John Ames	Registered architect with experience in each phase of project development. MArch thesis on Heidegger's "Releasement" and architectural design. LEED accredited professional.
Donald Armstrong	Registered architect. Graduate degree with concentration in design, 12 years experience teaching design studios and building systems courses, publications in all teaching areas, over 10 years experience practicing architecture.
Jose Colmenares	Registered architect with extensive practice experience. Teaching and administrative experience. MA Univ. of Texas. Historic Preservation.
Edouard Din	PhD in Design Computing and Design Theory; MA in Math/Group Theory and Symmetry; Expertise in parametric CAD Modeling and Visualization; Proponent of Instructional Technology.
Richard Dozier	Registered Architect, extensive teaching and administrative experience. Univ. of Michigan.
Roderick Fluker	Registered architect. Consultant for series of low cost, sustainable housing prototypes and building technologies – rural Eastern Cape, South Africa, 2006; LEEDap.
Vaughn Horn	NOMA and AIA (Associate) memberships, 8-years work experience, and travels throughout Europe and Asia.
Patrick Rhodes	Specializes in community design, design-build, and building technology.
Rajesh Sehgal	Registered architect. Urban Planning/ Design. Architecture, Design. Professional Practice, Islamic Architecture
Harold Tate	Registered Architect, Past State Architect and Head State Bldg. Commission- Tuskegee University.
Daya Taylor	2008 AIA Convention Speaker - Closing the Crack: Recruiting, Retaining, and Registering Women and Minority Architecture Candidates, M.A. Thesis: Development of Historic Eatonville, Florida.

Table 13. Faculty Teaching Assignments: Spring 2009

Faculty Member	ARCH 102	ARCH 202	ARCH 221	ARCH 302	ARCH 332	ARCH 342	ARCH 344	ARCH 345	ARCH 352	ARCH 402	ARCH 414	ARCH 502	ARCH 534
John Ames				X	X								
Donald Armstrong							X			X			
Kwesi Daniels		X						X					
Edouard Din								X					
Roderick Fluker						X						X	
Sherri Kennebrew	X												
Rajesh Sehgal			X										X
Margot Stephenson-Threatt	X								X				
Harold Tate											X		

Table 14. Faculty Teaching Assignments: Fall 2009

Faculty Member	ARCH 101	ARCH 201	ARCH 221	ARCH 252	ARCH 301	ARCH 331	ARCH 341	ARCH 343	ARCH 366	ARCH 401	ARCH 423	ARCH 443	ARCH 501	ARCH 503	ARCH 521	ARCH 523
John Ames		X									X					
Donald Armstrong	X											X		X		
Jose Colmenares								X					X			
Edouard Din		X														
Richard Dozier				X												
Roderick Fluker							X			X						
Patrick Rhodes					X	X										
Rajesh Sehgal			X												X	
Harold Tate																X
Daya Taylor	X															

Table 15. Faculty Teaching Assignments: Spring 2010

Faculty Member	ARCH 102	ARCH 202	ARCH 221	ARCH 302	ARCH 332	ARCH 342	ARCH 344	ARCH 345	ARCH 352	ARCH 402	ARCH 414	ARCH 502	ARCH 534
John Ames				X									
Donald Armstrong		X					X						
Jose Colmenares									X	X			
Edouard Din								X					
Roderick Fluker						X						X	
Patrick Rhodes		X	X										
Rajesh Sehgal					X								X
Daya Taylor	X												
Harold Tate												X	

I.4.   Policy Review

The list of School's documents to be placed in the Team Room is as follows:
- Studio Culture Policy
- Self – Assessment Policies and Objectives
- Personnel Policies
- Position descriptions of all faculty and staff
- Faculty committee assignments
- Rank Tenure & Promotion Policies
- Reappointment Policies
- Faculty Development Policies
- Student-to-faculty ratios (studio, classroom)
- Square feet per student for space designated for studio based learning

- Square feet per faculty member for space designated for support of all faculty activities and responsibilities.
- Admission Requirements
- Advising Policies
- Policies on use and integration of digital media I architecture curriculum
- Policy on academic integrity for students (e.g. cheating and plagiarism)
- Policy on library and information resources collection development

Part Two (II).   Educational Outcomes and Curriculum

II.1.1.   Student Performance Criteria

Curricular Goals and Content: The BArch Program's curricular goals and objectives are organized into a structure based on:
- The 2 + 3 division of the curriculum into a pre-professional program and professional program
- The typical semester curriculum composed of a design studio and a set of associated lecture courses

The goals of this curriculum are to:

- Provide a cumulative, comprehensive learning experience which prepares the graduate for becoming a licensed architect
- Sustain the enduring principles on which TU was founded: service to underrepresented communities, self-reliance and educating the hand and the mind together
- Provide a balance of professional and liberal arts courses
- Place the design studio at the center of the learning environment
- Maximize learning transfer from lecture courses into studio courses
- Provide electives which allow students to pursue personal interests

In order to gradate the outcomes, studio projects increase in complexity across years 1-5, based on the following factors:
- Program/Use (factors are: number of occupants/functions, number and complexity of environmental factors attached to each function, etc.)
- Site/Context (number and complexity of site factors – topography, climate, vegetation, codes, perception - to be addressed)

Studio learning outcomes are presented in the Program's *Studio Curriculum* document which is annually reviewed and revised.

Table 16: Student Performance Criteria Matrix

Realm A – Critical Thinking and Representation
Realm B – Integrated Building Practices, Technical Skills and Knowledge
Realm C – Leadership and Practice

School of Architecture SPC Matrix 2009-2010

Course	Title	Cr	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
	Column Name		Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design **	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility
SPC's met in NAAB-accredited program																																		
	Realm A													Realm B												Realm C								
ARCH 101	Architecture Design Studio 1	3								X																								
ARCH 102	Architecture Design Studio 2	3								X																								
ARCH 201	Architecture Design Studio 3	3																																
ARCH 221	People & the Built Environment	3									X																X						X	X
ARCH 211	Architecture Presentation	3			X																													
ARCH 202	Architecture Design Studio 4	6						X																										
ARCH 345	Computer Applications	3			X																													
ARCH 301	Architecture Design Studio 5	6						X							X	X																		
ARCH 331	Materials of Construction I	3																					X		X									
ARCH 341	Environmental Control Systems I	3																			X			X										
ARCH 343	Structures I	3																				X												
ARCH 252	Architecture History I	3									X																							
ARCH 302	Architecture Design Studio 6	6													X		X																	
ARCH 332	Materials of Construction II	3																					X		X									
ARCH 342	Environmental Control Systems II	3																			X			X										
ARCH 344	Structures II	3																				X												
ARCH 352	Architecture History II	3									X																							
ARCH 401	Architecture Design Studio 7	6																X	X															
ARCH 423	Theory of Architecture	3	X								X																							
ARCH 443	Structures III	3																				X												
ARCH 402	Architecture Design Studio 8	6												X			X	X	X															
ARCH 414	Construction Documents	3				X																												
ARCH 501	Architecture Design Studio 9	6		X				X																		X					X			X
ARCH 503	Thesis Seminar	2	X			X					X	X		X	X																			
ARCH 521	Urban Planning	3																													X			
ARCH 523	Professional Practice	3																										X	X	X		X	X	
ARCH 502	Architecture Design Studio 10	6		X																														
ARCH 534	Building Economics	3																	X															

** Comprehensive Design – Integrates SPC's: A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8, B.9

I.2.   Curricular Framework

II.2.1. Regional Accreditation

Most recent letter certifying SAC accreditation:

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 9, 2009

RECEIVED

JAN 1 2 2009

Office Of The
President
TUSKEGEE UNIVERSITY

Dr. Benjamin F. Payton
President
Tuskegee University
3rd Floor, Kresge Center
Tuskegee, AL 36088

Dear Dr. Payton:

The following action regarding your institution was taken at the December 2008 meeting of the Commission on Colleges:

The Commission on Colleges recommended reaffirmation of accreditation. No additional report was requested.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 13, 2009**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:cp

cc: Dr. Donna K. Wilkinson

II.2.2. Professional Degrees and Curriculum

The program under consideration for accreditation is the five-year Bachelor of Architecture (BArch) degree. This degree is based on a 2 + 3-year sequence. The first two years comprise the Pre-

Architecture Program and the last three the Professional Program. The Pre-Architecture Program provides students with the proper foundation in general education courses, such as English composition, reading, mathematics, physics, art, world history, humanities, etc. Students also take introductory courses in architectural design, graphics, human behavior and computer applications. After completion of the Pre-Architecture Program, students are admitted to the Professional Program based on admission requirements established by the School. In this part of the curriculum, students take advanced courses in architecture, such as design studios, materials of construction, structures, environmental control systems, history of architecture, planning/urban design, and professional practice. It is also at this level that the majority of the electives are taken and the recommended summer internship experiences occur.

This Internship Program is facilitated and encouraged by the School. Under this program, third and fourth year students are employed by architectural, construction, or planning organizations during the summer before entering the fifth and final year. Upon completing this phase of the curriculum, students are not only armed with valuable practical experience that can be applied to their final year in the Bachelor of Architecture Program, but those months of experience, in certain states, may also count toward the three years professional experience that serves as a prerequisite to taking the licensing examination.

The Bachelor of Architecture degree curriculum requires a total of 170 credit hours 104 of which are professional studies (required architecture courses) and the remaining 66 semester hours are general studies (non architecture). Thirty-nine hours comprise the Core Curriculum (a University requirement established by the Provost) which must be completed by the end of the first semester of the student's third year. The curriculum includes 21 semester hours of electives in six categories: art/history, humanities, business, social sciences, professional electives and general electives. These electives are intended as a complement to the fundamental knowledge provided by the program. Students may pursue areas of interest within the categories listed.

Table 17. Minimum Credit Distribution

General (non-architecture) Studies: 45 Credit Hour Minimum	Professional Studies
Required course with other than architectural content: 39 credit hours	Course with architectural content required of all students: 104 credit hours
Elective courses with other than architectural content: 21 credit hours	Elective courses with architectural content: 6 credit hours

Bachelor of Architecture Professional Program Admission Criteria

The following details the requirements for admission to the third year Bachelor of Architecture Professional Program:

All second year students should submit their application to the Department of Architecture office, if they plan to apply for admission to the third year of the B. Arch Professional Program. See office for application form. An Admissions Committee will review all the applications.

Admission Criteria are as follows:

1. All coursework (except Math 207 or 227 – Calculus) for the Pre-Architecture Program (first two years) must be completed with the minimum required grades.

2. The students must complete Math 207 or 227 as a requirement for admission to the fourth year.

3. English Proficiency Examination must be passed.

4. Students must have an overall cumulative grade point average (GPA) of 2.25, and a cumulative GPA of 2.50 in architecture courses by the end of the second year.

5. Students must exhibit an appropriate level of competence in architectural design and graphics. It will be judged by a review of the portfolio to be submitted by the students.

Portfolio Requirements: It should have projects representing the student's best work. Portfolio format should be as required by the upper level admissions committee.

a. The students who fail to meet the above criteria may be accepted provided in the Pre-Architecture Program: 1) all architecture courses are completed; 2) deviation from the above admission criteria is of minor nature; 3) any required non-architecture course(s) are completed during the following summer; and, 4) the student exhibits certain abilities and potential in the field of architecture.

b. Students with a minimum of six credit hours (electives or others) applied towards the Professional Program (transfer and/or TU credit hours) may be accepted provided in the Pre-Architecture Program: 1) all architecture courses completed; 2) deviation from the above admission criteria is of minor nature, and 3) any non-architecture courses are completed during third or fourth year.

c. Transfer students may be accepted directly to the Professional Program on a case-by-case basis provided all the Pre-Architecture Program Design Studio courses (ARCH 101, 102, 201 and 201) receive transfer credit hours.

The Department of Architecture, in addition to the Bachelor of Architecture degree, also offers a baccalaureate degree in Construction Science and Management (CSM). The latter provides professional training in construction management. The CSM curriculum can be completed in four years. The Architecture and Construction programs are complementary in that course. Options and opportunities to pursue both degrees are available to architecture and construction students. This curriculum interaction also helps to bridge the communication and educational gaps that often exist between practitioners of architecture and construction.

Areas of Minor Studies, Multiple Degrees and Dual Majors

A student registered at Tuskegee University may pursue multiple degrees either concurrently or sequentially. Application should be made in the Registrar's Office during the student's sophomore year. Courses credited toward the first major may satisfy required or elective courses of subsequent majors as determined by the College Dean. Each degree may be conferred at the first commencement following completion of the requirement for that degree.

Students may pursue dual majors for which curricular sheets are on file with the Registrar. The student must meet the minimum grade requirements for the dual degree major as stipulated on the curricular sheets in the offices of the Dean and the Registrar.

Architecture students may elect to minor in the following areas subject to meeting the curriculum and minimum grade requirements as stipulated in the curricular sheets of the programs:
*   Minor in Business Administration – College of Business and Information Science (CBIS).
*   Minors in History and Political Science – College of Liberal Arts and Education (CLAE).

- Minor in Bioethics – Tuskegee University National Center for Bioethics in Research and Health Care
- Minor in Plant and Soil Sciences – College of Agricultural and Environmental and Natural Sciences (CAENS).

Table 18. 5-year Bachelor of Architecture (BArch) Curriculum

1st Year			
Course	Cr.	Course	Cr.
ARCH 101: Intro to Arch.	3	ARCH 102: Intro to Arch.	3
ENGL 101: Composition	3	ENGL 102: Composition	3
MATH 107: Coll. Alg & Trig I	4	MATH 108: Coll. Alg & Trig II	4
PHED: Physical Education	1	PHED: Physical Education	1
History 103: World Civ. I	3	Elective: Social/Behav. Science	3
Freshman Orientation	1	Freshman Orientation	1
		Elective: Humanities (PHIL)	3
Total	15	Total	18
2nd Year			
Course	Cr.	Course	Cr.
ARCH 201: Arch. Des. Studio	3	ARCH 202: Arch. Des. Studio	6
ARCH 221: People & Built Env.	3	ARCH 345: Computer Appl.	3
PHYS 301: Gen Phys I w/lab	4	PHYS 302: Gen Phys II w/lab	4
MATH 207 or 227: Calculus	4	ARCH 211: Presentation	3
ARCH 252: Architecture History I	3	ARCH 352: Arch. History II	3
		EPE (English Proficiency)	0
Total	17		19
3rd Year			
Course	Cr.	Course	Cr.
ARCH 301: Arch. Des. Studio	6	ARCH 302: Arch. Des. Studio	6
ARCH 331: Mat. & Constr. I	3	ARCH 332: Mat. & Constr. II	3
ARCH 341: Env. Con. Sys. I	3	ARCH 342: Env. Con. Sys. II	3
ARCH 343: Structures I	3	ARCH 344: Structures II	3
Elective: Humanities (ENGL)	3	Elective: General	3
Total	18	Total	18
4th Year			
Course	Cr.	Course	Cr.
ARCH 401: Arch. Des. Studio	6	ARCH 402: Arch. Des. Studio	6
ARCH 423: Theory of Arch.	3	ARCH 414: Constr. Docs.	3
ARCH 443: Structures III	3	Elective: Professional	3
Elective: General	3	Elective: General	3
Elective: General	3		
Total	18	Total	15
5th Year			
Course	Cr.	Course	Cr.
ARCH 501: Arch. Des. Studio	6	ARCH 502: Arch. Des. Studio	6
ARCH 503: Thesis Seminar	2	ARCH 534: Bldg. Economics	3
ARCH 521: Urban Planning	3	Elective: Professional	3
ARCH 523: Prof. Practice	3	Elective: General	3
Elective: Business	3		
Total	17	Total	15

Total credit hours: 170
II.2.3. Curriculum Review and Development

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Curricular review is facilitated by the Curriculum Committee, a standing department committee, appointed at the beginning of each academic year. The members of the 2009-10 Committee were Don Armstrong (Chair), Raj Sehgal, Edouard Din, Daya Taylor and Rod Fluker. The Committee frames curricular issues which are brought to the faculty body for discussion and decision-making. The 2009-10 Committee had four licensed architects. The 2010-11 Committee will be appointed at the beginning of the Fall 2010 semester.

The primary tools used for assessing the BArch curriculum are a series of related activities occurring in the second half of each semester: 1) the mid-term studio jury, 2) final studio jury and 3) faculty retreat. During the design juries, faculty and invited critics evaluate the effectiveness of the studio courses themselves – course materials, instructional methods, adherence to stated objectives, etc. – in addition to assessing student performance. Evidence of knowledge transfer into the studios from the support courses is also assessed. At the end of each semester, following the individual studio juries, a "Super Jury" is held in which one top project from each studio is re-presented and critiqued by visiting critics and faculty. The "Super Jury" is also used as an opportunity for the School to assess the effectiveness of the studio courses themselves.

During the faculty retreat, the written assessments collected during the juries are discussed and the curricular components of the Architecture Program Strategic Plan are reviewed and revised where required. Typically, new objectives are put into two categories: 1) those requiring approval at the institutional level or 2) those which can be implemented without approval. The former become codified in the *Tuskegee University Bulletin of Courses*.

The assessment and design of the Pre-Professional curriculum is done in connection with the University's ongoing development of CORE requirements. These minimum requirements for science, math and humanities coursework must be met in the first two years of every degree program. The University appoints a faculty freshmen advisor in each department each academic year to oversee the CORE requirements. The 2009-10 freshmen advisor was Don Armstrong.

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

Evaluating Transfer Credits

Students who wish to transfer from other colleges or universities must be eligible to reenter the institution last attended and must furnish: (a) letter of honorable dismissal from the institution last attended; (b) certificate of high school work covering the entrance requirements as described above; and (c) official transcript and course descriptions of work done at all institutions previously attended. Through a comparison of course descriptions provided by transcript or college catalogs, a determination is made regarding the appropriate courses to which transfer credit is applicable. All previous courses must have received a grade of "C" or better to be accepted for transfer credit. The cumulative grade point average from the previous institutions must meet at least the minimum academic retention level set by Tuskegee University for each classification. The maximum transfer credit allowed by the University is 80 semester credit hours.

Transfer courses to be substituted for Tuskegee architecture (ARCH) courses must come from a NAAB accredited architecture program. Also, prerequisites must have been met for all substitution courses. Credit for studio courses is also determined by a review of the student's portfolio of graphic and design work from the previous institution.

Advanced Placement

In cases of determining advanced placement for a student, several factors are taken into consideration: (a) A review of the candidates portfolio as to the level of demonstrated accomplishment and understanding, (b) The candidates work history, both in the field and in other areas, (c) The cumulative amount of previous college/university work, and (d) The general maturity and life experience of the candidate. With these factors in mind, students are placed at a level where they can be assured of performing successfully and make a positive contribution to the program.

Upon enrollment at the University as freshmen, students are placed in English, Mathematics and Reading based on their SAT or ACT scores. Students may be placed in advanced or remedial courses in English or Mathematics. All students are required to earn a minimum grade of C in the two required English Composition courses, unless exempted by test scores. In addition to the University's requirement for these foundation courses, all students are required to take and pass the English Proficiency Examination (EPE) before graduation. As stated in the University's "Academic Regulations and Procedures for Undergraduates" Handbook, "The purpose of the English Proficiency Examination is to certify that students graduating from Tuskegee University have demonstrated proficiency in the use of the English language by passing a standard test on usage and by writing a coherent, articulate essay…" In its 2- + 3- year program, the Department requires students to complete this exam as a condition for admission into the Professional Program (the last three years).

All students are eligible to pursue credit for certain non-architecture courses on the basis of experience, self-study, or knowledge. Those who wish to take advantage of this opportunity must apply for permission, to test for credit through the College Level Examination Program (CLEP) or the Examination for Credit Program. The CLEP allows for standardized testing of knowledge in general education courses such as mathematics, English and history. The Examination for Credit Program is applicable for all other courses in the curriculum. The provisions for approval to take these examinations are outlined in the "Academic Regulations and Procedures for Undergraduates" handbook of the University. There are several checkpoints provided by University and Departmental policies to ensure that students are adequately proficient in foundation courses, that they advance through the curriculum in an appropriate fashion, and meet minimum professional competencies. These policies also allow individual tailoring to match student's abilities, which may require remediation or advance placement.

Evaluating Student Progress

The 2 + 3 curriculum was designed to make sure that students progress through the professional curriculum only after adequate education in the liberal arts and introductory architecture courses. This format is also intended to identify students who are capable of advancing into the Professional Program and who could meet the Department's level of standards and NAAB's performance criteria. As previously mentioned, all Tuskegee University curricula are required to meet CORE requirements and student progress in these courses is monitored by the Provost's office as well as the School of Architecture.

The prerequisite requirements for certain specialized courses such as design studios, structures, architectural history and others, further insures appropriate progress through the curriculum, and insures development of competencies required by the program's educational intent and level standards. The internship program also provides another progression checkpoint level within the curriculum for students who engage in it. Students are encouraged to complete six months of internship or equivalent experience before admission into the fifth and final year. This offers the student a certain level of professional maturity, which brings about a higher level of appreciation for, and insight about, the issues presented in the professional practice courses and the final year studios.

For required architecture (ARCH) courses, curriculum-wide standards were developed to provide overall guidance for the curriculum and individual courses. However and more important, they were designed so that the students are taught the various concepts and principles of architecture and the design process in a gradually building process. An attempt is made to introduce as many concepts and principles of architecture as early as possible. The knowledge gained at the fundamental level is then developed through a reiterative process to "understanding" and "ability" levels. The course syllabi, descriptions and

sequencing are structured to reflect that philosophy, and the students are given assignments to test their levels of knowledge.

The School is considering replacing the current thesis studio (ARCH 502) with a studio based on a terminal or capstone project. This approach would allow the student to complete advanced, in-depth study in one of a set of concentrations which would be created by the School (such as design, building technologies, history of architecture, theory, etc.). It is expected that the resulting projects would represent and reflect the professional degree candidate's breadth of understanding of architecture and the design process.

II.4.   Public Information

As of 2010, The School of Architecture has had its own website at http://www.tuarch.net/pub_info.htm. A link to this website occurs on the Tuskegee University home page for the Department of Architecture at http://www.tuskegee.edu/Global/category.asp?C=35304. Most of the NAAB-required public information documents are made available on the tuarch.net website. Other required documents, not on the website, are made available as hard copies in a notebook in the Architecture Library, Willcox A. The location of each specific document is given below.

II.4.1. Statement on NAAB-Accredited Degrees

The statement on NAAB-Accredited Degrees occurs in two locations:
- Tuskegee University Architecture and Construction website at
http://www.tuskegee.edu/Global/story.asp?S=13003282
- Department of Architecture website page at http://www.tuarch.net/pub_info.htm

II.4.2. Access to NAAB Conditions and Procedures

The School of Architecture makes these documents available on the at the Department of Architecture Website page at http://www.tuarch.net/pub_info.htm
- *The 2009 NAAB Conditions for Accreditation*: http://www.tuarch.net/2009_Conditions.pdf
- *The 2010 NAAB Procedures for Accreditation*: http://www.tuarch.net/2009_Procedures.pdf

II.4.3. Access to Career Development Information

To develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the Department pasted all necessary links to make the following career resources available to all students, parents, staff, and faculty. This material is made available at the Department of Architecture Website page at http://www.tuarch.net/pub_info.htm
- 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.aias.org
- www.acsa-arch.org

II.4.4. Public Access to APRs and VTRs

The School of Architecture has made the following required documents available in the Architecture Library located in Willcox C Room 100:
- 2009 Annual Report and Statistical Report
- Final decision letter from NAAB
- 2010 APR
- *2008 Visiting Team Report*

II.4.5. ARE Pass Rates

This information is available on the Department of Architecture website at:
- http://www.tuarch.net/are-pass_rates.pdf

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Part Three.   Progress Since Last Site Visit

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

   A.   Responses to Conditions Not Met

   Condition 3.3 Public Information

   2004 Conditions for Accreditation: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

   Comment from previous VTR [2008]: The 2008 Visiting Team found this condition not met. The APR states that the language in Appendix A of the 2004 NAAB Conditions was placed on the university website in the spring of 2007, but following the revocation of accreditation in March of 2007, it was removed. It further states that when candidacy status was received, The NAAB text for candidate programs was added to the website. The team found no evidence that this occurred, and the statement is not currently displayed on the website or in promotional materials. The program indicated that they would endeavor to get it on the website immediately.

   In deference to the program, the university has not reprinted the University Bulletin since the 2004-2006 addition. The program assured the team that the required NAAB text will be placed in the next printing of the Tuskegee University Bulletin of Courses and Programs, on the University website, and all future promotional materials.

   Response from Program [2010]: *In addition to posting the required public notice the Department has complied with each of the requirements of public information outlined in section IV.4.*

   Criteria 3.14 Accessibility

   2004 Conditions for Accreditation: *Ability to design both site and building to accommodate individuals with varying physical abilities*

   Comment from previous VTR [2008]: The 2008 Visiting Team found this criterion not met. The team finds no evidence that this condition has improved since the previous visit. Students seem to show some understanding of barrier free design, as they relate to building structures, however, this condition requires it to be at an ability level. The capacity to embed accessibility into fundamental, conceptual design appears to be either missing from the evidence reviewed, or not consistently demonstrated in the work. This inconsistency coupled with a lack of proper accessible site design, is deemed a pedagogical deficiency.

   Response from Program [2010]: The following design studio responses were introduced since the last team visit:

ARCH 102: Beginning in spring 2010, accessible design was introduced in ARCH 102. Student projects addressed the basic principles of creating an accessible path including clearances and using ramps at elevation changes.

ARCH 341: In addition to providing an overview of accessibility as it relates primarily to plumbing fixtures and spaces, we do a focused design charrette on ramp design.

ARCH 402: In Spring 2010, students were required to respond with ADA requirements in the development of an architectural program and the design of an Interpretive Center-Museum building.

ARCH 501: in Fall 2009, students were required to comply with ADA requirements in the development of an urban design project and a design code for the city of Tuskegee, Alabama and in the conceptualization of building forms.

To further insure a broader understanding and ability of accessibility as a component of Universal design, the School plans to introduce a seminar component for each studio in Fall 2010 which will include a seminar on Universal Design. Also being considered is a campus-wide ADA symposium with outside professional consultants to explore and present issues and challenges and solutions to ADA design

Criteria 3.17, Site Conditions

2004 Conditions for Accreditation: Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Comment from previous VTR [2008]: The 2008 Visiting Team found this Criterion not met. The treatment of site conditions appears in the curriculum for Introduction to Architecture (ARCH 202). A section on site analysis is part of the course handouts. Architecture Design Studio 4 (ARCH 301) requires the student to produce a site plan with site modifications. Models show some site manipulation but it is not consistent. Site plans are shown but there appears to be a variance in understanding of this condition, Especially as it relates to topography. Design Studio 6 (ARCH 302) teaches the role of the building site and context from the perspective of sustainable design. Design Studio 8 (ARCH 402) covers a design project given its site condition, potential and challenges. Design Studio 9 (ARCH 501) addresses site components in a design for a cloverleaf interstate interchange, parking and site circulation. In the design solutions presented, there is a mixed display of knowledge of site conditions and the use of site design concepts.

Response from Program [2010]:

The following design studio responses were introduced since the last team visit:

ARCH 102: Beginning in spring 2010, ARCH 102 introduced a greater awareness and understanding of site design. Student projects addressed site factors including passive strategies using daylight and wind for cross-ventilation, views, working with sloping topographies, siting groups of buildings and associated open spaces, and designing site elements including walkways, parking and landscaping.

ARCH 201: in Fall 2009, for the Outdoor Pavilion project, teams of two students were required to build a contour model of an existing sloped site and then add or subtract material as needed to produce an accessible route to a pavilion (to be designed by the student) on a 25'x25' pad from an existing parking lot and from the pad to an existing

sidewalk at an elevation 10 feet lower than the parking lot. The student could use any combination of 1:20 sloped walks or 1:12 ADA ramps. After the site study models were completed, each team produced a site plan showing new and existing contours, (labeled) sloped walks, pavilion, pad, retaining walls, ramps as well as any proposed trees, etc. Outcomes: The majority of the students learned how to represent existing and new contours on a site plan and understood that contours must be spaced a minimum distance to achieve the desired slope. Students were exposed to the ADA section on accessible ramps and sloped walks and a good portion were able to demonstrate ability at creating an accessible route across a sloped site.

ARCH 302: In Spring 2009, in the Africatown Museum project students did a group site analysis which included building a topography model of the existing sloping site and the surrounding area, including roads, neighborhoods and the adjacent Africatown cemetery. The design brief for the Museum project included the provision for accessible parking spaces, an accessible route from the parking lot to the Museum and throughout the Museum itself. The sloping site required that students reconfigure the existing contours to accommodate the parking lot, approach drive, accessible route, and outdoor activity areas as designed by the student. Outcomes: This was the students' second exposure to accessibility and contour manipulation after being assigned a house for a paraplegic on a sloping site in the Architecture 301. For the most part, they have learned how to represent new and existing contours on a site plan and how to separate contours in order to achieve the desired slope. In terms of accessibility, the all the designs took into account this requirement and some designs made it a feature by incorporating 1:20 sloping floors as the main circulation system in the museum.

ARCH 302: In Spring 2010, in the Belair Transitional Housing (Port au Prince, Haiti) project, the class constructed a context model which includes existing sloping topography. Students will have to coordinate their project design solutions with the topography and show this resolution in drawings and model. The program includes a clinic and dining facilities which must be raised off the ground four feet above the lowest adjacent site contour to offer some protection in the event of flooding. These two facilities must be accessible.

The housing component of the project will be multi-storey. Since the local power grid is unreliable and the cost of an elevator could be better spent on something else, only 10% of the housing requirement must be at ground level and accessible. Drawings must clearly indicate accessible routes from the street to these program elements. Outcomes: This is a semester long project. The mid-term project review indicated that a majority of the studio project teams were taking the site and accessibility program constraints into account and had devised strategies to address them.

ARCH 401: In Fall 2009 the design problem required students to develop site strategies which integrated underground parking, a new mixed-use facility with multiple entries, and an existing church structure on the same sloping site. Contour representation and manipulation was part of the project requirements.

ARCH 402 – Architectural Design Studio (Fourth Year) – Spring 2010: Students were required to respond to natural and built site characteristics in the development of an architectural program and the design of an Interpretive Center-Museum building.

ARCH 501: In Fall 2009 students were required to respond to natural and built site characteristics in the development of an "urban design program" and the conceptualization of building forms.

B.   Responses to Causes of Concern

Comment from previous VTR [2008]: *That the program will maintain its momentum for building a high-quality program*

Response from Program [2008]: The most significant step in this direction is the transformation of the Department of Architecture to the Robert R. Taylor School of Architecture. This new status will provide far greater autonomy for fundraising, planning, faculty recruitment and other areas. Also, since the last team visit there has been an aggressive, ongoing search for new faculty who are experienced, talented and well-educated. Currently, there are three highly-qualified new faculty members who were hired since the last visit.

Comment from previous VTR [2008]: *That the program will be able to maintain its current operating fund level*

Response from Program [2008]: The University administration has continued to demonstrate its support and priority of the School of Architecture.

Comment from previous VTR [2008]: *That the program will continue to address the issues of isolation from outside peer reviews*

Response from Program [2008]: The program addresses the challenge of isolation from outside peer reviews in several ways:
- Annual Visiting Lecturer Series
- Regular involvement of visiting critics in the design studios: architecture professors, architects and related professionals
- New annual Building + Technology Seminar Series funded by a grant from the Alabama Architecture Foundation
- Annual retreats with invitees from other architecture schools and the profession
- Planned for Fall 2010 is the formation of a new Advisory Board

Comment from previous VTR [2008]: *That the program will continue to address the lengthy involvement in the program by Distinguished Visiting Critics*

Response from Program [2008]: Beginning in the Spring 2011 plans are to bring to the school a visiting studio instructor. With the introduction of the "Super Jury" we will continue to expand invitations to distinguished critics.

Comment from previous VTR [2008]: *That the program will continue to address the more field trips*

Response from Program [2008]: This upcoming academic year we will plan an increase in field trips with the upper level studios traveling to a major city. In addition we are arranging each group to visit another architectural school. Under the direction and coordination of faculty, students surveyed other students to gain insight into priories in terms of a proposed study abroad program, including destination, costs with expectations of pilot program in summer of 2011.

Comment from previous VTR [2008]: *That the campus is able to find a creative solution for providing a conveniently located architectural supply store locally*

Response from Program [2008]: In fall 2009, the Department arranged to obtain kits of supplies at a discount from a local retailer. These were sold by the AIAS to incoming freshmen students, providing needed supplies and raising money for the student organizations. The kits contained all of the tools and most of the supplies needed for the freshman year.

Starting Fall 2010: To help alleviate the challenge that students have with traveling to Auburn or Montgomery to purchase studio supplies, School faculty have worked closely with Deborah Blanton, General Manager, and other personnel in the University Bookstore to stock drawing, model-making, and drafting supplies. A packet of supplies that incorporates various drawing utensils and model-building materials that are fundamental to a successful architecture student has been prepared. Purchase of this package is required by all incoming freshmen students. In addition, consumable materials such as foam core, mat board, glue and chipboard are kept in house so that all students may replenish their supply as needed. This partnership allows students to conveniently use scholarship funds and book vouchers to purchase supplies for their architectural courses along with required books.

2.   Summary of Responses to Changes in the NAAB Conditions

The school was last evaluated by NAAB under the *2004 Conditions and Procedures*. The present APR is written and organized under the new (2009) *NAAB Conditions for Accreditation.* The School found little difficulty in adjusting to the 2009 revisions and meeting the requirements stated there.

The School is looking at the new NAAB transition from Studio Culture to Learning Culture and considering applications including revising the old Studio Culture document and expanding its scope to include the overall learning environment: faculty development, student enrichment, using the historic campus context as a learning laboratory, etc.

The School responded to the expanded requirements for Public Information by launching a new website (www.tuarch.net) in which all key School documents will be posted for access by students (current and prospective), faculty and the general public.

In applying the new system of Student Performance Criteria, the School took a careful look at its current courses descriptions and content, re-allocating content in some cases to bring it in line with the SPCs.

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Part Four: **Supplemental Information**

IV. 4 Course Descriptions

ARCH 101 Introduction to Architecture, 3 credits.

Course Description: In this course students learn fundamental design skills, representational skills and knowledge of formal ordering systems. Design projects are architectonic – conceptual – in nature and are designed to teach students to think systematically and critically. Students acquire beginning design drawing skills - observational drawing, orthographic projection, speculative drawing and presentation drawing – and model making.

Course Goals and Objectives:
- Understanding of architectonic form as a systemic whole composed of an ordered arrangement of masses and spaces
- Ability to use a systematic, reproducible, controllable method for design, grounded in thorough analysis, rigorous ideation and sensitive judgment
- Ability to use drawing and model making to explore, develop and communicate architectural thoughts

Student Performance Criteria:
A.8. Ordering Systems Skills

Topical Outline:
Design process skills (30%)
Drawing and model-making skills (50%)
Presentation skills (20%)

Prerequisites:
None

Textbooks:
Ching, Francis D.K. *Design Drawing* (John Wiley & Sons, Inc. 1998)
Ching, Francis D.K. *Architecture: Form, Space and Order* (John Wiley & Sons, Inc.)
Mills, Criss B. *Designing with Models* (John Wiley & Sons, Inc. 2000)

Offered:
Fall only; annually

Faculty Assigned:
Don Armstrong (F/T)
Daya Taylor (F/T)

ARCH 102 Introduction to Architecture, 3 credits.

Course Description: In ARCH 102, students develop the fundamental knowledge of form, design process and representation acquired in ARCH 101. This knowledge will be augmented by studies into the five basic factors which influence the design of architectural form: order, function. site, signification and tectonics.

Course Goals and Objectives: Students are expected to meet the following learning objectives and outcomes upon completing the course:
- **Form:** The student will continue to acquire a beginning level understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition and urban design
- **Design Process:** The student will be able to design buildings based on specific programmatic requirements
- **Representation:** The student will be able to use appropriate representational media at a beginning level to convey essential formal elements at each stage of the predesign and design process

Student Performance Criteria:
A.8. Ordering Systems Skills

Topical Outline:
Design process skills (40%)
Drawing and model-making skills (30%)
Presentation skills (30%)

Prerequisites:
None

Textbooks:
Ching, Francis D.K. *Design Drawing* (John Wiley & Sons, Inc. 1998)
Ching, Francis D.K. *Architecture: Form, Space and Order* (John Wiley & Sons, Inc.)
Mills, Criss B. *Designing with Models* (John Wiley & Sons, Inc. 2000)

Offered:
Spring only; annually

Faculty Assigned:
Don Armstrong (F/T)
Daya Taylor (F/T)

ARCH 201 Design Studio, 6 credits.

Course Description: This course will examine the nature of form and space. It will explore nature of principles relating to spatial organization and formal composition as they relate to buildings.

Course Goals and Objectives:
- Principles relating to form, space and spatial organization will be taught with simple architectural projects.
- Basic fundamental design skills will be introduced.
- Basic site conditions and their analysis will be covered
- Graphic skills both manual and digital will be reinforced.

Student Performance Criteria:
A.6. Fundamental Design skills.

Topical Outline:

Principles relating to form, space and spatial organization (40%)
Basic fundamental design skills (30%)
Site analysis / development skills (15%)
Presentation/graphic skills (15%)

Prerequisites:

Arch.102- Design Studio

Textbooks/learning Resources

Francis D.K. Ching. *Architecture Space Form & Order*. John Wiley & Sons
Francis D. K. Ching. *Building construction Illustrated*. John Wiley & Sons
Architectural Graphic Standards

Faculty Assigned:
Raj Sehgal
Jack Ames

ARCH 202 Design Studio, 6 credits.

Course Description: This course will introduce space utilization, functional planning exploration of architectural forms and aesthetics-all as part of basic design process of small and simple building types.

Course Goals and Objectives:
- Students will enhance their understanding of basic design learnt in preceding Arch. 201-Design Studio with small architectural projects of higher scope.
- Skill sets for site development – grading, parking, ADA ramps, access, orientation etc. will be introduced.
- Student will learn presentation skills-sheet layout/format, architectural graphics, color etc.

Student Performance Criteria:
A.6. Fundamental Design skills.

Topical Outline:

Basic design skills (50%)
Site development skills (30%)
Presentation/graphic skills (20%)

Prerequisites:

Arch.201- Design Studio

Textbooks/learning Resources

Francis D.K. Ching. *Architecture Space Form & Order*. John Wiley & Sons
Francis D. K. Ching. *Building construction Illustrated*. John Wiley & Sons
Architectural Graphic Standards

Faculty Assigned:
Raj Sehgal
Jack Ames

ARCH 211 Presentation, 3 credits.

Course Description: This course provides a survey of the presentation methods used by architects to communicate design ideas. Students explore various two and three dimensional media, including digital methods. An emphasis is placed on making as a mode of critical inquiry into material and technique. The course is presented in such a way as to be directly applied in the congruent ARCH 201 design studio.

Course Goals and Objectives:
- Understanding of conventional graphic techniques in the presentation of architectural design work
- Understanding of manual and digital tools and computer applications used in presentation of design work
- Ability to compose and present architectural design work to successfully communicate design ideas

Student Performance Criteria:
A.3. Visual Communication Skills

Topical Outline:
Graphic presentation skills (50%)
Verbal and written presentation skills (30%)
Computer application skills (20%)

Prerequisites:
None

Textbooks:
Corner, James and Alex MacLean *Taking Measures Across the American Landscape* (Yale University Press, 2000)

Offered:
Spring only; annually

Faculty Assigned:
Patrick Rhodes (F/T)

ARCH 221 People and the Built Environment, 3 credits.

Course Description: This is an introductory course in the people and the built environment studies. It broadly covers certain basic areas of study and seeks to develop an understanding of the built environment based on architecture and urban design, how it is created and how it affects human life. The objective of the course is to introduce to the students the range of issues involved in the analysis, design and production of the built environment, emphasizing the interaction between these issues and people.

Course Goals and Objectives:
- The students will be exposed to an understanding of the built environment and various factors shaping and affecting it.
- Issues of human behavior, cultural diversity and social interactions will be addressed.
- Different architectural movements and how they shaped the built environment will be covered.

Student Performance Criteria:
A.10. Cultural Diversity
C.2. Human Behavior
C.8. Ethics & Professional Judgment
C.9. Community & Social Responsibility

Topical Outline:
Understanding of issues shaping and affecting the built environment (40%).
Understanding of people and the built environment (20%).
Nature of planning & design affecting the built environment (20%)

Prerequisites:
Arch. 102

Textbooks/Learning Resources:
Knox & Peter Ozolins (eds.) 2000. *Design Professional and the Built Environment-An Introduction.* John Wiley & Sons Inc.
Tom J. Bartuska & Gerald L. Young (eds.). 2000. *The Built Environment – A Creative Inquiry into Design & Planning.* Crisp Publications Inc.

Offered:
Fall Semester

Faculty Assigned:
Raj Sehgal (F/T)

ARCH 252 History of Architecture I, 3 credits.

Course Description:
This is a survey of the development of Architecture from ancient civilizations through the Middle Ages; through the analysis of exemplary buildings between those periods and the historical circumstances surrounding them.

Course goals and Objectives:
Upon successful completion of this course, the student should be able to understand cultural and historical concepts related to human habitation applied to architectural style, form, structure and function. Through slide lectures and in-class discussions, students will acquire skills to visually analyze buildings. Equally important to the class is the development of research and critical-thinking skills through several assignments including quizzes and papers.
Upon completion of this course, one should be able to:
1.   Identify and discuss major developments in architecture of each period.
2.   Increase the use of architectonic language in his/her analytical abilities as well as develop written and verbal communication and presentation skills.
3.   Better discuss and analyze architecture, using conventions of architectural communication and visual analysis.
4.   Inform oneself with a better sense of architecture, place, time and history.

Prerequisites:
ENGL 0102

Student Performance Criteria:
A.9 Historical Traditions and Global Culture

Textbook:
Moffet, Marian / Fazio, Michael, Wodehouse Lawrence –*Buildings Across Time-An Introduction to World Architecture*. New York: McGraw-Hill. 2008.

Offered:
Fall only; annually.

Faculty Assigned:
Dr. Richard Dozier (F/T)
Jose Luis Colmenares (F/T)

ARCH 301 Architecture Design Studio, 6 credits.

Course Description: Students apply the knowledge taught in concurrent lecture courses in structures, materials and environmental systems in their studio project assignments. New computer skills are introduced.

Course Goals and Objectives:
- Ability to analyze site, context and precedent in developing a building design.
- Understanding of structural systems and the role they play in inserting logic and order into the design process
- Understanding of the considerations involved in selecting building service systems as well as building materials and assemblies.
- Ability to use hand drawing and modeling combined with computer modeling to explore, develop and communicate design intent.

Student Performance Criteria:
A.6. Fundamental Design Skills
B.2. Accessibility
B.3. Sustainability

Topical Outline:
Preliminary analysis skills (30%)
Computer and hand design development skills (60%)
Presentation skills (10%)

Prerequisites:
Admission into the professional program

Textbooks:
Allen & Iano*, Architect's Studio Companion* (John Wiley & Sons)

Offered:
Fall only; annually

Faculty Assigned:
John Ames (F/T)
Patrick Rhodes (F/T)

ARCH 302 Architecture Design Studio, 6 credits.

Course Description: Continued application in studio of concepts learned in concurrent lecture courses in structures, materials and environmental systems with added complexity in terms of site constraints and building program.

Course Goals and Objectives:
- Ability to analyze site, context and precedent in developing a building design.
- Understanding of structural systems and the role they play in inserting logic and order into the design process
- Understanding of the considerations involved in selecting building service systems as well as building materials and assemblies.
- Ability to use hand drawing and modeling combined with computer modeling to explore, develop and communicate design intent.

Student Performance Criteria:
B.2. Accessibility
B.4. Site Design

Topical Outline:
Preliminary analysis skills (30%)
Computer and hand design development skills (60%)
Presentation skills (10%)

Prerequisites:
Arch 301

Textbooks:
Ramsey/Sleeper, Architectural Graphic Standards (Student Edition), John Wiley & Sons

Offered:
Spring only; annually

Faculty Assigned:
John Ames (F/T)

ARCH 331 Materials of Construction I, 3 credits.

Course Description: First of two lecture courses covering materials and methods of construction and building envelope systems, including an historical overview of their evolution as well as considerations for sustainability.

Course Goals and Objectives:
- Understanding of the considerations involved in selecting building materials and assemblies.
- Understanding of sustainable practices in building design and construction.

Student Performance Criteria:
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:
Historical overview of building materials and envelope systems (10%)
Properties of building materials and envelope systems (60%)
Sustainable design and construction practices (30%)

Prerequisites:
Admission into the professional program

Textbooks:
Edward Allen and Joseph Iano*, Fundamentals of Building Construction Materials and Methods* (fourth edition), John Wiley & Sons

Offered:
Fall only; annually

Faculty Assigned:
John Ames (F/T)
Patrick Rhodes (F/T)

ARCH 332 Materials of Construction II, 3 credits.

Course Description: Second of two lecture courses covering materials and methods of construction and building envelope systems, including an historical overview of their evolution as well as considerations for sustainability.

Course Goals and Objectives:
- Understanding of the considerations involved in selecting building materials and assemblies.
- Understanding of sustainable practices in building design and construction.

Student Performance Criteria:
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:
Historical overview of building materials and envelope systems (10%)
Properties of building materials and envelope systems (60%)
Sustainable design and construction practices (30%)

Prerequisites:
Admission into the professional program

Textbooks:
Edward Allen and Joseph Iano*, Fundamentals of Building Construction Materials and Methods* (fourth edition), John Wiley & Sons

Offered:
Spring only; annually

Faculty Assigned:
John Ames (F/T)
Patrick Rhodes (F/T)

ARCH 341 Environmental Control Systems I, 3 credits.

Course Description:
This course, the first of a two-course sequence, covers thermal control systems, water and waste systems and fire protection systems. A historical overview of these systems is provided. They are presented in a context of sustainable design with an emphasis on hybrid active/passive design strategies. The course content is presented in such a way as to be directly applied in the congruent **ARCH 301 design studio.**

Course Goals and Objectives:
- An understanding of the basic principles of ecology and the architect's basic responsibilities with respect to environmental and resource conservation in architecture and urban design
- An understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems
- An understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security and fire protection systems

Student Performance Criteria:
B.8. Environmental Systems
B.11. Building Service Systems

Topical Outline:
Sites & Environmental Resources (10%)
Comfort Strategies & Passive Solar Design (30%)
HVAC Systems (30%)
Water & Plumbing Systems (10%)
Accessible Design in Buildings (5%)
Fire Protection & Life Safety Systems (15%)

Prerequisites:
ARCH Professional Program admittance, MATH 0108 and PHYS 0306

Textbook:
Grondzik, Walter T. *Mechanical & Electrical Equipment for Buildings.* (Stein & Reynolds. 10th Edition, 2006)

Offered:
Fall only; annually

Faculty Assigned:
Roderick Fluker (F/T)

ARCH 342 Environmental Control Systems II, 3 credits.

Course Description:
This course, the second in a two-course sequence, covers electricity, illumination, signal systems, transportation, and acoustics. A historical overview of these systems is provided. They are presented in a context of sustainable design with an emphasis on hybrid active/passive design strategies. This two-course sequence concludes with an overview of the integration of environmental control systems into the building whole. The course content covered is presented in such a way as to be directly applied in the ARCH 0302 design studio.

Course Goals and Objectives:
- An understanding of the basic principles of lighting (including day-lighting and electrical lighting design) and the architect's basic responsibilities with respect to environmental and resource conservation in architecture and interior environments.
- An understanding of the basic principles that inform the acoustical design of spaces, and the characteristics of sound, and its impact on architecture and interior environments.
- An understanding of the basic principles that inform the design of building service systems, including electrical, vertical transportation and other automated modes within buildings, communication, and security systems.

Student Performance Criteria:
B.8. Environmental Systems
B.11. Building Service Systems

Topical Outline:
Lighting Design – Daylighting (20%)
Lighting Design – Artificial Lighting (20%)
Acoustics & Sound Control (20%)
Electrical & Signal Systems (20%)
Photovoltaic Systems (10%)
Transportation Systems in Buildings (10%)

Prerequisites:
ARCH Professional Program admittance, MATH 0108 and PHYS 0306

Textbook:
Grondzik, Walter T. *Mechanical & Electrical Equipment for Buildings.* (Stein & Reynolds. 10th Edition, 2006)

Offered:
Spring only; annually
Faculty Assigned:
Roderick Fluker (F/T)

ARCH 343 Structures I, 3 credits.

Course Description: This course, the first of a three-course sequence, covers wood structural systems. The course content includes mechanics and strength of wood structures, types of wood structural members, and the design and analysis of wood structural systems.

Course Goals and Objectives:
- The student will understand mechanics and the strength of materials as related to wood structures
- The student will understand the basic types of wood structural members including foundations, columns, stud walls, decking, floor joists, roof rafters, beams, trusses, and lateral resisting elements
- The student will understand wood structural connections including nails, bolts, screws and special connectors
- The student will be able to design a complete wood structural system for a small building including preliminary (rule of thumb) sizing of members
- The student will be able to make a detailed (calculated) design or analysis of selected wood structural members

Student Performance Criterion:
B.9. Structural Systems

Topical Outline:
Families of wood structural elements and systems (20%)
Mechanics and strength of materials for wood structures (20%)
Structural investigation: analysis and design (60%)

Prerequisites:
ARCH Professional Program admittance, MATH 108 and PHYS 306.

Textbooks:
Place, Wayne. *Architectural Structures*)
Charleson, Andrew. *Structure as Architecture*
Allen Edward & Iano, Joseph. *The Architect's Studio Companion*, Fourth Edition

Offered:
Fall only; annually

Faculty Assigned:
Don Armstrong (F/T)
Jose Colmenares (F/T)

ARCH 344 Structures II, 3 credits.

Course Description: This course, the second in a three-course sequence, covers steel and tensile structural systems: mechanics and strength, types of structural members and structural investigation (design and analysis).

Course Goals and Objectives:
- The student will understand mechanics and the strength of materials as related to steel structures
- The student will understand the basic types of steel structural members and systems including lightweight wall studs, lightweight floor joists, standard and tube columns, floor and roof decking, beams and girders, open-web joists, single-story rigid steel frames and trusses
- The student will understand steel structural connections
- The student will be able to design a complete steel structural system for a small building including preliminary (rule of thumb) sizing of members
- The student will be able to make a detailed (calculated) design or analysis of selected steel structural members

Student Performance Criterion:
B.9. Structural Systems

Topical Outline:
Families of steel structural elements and systems (20%)
Mechanics and strength of materials for steel structures (20%)
Structural investigation: analysis and design of steel structures (60%)

Prerequisites:
ARCH Professional Program admittance, ARCH 343, MATH 108 and PHYS 306.

Textbooks:
Ching, D. K. *Building Structures Illustrated*
Allen Edward & Iano, Joseph. *The Architect's Studio Companion*, Fourth Edition

Offered:
Spring only; annually

Faculty Assigned:
Don Armstrong (F/T)

ARCH 345 Computer Applications I, 3 credits.

Course Description: To provide the basic skill set in 2D-Graphics & 3D-Modeling: see, think, draw; to build a vocabulary in order to execute a drawing from a written tutorial; to familiarize students with different design software used in design studios.

Course Goals & Objectives:
The goal of this class is to familiarize students with basic digital media design and facilitate their use for architectural endeavors.
At the end of the course, if you are a beginner, you will:
1. Understand the basic principles and operations of Adobe Systems for raster and vector graphics and similarly the basic geometry that regulates architectural compositions.
2. Understand the basic principles and operations of Autodesk AutoCAD Systems for drafting and similarly the drawing process of the constructed architectural drawing through the tools of orthographic projections.
If you are a non beginner, you will also:
3. Understand the 3D modeling for representation and presentation of Autodesk Revit Systems and investigates BIM.
4. Understand how to create complex arch forms beyond traditional ways.

Student Performance Criteria:
A.3. Visual Communication Skills

Topical Outline: % of time spent in each subject area
The typical timeline in the session is allocated as follows:
a. 20% - instructor communication (lecture, special problems, etc.)
b. 40% - student presentation or lab work
c. 40% - special assistance to students who need help.

Prerequisites:
None

Blackboard/ Learning Resources: No textbook, most of the tutorials will be found online or posted in Blackboard. Information, Discussion, Tests will take place in Blackboard.

Offered (semester, year):
Spring only; annually

Faculty Assigned (during these last two years):
Kwesi Daniels (Instructor)
Edouard Din (Associate Professor)

ARCH 352 - History of Architecture II, 3 credits.

Course Description:
This is the second part of a two course sequence on the History of Architecture; surveying architects, architectural styles, trends and movements, from the 15th century to the present.

Course goals and Objectives:
Upon successful completion of this course, the student should be able to understand cultural and historical concepts related to human habitation applied to architectural style, form, structure and function. Through slide lectures and in-class discussions, students will acquire skills to visually analyze buildings. Equally important to the class is the development of research and critical-thinking skills through several assignments including quizzes and papers.
Upon completion of this course, one should be able to:
- Identify and discuss major developments in architecture of each period.
- Increase the use of architectonic language in his/her analytical abilities as well as develop written and verbal communication and presentation skills.
- Better discuss and analyze architecture, using conventions of architectural communication and visual analysis.
- Inform oneself with a better sense of architecture, place, time and history.

Prerequisites:
ARCH 252 – History of Architecture I

Student Performance Criteria:
A.9 Historical Traditions and Global Culture

Textbook:
Moffet, Marian / Fazio, Michael, Wodehouse Lawrence –*Buildings Across Time-An Introduction to World Architecture*. New York: McGraw-Hill. 2008.

Offered:
Spring only; annually.

Faculty Assigned:
Jose Luis Colmenares (F/T)

ARCH 366 Sustainable Design, 3 credits (Elective).

Course Description: Covers the man-made causes of pollution and climate change, the growth of the environmental movement, sustainable strategies in architecture and urban design, green building programs and life cycle assessment.

Course Goals and Objectives:
- Understanding of the causes of climate change and pollution and their effects on human health and on the planet.
- Understanding the contribution of buildings and construction to these environment problems
- Understanding the options available to the architect for creating sustainable buildings and communities by the effective use of resources combined with passive and active solar design strategies.
- Understanding the impact of daylighting devices on interior light levels.
- Ability to analyze life cycle environmental impacts of building products and materials.

Student Performance Criteria: N/A (Elective)

Topical Outline:
Climate change, international conferences, legislation, regulations (40%)
Green building programs, Life Cycle Assessment, green rating systems (40%)
Student day lighting analysis project and case studies (20%)

Prerequisites:
Admission to professional program

Textbooks:
Keeler & Burke, Fundamentals of Integrated Design for Sustainable Building (Wiley)
Video lectures and web sites

Offered:
Spring only; annually

Faculty Assigned:
John Ames (F/T)

ARCH 401 Architecture Design Studio, 6 credits.

Course Description:
This course focuses on the comprehensive design of a building from the programming phase through construction details. It introduces students to social issues in the built environment.

Course Goals and Objectives:
- Ability to produce an architecture project informed by a building program - from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.
- Ability to assess, select, configure and detail as an integral part of the design appropriate combinations of building materials, components and assemblies to satisfy the requirements of the building program.

Student Performance Criteria:
A.7. Use of Precedents
B.5. Life Safety
B.6. Comprehensive Design

Topical Outline:
Site & Precedents Analysis (20%)
Programming & Concept Development (20%)
Site & Building Design Development (30%)
Systems Development & Integration (15%)
Life Safety, ADA Compliance (15%)

Prerequisites:
ARCH 0302

Textbook:
Edward Allen & Joseph Iano. *The Architect's Studio Companion.* John Wiley & Sons.
Kwok, Alison G. & Grondzik, Walter T., *The Green Studio Handbook, Elsevier Inc.*
Ching, Francis D. K., *Building Construction Illustrated*, 5th edition, New York: Van Nostrand.
Ching, Francis D. K., *Building Codes Illustrated*, John Wiley & Sons, New York.

Offered:
Fall only; annually
Faculty Assigned:
Roderick Fluker (F/T)

ARCH 402 Architecture Design Studio, 6 Credits.

Course Description: This second part of the fourth year course in the design studio sequence continues the development of a comprehensive building design process with problems of certain complexity.

Course goals and objectives:
- The ability to produce a comprehensive architectural project appropriate in scale and complexity; based on a building program and site conditions that includes development of programmed spaces and demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety and accessibility provisions, wall sections, building assemblies and the principles of sustainability.
- Final presentation requirements for explanatory graphics, pre-design analysis and post design diagrams, showing design concepts.

Student Performance Criteria:
B.1. Pre-Design
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design

Topical Outline:
Site & Precedents Analysis (20%)
Programming & Concept Development (20%)
Site & Building Design Development (30%)
Systems Development & Integration (15%)
Life Safety, ADA Compliance (15%)

Prerequisites:
ARCH 302

Textbook:
Edward Allen & Joseph Iano. *The Architect's Studio Companion.* John Wiley & Sons.
Ching, Francis D. K., *Building Construction Illustrated*, 5th edition, New York: Van Nostrand.
Ching, Francis D. K., *Building Codes Illustrated*, John Wiley & Sons, New York.

Offered:
Spring only; annually.

Faculty Assigned:
Jose Luis Colmenares (F/T).

ARCH 414 Construction Documents, 3 credits.

Course Description: Covers the basic principles guiding the development of construction documents, which consist of working drawings and specifications, including building code analysis.

Course Goals and Objectives:
- Ability to produce preliminary architectural working drawings and outline specifications for a moderately sized building.
- Understanding of the coordination of various disciplines needed to produce construction documents.

Student Performance Criteria:
A.4. Technical Documentation

Topical Outline:
Required drawings and delineation conventions (30%)
Graphic standards, numbering, dimensioning and note conventions (20%)
Drawing coordination, schedules and details (30%)
Outline specifications (20%)

Prerequisites:
Arch 302, Arch 331 and Arch 332

Textbooks:

Offered:
Spring only; annually

Faculty Assigned:
Kippy Tate (P/T)

ARCH 423 Theory of Architecture, 3 credits.

Course Description: A survey of theoretical ideas which have influenced the design of the built environment from Vitruvius up to and including current trends.

Course Goals and Objectives:
- Ability to critically analyze concepts and to clearly express ideas in oral and written form.
- Understanding of the various theories that have shaped the built environment.
- Understanding of the role of the architect.

Student Performance Criteria:
A.1. Communication Skills
A.10. Cultural Diversity

Topical Outline:
Classical Theory from Vitruvius, the Renaissance through the 18th Century (30%)
Modernism and its precursors (30%)
Post Modernism and current trends in architecture theory and criticism (40%)

Prerequisites:
Arch 302 and Arch 352

Textbooks:
Fil Hearn, *Ideas That Shaped Buildings* (MIT Press)
Essays and reading excerpts from selected sources

Offered:
Fall only; annually

Faculty Assigned:
John Ames (F/T)

ARCH 443 Structures III, 3 credits.

Course Description: This course, the final course in a three-course structures sequence, covers masonry and reinforced concrete structural systems. The course content includes mechanics and strength of structural members and systems, types of structural members and systems and design and analysis of a structural system including the sizing and layout of components.

Course Goals and Objectives:
- The student will understand mechanics and the strength of materials as related to concrete and masonry building structures
- The student will understand the basic types of reinforced concrete and masonry structural members and systems including foundations, columns, walls/lintels, joists/beams/girders and slabs
- The student will understand reinforced concrete and masonry structural connections
- The student will be able to design a complete reinforced concrete/masonry structural system for a small building
- The student will be able to make a detailed (calculated) design or analysis of selected reinforced concrete/masonry structural members

Student Performance Criterion:
B.9. Structural Systems

Topical Outline:
Families of reinforced concrete and masonry structural elements and systems (20%)
Mechanics and strength of materials for reinforced concrete and masonry structures (20%)
Structural investigation: analysis and design of reinforced concrete and masonry structures (60%)

Prerequisites:
ARCH Professional Program admittance, ARCH 344, MATH 108 and PHYS 306.

Textbook:
Limbrunner, George F. and Aghayere, Abi O. *Reinforced Concrete Design*, Sixth Edition.
Allen Edward & Iano, Joseph. *The Architect's Studio Companion*, Fourth Edition

Offered:
Spring only; annually

Faculty Assigned:
Don Armstrong (F/T)

ARCH 501 Architecture Design Studio, 6 Credits.

Course Description: This studio deals with and explores the undisputable interface between architecture and urbanism, through projects focused on the design of housing and public spaces.

Course goals and objectives:
The 5th Year Studios explore conceptual and technical aspects of architectural forms; while this particular one decisively integrates it with urbanism. Each student shall bring the knowledge, skills and understanding gained from all previous coursework to the development of a conceptually coherent, comprehensive and integrated design proposal.

At the conclusion of the semester, each student should be able to:
• Understand the interface between Architecture and Urbanism.
• Document, analyze and interpret man-made, historical and cultural contexts, where Architecture is to be "inserted".
• Develop urban design concepts based on documentation and analysis.
• Produce a building program, in respond, to a series of urban design guidelines.
• Develop an architectural project, from schematic design up until its detailing and integration of major building systems.

Student Performance Criteria:
A.2. Design Thinking Skills
A.7. Use of Precedents
C.1. Collaboration
C.6. Leadership
C.9. Community and Social Responsibility

Topical Outline:
Site & Precedents Analysis (15%)
Research & Conceptual Translations (30%)
Site & Building Design Development (40%)
Digital Technologies & Representation (15%)

Prerequisites:
ARCH 402

Required textbook:
Edward Allen & Joseph Iano. *The Architect's Studio Companion*, John Willey & Sons. New York-NY.

Offered:
Fall only; annually.

Faculty Assigned:
Jose Luis Colmenares (F/T)

ARCH 502 Thesis Studio, 6 credits.

Course Description:
In this course the student implements the thesis developed in the ARCH 0503 Thesis Seminar course. The student is allowed wide latitude in the type of project undertaken. An emphasis is placed on critical thinking, originality, ethical design and perceptual sensitivity.

Course Goals and Objectives:
- Ability to develop and integrate building systems with the spatial, theoretical, and contextual ideas of architecture.
- Ability to demonstrate technical competence within a framework that encompasses social and environmental issues related to design.
- Ability to produce an architecture project informed by a comprehensive program as developed by each student as part of the 503 seminar course

Student Performance Criteria:
A.2 Design Thinking Skills

Topical Outline:
Site & Precedents Analysis (15%)
Research & Conceptual Translations (30%)
Site & Building Design Development (40%)
Digital Technologies & Representation (15%)

Prerequisites:
ARCH 0501, ARCH 0503

Textbook:
Edward Allen & Joseph Iano. *The Architect's Studio Companion.* John Wiley & Sons.
Kwok, Alison G. & Grondzik, Walter T., *The Green Studio Handbook, Elsevier Inc.*
Ching, Francis D. K., *Building Construction Illustrated*, 5th edition, New York: Van Nostrand.
Ching, Francis D. K., *Building Codes Illustrated*, John Wiley & Sons, New York.

Offered:
Spring only; annually

Faculty Assigned:
Roderick Fluker (F/T)

ARCH 503 Thesis Seminar, 2 credits.

Course Description:
This course prepares the professional degree candidate for thesis execution, which occurs during the second semester. During this course, students will select a thesis topic and perform thesis research. Prior to beginning thesis research, however, the following topics will be explored through class discussion: (a) Purpose of the thesis program, (b) architectural theory overview, (c) research techniques, and (d) a review of compositional techniques. By the end of this course, the thesis research and project program document will be completed.

Course Goals and Objectives:
- Ability to articulate a thoughtful philosophy of design
- Ability to write a Thesis Document that is thorough, lucid and well researched.

Student Performance Criteria:
A.1. Communication Skills
A.5. Investigative Skills
A.11. Applied Research
B.1. Pre-Design

Topical Outline:
Site & Precedents Analysis (15%)
Research & Conceptual Translations (30%)
Site & Building Design Development (40%)
Digital Technologies & Representation (15%)

Prerequisites:
500 Level Status

Textbook:

Offered:
Fall only; annually

Faculty Assigned:
Donald Armstrong (F/T)

ARCH 521: Urban Planning Seminar, 3 Credits.

Course Description:
This is an introductory course in Urban Planning/Design. It will cover certain basic areas of study in the comprehensive planning process. Primary emphasis will be on the comprehensive planning process and its implementation. Interfacing of planning and urban design with architecture will be stressed at appropriate points of coverage of different topics.

Course Goals & Objectives:
- Overview of the basic planning and urban design processes and concepts.
- Understanding of the complexity of role planning/urban design plays in shaping the urban environment in general and architecture in particular.

Student Performance Criteria:
C.7. Legal Responsibilities

Topical Outline:
Introduction to Planning (15%)
Comprehensive Planning Process (50%)
Comprehensive Planning Document (15%)
Planning Implementation (20%)

Prerequisites:
Senior standing

Textbooks/Learning Resources:
E. D. Kelley. *Community Planning, An Introduction to Comprehensive Planning. 2nd ed.* Island Press.
Garry Hack… [et al.]. Eds. *Local Planning-Contemporary Principles & Practices.* Island Press.
Current Planning Journals & Periodicals

Faculty Assigned:
Raj Sehgal

ARCH 523: Professional Practice, **3 Credits.**

Course Description: This course provides an overview of architectural practice. Topics include preparing for practice, forming and managing a firm, acquiring and managing projects and project agreements. Students are provided with an overview of the Intern Development Program (IDP) and assisted with creating their IDP files. An overview of strategies for taking the Architecture Registration Exam (ARE) is given.

Course Goals & Objectives:
- Overview of the architectural profession in the context of its practice
- Understanding the process of client contact and architectural commissions
- Organization of architectural office and practice
- Knowledge of all professional architectural organizations and their roles

Student Performance Criteria:
C3. Client Role in architecture
C4. Project Management
C5. Practice Management
C7. Legal Responsibilities
C8. Ethics & Professional Judgment

Topical Outline:
Architectural Profession in the context of its practice (15%)
Project procurement process – private and public projects (15%)
Management of practice and individual projects (60%)
Legal liabilities of architectural projects (10%)

Prerequisites:
Senior standing

Textbooks/Learning Resources:
The American Institute of Architects. *The Architects Handbook of Professional Practice- Student Ed.-14th. ed.*
Professional practice articles in current architectural journals and periodicals

Faculty Assigned:
Kippy Tate (PT)

ARCH 534: Building Economics, 3 credits.

Course description: This course provides introduction to those factors and aspects of building that can help students become more aware of the economic concerns of other parties in the building process.

Course Goals and Objectives:
- The importance of building economics in the building construction process.
- Understanding of the basic concept of cost estimating and building cost estimating methods.
- Understanding of financing construction projects.
- Knowledge of the future performance of buildings: cost in use, life cycle cost

Student Performance Criteria:
B.7. Financial considerations.

Topical Outline:
Understanding of building economics, initial cost of building projects and cost estimating concepts and methods (30%).
Financing construction projects and their financial feasibility analysis (30%).
The future performance of buildings, building efficiency and techniques of their economic performance analysis (40%).

Prerequisites:
Senior standing.

Text books/Learning Resources:
Thorbjoern Mann. *Building Economics for Architects*. John Wiley & Sons Inc.
Robert Johnson. *The Economics of Buildings. A Practical guide for the Design Professional.* John Wiley & Sons Inc.
R.S. Means Co. *Means Building Construction Cost Data. Annual Guide.* Kingston MA.

Offered:
Spring Semester only.

Faculty Assigned:
Raj Sehgal (F/T)

IV.5 Faculty Resumes

Name: John C. (Jack) Ames, AIA, NCARB, LEED AP

Courses Taught:
ARCH 201 Architecture Design Studio
ARCH 301 Architecture Design Studio
ARCH 302 Architecture Design Studio
ARCH 331 Materials of Construction I
ARCH 332 Materials of Construction II
ARCH 366 Sustainable Design
ARCH 423 Theory of Architecture

Educational Credentials:
Master of Architecture, Georgia Institute of Technology, 1990
Bachelor of Arts, Humanities, Emory University, 1973

Teaching Experience:
Assistant Professor, Tuskegee University, 2005-present
Instructor, Tuskegee University, 1991-1993

Professional Experience:
Principal, Urban Studio Inc., Atlanta, GA 2000-2010
Project Architect, Heery International, Atlanta, GA 1997-2005
Project Architect, Chambless & Associates, Montgomery, AL 1995-1997
Intern, Butner Architecture Group, Montgomery, AL 1991-1995

Licenses/Registration:
Alabama, Georgia

Selected Publications and Recent Research:
Baxter Street Lofts: A 24,000 SF mixed-use building complex. Athens, GA. Design, construction documents and construction administration by Urban Studio Inc. – Jack Ames, principal in charge. Construction completed 2008.

Tree Houses: Living a Dream, by Alejandro Bahamon (Harper Design, 2005)
The book features "Tree Tectonics", a tree house designed and built by Urban Studio for a competition/ exhibit at the Atlanta Botanical Gardens in 2003.

Designing with Models, by Criss Mills (John Wiley & Sons, 2000)
Includes my thesis model as well as a model for a competition entry

Project team member for John Hejduk's "House of the Suicide", constructed by Georgia Tech students in 1989 and included in the Whitney Museum exhibit "Sanctuaries, The Last Works of John Hejduk", 2002

Professional Memberships:
Association of Collegiate Schools of Architecture, American Institute of Architects

Name: Donald E. Armstrong, Jr., NCARB

Courses Taught:
ARCH 101 Introduction to Architecture
ARCH 102 Introduction to Architecture
ARCH 343 Structures I
ARCH 344 Structures II
ARCH 443 Structures III
ARCH 402 Architectural Design
ARCH 503 Thesis Seminar

Educational Credentials:
Master of Architecture, University of Florida, 1985
Bachelor of Design with Honors, University of Florida, 1983

Teaching Experience:
Instructor, Florida Atlantic University, 1997-1998
Assistant Professor, Tuskegee University, 1999 to 2005
Associate Professor, Tuskegee University, 2005-present

Professional Experience:
Intern, Hoon & White Architects, Sewalls Point, Fl 1985-1987
Intern, Donald E. Armstrong, Architect, Stuart, Fl 1987-1990
Principle, Donald E. Armstrong, Jr., Architect, Stuart, FL 1990-1999

Licenses/Registration:
Florida

Selected Publications and Recent Research:
Book Review, *Materials, Form and Architecture* by Richard Weston (Vernacular Architecture Newsletter, summer 2004).
Space Unveiled (Proceedings of the 20th National Conference on the Beginning Design Student).
Techstudio (Proceedings of the ACSA 2002 International Conference).
The Low Cash-Cost Housing Program at the Tuskegee Institute (Proceedings of the ACSA 2004 Technology Conference).
Brick Making and the Production of Place at the Tuskegee Institute (2005 *ARRIS*).
Teaching for Transfer (Proceedings of the 2009 ACSA Annual Meeting).

Professional Memberships:
Association of Collegiate Schools of Architecture

Name: Jose Luis Colmenares

Courses Taught:
ARCH 343 Structures I
ARCH 352 History of Architecture II
ARCH 402 Architectural Design (Fourth Year)
ARCH 501 Architectural Design (Fifth Year)

Educational Credentials:
Bachelor of Architecture. The University of Texas at Austin. 1976.
Bachelor of Arts in Art. St. Edward's University (Austin-Texas). 1976.
Bachelor of Science in Architectural Studies. The University of Texas at Austin. 1977.
Master of Architecture. The University of Texas at Austin. 1978.
Master of Science in Architectural History (Academic work completed). Universidad Central de Venezuela.

Teaching Experience:
Assistant Professor, Tuskegee University. 1983-1984.
Associate Professor. "J. M. Vargas" University. Caracas-Venezuela (Departmental Head and Dean of the Faculty
        of Architecture and Fine Arts). 1985-1996.
Adjunct Professor. "Simon Bolivar" University. Caracas-Venezuela. 1994-1996.
Adjunct Professor. Broward College (Ft. Lauderdale-Florida). 2000-2007.
Adjunct Professor. Palm Beach State College (Boca Raton-Florida). 2007-2009.
Associate Professor, Tuskegee University, 2009-present

Professional Experience:
H.A.B.S. Austin-Texas. 1976-1978.
Head of Technical Division. INH. Caracas-Venezuela. 1979-1983.
Project Architect McCall & Associates. Montgomery-AL. 1983-1984.
President / Project Architect. Claderca Inc. Caracas-Venezuela. 1985-1996.
President / Project Architect. Calderca Inc. Pembroke Pines-FL. 1997-2009.
Architect. Pistorino & Alam. Miami-FL. 2006-2008.

Selected Publications and Recent Research:
Easthope Pier Museum. Miami Beach-Florida (Deco News Magazine. 2009).
Fernando Lugo, Architect "Without tradition there is no memory, without prophecy there is no hope" ("A y
O" Magazine. 1995).
Book: Carlos Guinand Sandoz, Architect. (Calderca Inc. 1989).
Frank Lloyd Wright and the textile block. (CROQUIS Magazine. 1984).
The problem of Architectural Preservation. (RIS Magazine. 1979).

Professional Memberships:
Society of Architectural Historians
Association of Collegiate Schools of Architecture

Name: Edouard Din, PhD

Courses Taught:
ARCH 201   Sophomore Design Studio
ARCH 345-01   Computer Applications I
ARCH 345-02   Computer Applications II
ARCH 369   CAD Principles and Operations

Educational Credentials:
Architect Diploma, Federal Institute of Technology (Switzerland), 1975
Master of Mathematics, University of North Carolina, 2000
PhD in Architecture (Design Computing), Georgia Institute of Technology, 2008

Teaching Experience:
International Scholar/ Visiting Assistant Professor, NC State University, 1992-1993
Graduate Teaching Assistant/ Instructor, Georgia Institute of Technology, 2001-2003
Director, Digital Literacy and Computer Prep, 2006
Associate Professor, Tuskegee University, 2008-present

Professional Experience:
Architect, ADAUA, NGO for Development of Sustainable Architecture in Africa, Geneva 1978
Architect, Atelier de Montrouge (P. Riboulet, JL Veret, G Thurnauer), Paris 1980
Director of Habitat, Ministry of Housing and Planning, Cameroun 1985-1987
Architect, Founder of Atelier des Batisseurs, Cameroun 1985-1990
Free-Lance Designer, UpBuildDesign (Nadine Levy, AIA), Atlanta 2007

License Registration:
Cameroun (ONAC)

Selected Publications and Recent Research:
Rewind – Pause – Forward: The Wall Variations (ISAMA Conference, College Station 2007)
Emergent Symmetries: A Group Theoretical Analysis of an Exemplar of Late Modernism: The Smith
House by Richard Meier (PhD Thesis, 2008 | VDM Verlag Dr. Müller, 2009)
Emergent Symmetries: Visual Computations (CAAD Futures Conference, Montreal 2009)
Architecture of Form: Computed Diagrams (Diagrams-Conference, Portland 2010)

Professional Membership:
The American Mathematical Society (AMS)
Association for Computer Aided Design in Architecture (ACADIA)

Name: Richard K. Dozier, D. Arch, AIA

Courses Taught:
Arch 401 Architectural Studio
Arch 503 Thesis Seminars
Arch 252 Architectural History I

Educational Credentials:
Arch. D., Architectural History, University of Michigan, 1990
Certificate Architectural Conservation   ICCROM, Rome Italy 1982
M. Arch., Architecture, Yale University, 1970
B. Arch., Architecture, Yale University, 1968

Teaching Experience:
Dean, Robert R. Taylor School of Architecture, 2010-present
Associate Dean College of Engineering, Physical Sciences and Architecture, 2007- 2010
Robert R. Taylor Professor of Architecture & Head Department of Architecture, 2007-2010
Professor of Architecture, Florida A&M University, 1996-2007
Associate Dean, School of Architecture, Florida A&M University, 1992-1996
Professor, School of Architecture, Florida A&M University, 1991-1992
Associate Professor School of Architecture & Planning Morgan State University, 1987 – 1991

Professional Experience:
Cultural resource management; historic preservation survey, planning and design, cultural tourism, public facility programming and design.
Special Interests: Historic Preservation, Cultural Facilities design, HBCU's and the African Architectural Diaspora.

Licenses/Registration:
Connecticut

Selected Publications and Recent Research:
Principal Investigator Getty Grant program: Development of a Heritage Resources Survey and an effective evaluation methodology of the 103 Historically Black Colleges and Universities (HBCUs). In conjunction with the University of Oregon.
Research Consultant and Photographer: Survey and evaluation of historic sites reflecting African American contributions to the built environment of North Alabama and the Tennessee Valley. Survey Resulted in a searchable web-based master database for State Black Archives at Alabama A&M University. 2002-2003.

Exhibits:
Advisor, Paul R. Williams: The Man and His Work, Tennessee AIA and the University of Memphis, to open in 2009.
Builders of the Dream: African Architects of the 20th Century. In current development.
Places and Spaces: African American Architecture. A photographic exhibit, current venue, State Black Archives, Alabama A&M University, Huntsville, AL.

Professional Memberships:
Association of Collegiate Schools of Architecture, American Institute of Architects

Name: Roderick D. Fluker, RA, LEEDap

Courses Taught:
ARCH 341 Environmental Control Systems I
ARCH 342 Environmental Control Systems II
ARCH 401 Architecture Design Studio
ARCH 402 Architecture Design Studio
ARCH 501 Architecture Design Studio
ARCH 502 Architecture Design Studio

Educational Credentials:
Master of Architecture, University of Illinois at Chicago, 1995
Bachelor of Architecture, Tuskegee University, 1993

Teaching Experience:
Assistant Professor, Tuskegee University, 2003-present

Professional Experience:
Consultant, Smith Dalia Architects, Atlanta, GA 2004-2007
Consultant, Major L. Holland Architect & Associates, Tuskegee, AL 2003
Project Architect, Guenther 5 Architects, New York, NY 2000-2003
Project Architect, Piekarz Associates Architects, Chicago, IL 1997-2000
Intern, Chicago Associates Planners & Architects, Chicago, IL 1994-1997

Licenses/Registration:
Georgia, Illinois
LEED Accredited Professional

Selected Publications, Exhibits:
National Design Competition solution exhibited for affordable urban housing prototype – Habitat For Humanity, Chicago, IL 1997
Suburban Landscape solutions exhibited in conjunction with the University of Illinois at Chicago & the Graham Foundation, Chicago, IL 1995
Center for Discovery Health Clinic Facility, Harris NY, Guenther5 Architects, 'Metropolis' Magazine, October 2003
Beatrice Renfield Center for Nursing Education, New York NY, Guenther5 Architects, 'Contract' Magazine, March 2003

Recognition/Awards:
Outstanding Faculty Performance Award for Service: Tuskegee University College of Engineering, Architecture & Physical Sciences. 2008-09
NAACP Achievement Award for Teaching. Conecuh County, Alabama. 2008
TUBE 'Faculty of the Year'. Tuskegee University, CEAPS. 2006
Guest Studio Juror – Columbia University – Spring, 2009; GA Tech College of Architecture 'Portman Prize' Jurist – Fall, 2007, Rural Studio-Auburn University

Name: Vaughn Thomas Horn, LEED Accredited Professional

Courses Taught:
ARC 301 Architecture Design Studio
ARC 302 Architecture Design Studio
ARC 331 Materials of Construction I

Educational Credentials:
B. Arch., University of Southern California, 2002
M. Arch., Syracuse University, 2005

Teaching Experience:
Assistant Professor, Tuskegee University, Present
Graduate Assistant, Syracuse University, 2004-2005

Professional Experience:
Designer, Perkins + Will Architects, Los Angeles, California, 2003-2004
Designer, Jerde Partnership, Venice, California, 2005-2007
Designer, HKS Architects Inc., Dallas, Texas, 2007-2008
Principal, Vaughn Horn Design, Dallas, Texas 2008-Present

Licenses/Registration:
California, Pending

Professional Memberships:
Historically Underutilized Business, Vaughn Horn Design LLC
Disadvantaged Business Enterprise, Vaughn Horn Design LLC
United States Green Building Council
Toastmasters International

Name: Patrick Rhodes

Courses Taught:
ARCH 301 Architecture Design Studio
ARCH/CSMT 331 Materials and Construction I
ARCH/CSMT 332 Materials and Construction II
ARCH 211 Presentation

Educational Credentials:
Master of Architecture, Southern California Institute of Architecture, 1999
Bachelor of Design, University of Florida, 1996

Teaching Experience:
Assistant Professor, Tuskegee University, 2009 – present
Visiting Professor, North Carolina State University, 2008 – 2009
Sojourner Truth Visiting Professor, University of Michigan, spring 2008
Assistant Professor of Architecture, Tulane University, 2006 – 2007
Assistant Professor of Architecture, Kansas State University, 2005 – 2006

Professional Experience:
Director, CITYbuild Consortium of Schools, New Orleans, 2007
CHoPR Design, New Orleans, 2007
Waring Architects, New Orleans LA, Studio Chief, 2006 – 2007
Davis Design Development, Boston MA, Project Manager, 2004 – 2005
Peter Ratcliffe Architects, Baltimore MD, Project Manager, 2003 – 2004
Leonard Grant Architect, San Luis Obispo CA, 2002 – 2003
John Cotton Architects, Los Angeles, 1999 – 2002
NBBJ Sports and Entertainment Architecture, Los Angeles, 1999

Selected Publications, Awards and Honors:
ACSA 2007 Collaborative Practice Award
Environmental Design Research Association (EDRA) PLACES Design Award 2007
Smithsonian Cooper-Hewitt National Design Museum, Design for the Other 90% Exhibition 2007
10th International Biennale of Architecture Exhibition, Venice, Italy 2006
Domus, Reinventare New Orleans, July 2007
Design Like You Give a Damn, Metropolis Books, 2006
Architectural Record, December 2006
National Public Radio, 2006
The New Yorker, 2006
The New York Times, 2006
The Weather Channel, 2006

Name: Raj Sehgal, AIA, NCARB, AICP, MRAIC.ex

Courses Taught:
ARCH 221 People and the Built Environment
ARCH 521 Urban Planning/Design Seminar
ARCH 534 Building Economics
ARCH 202 Design studio

Educational credentials:
M. Arch. and Urban Design, Washington University, St. Louis MO, 1970
B. Arch., University of Delhi, India, 1965

Teaching Experience:
Assistant Professor, Tuskegee University 1971-1974
Associate Professor, Tuskegee University,1974-1980
Professor, Tuskegee University, 1980-present
Associate Dean & Head, Tuskegee, University, 1990-2001

Professional Experience
Professional practice experience since 1966, in varied aspects of architecture and urban design in the USA (part-time, 1971-present) and Canada (full-time, 1966-68)
Private small scale practice in Montgomery, AL 1983-present

Licenses/Registrations
Registered Architect, AL
National Council of Architectural Registration Boards (NCARB) Certified
Registered Architect, British Columbia, Canada. ex
Certified Planner-American Institute of Certified Planners (AICP)

Selected Publications &Research
Psycho-Physical needs as Determinant Variables of the Visual Environment.
Islamic Architecture of Mughal Dynasty (1526-1658): Delhi, Fatehpur-Sikri, Agra
(work in progress)
New Town in Central U. K.: A Study of Redditch, Telford and Milton Keynes.
Society Hill-Brownville Community Development Study, Macon Co., Al. HUD grant
A Planning and Urban Design Proposal for Downtown Tuskegee, AL. Adopted
by the city for UDAG application. ASCAH and City of Tuskegee, joint grant
Silver Springs-A wild life recreational complex, Silver Springs, FL, published:
"A.E. Concepts in Wood Design."
A Private Single Family Residence, Montgomery, AL, published: The Alabama
Architect AIA Handbook.

Professional memberships:
Member American Institute of Architects (AIA)
Member of American Planning Association (APA)ex
Member Royal Architectural Institute of Canada (MRAIC)ex

Name: Daya Irene Taylor, AIA, NOMA

Courses Taught:
ARCH 101 – Introduction to Architecture Design Studio

Educational Credentials:
Master of Architecture - Clemson University, 1999
Bachelor of Science in Architectural Studies - Florida A&M University, 1997

Teaching Experience:
Tuskegee University, Department of Architecture, 2009 to present
ITT Technical Institute- Lake Mary, Florida, School of Drafting and Design – Adjunct Instructor—
          September 2004-2009

Professional Experience:
The Daya Bates Design Group – President — 2007-Present
Canin Associates – Senior Designer/Project Manager—2007
BSB Design – Designer—2005-2007
Montanna Associates (Marquis Fine Homes) – Architectural Designer—2005
Nasrallah Fine Architectural Design – Architectural Designer—1999-2005
Strollo Architects – Intern Architect—1998
Florida Agricultural & Mechanical University
Institute for Building Science – Research Assistant—1997

Licenses/Registration:
The Daya Bates Design Group, 2007 (#AA26001389)
Registered Architect, Florida, 2006 (#AR93528)

Publications & Recent Research:
2008 National AIA Convention Speaker – Boston, Massachusetts. Closing the Crack: Recruiting,
Retaining, and Registering Women and Minority Architecture Candidates
Selected by National AIA Convention Planning committee to be interviewed via Podcast for posting on
official website. http://www.aia.org
Selected to be a speaker at the National Organization of Minority Architects National convention.
Subject: Passing the A.R.E. – Orlando, Florida 2006
Featured in an article by the University of Cincinnati School of Architecture on the growth of minority
females in the architecture profession. *African-American Women Building a Presence in Architecture.*
http://www.uc.edu/news/NR.asp?id=4889
Selected by *The Orlando Business Journal* as a top 25 Up-and-Comer – 2002

Professional Memberships:
American Institute of Architects, 2006
National Organization of Minority Architects, 2006

IV.6 Visiting Team Report (VTR) from the previous visit

Tuskegee University
Department of Architecture and Construction Science

Visiting Team Report

Initial Accreditation: Bachelor of Architecture

The National Architectural Accrediting Board
29 October 2008

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

Tuskegee University

Visiting Team Report

25–29 October 2008

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Condition 3, Public Information: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access* the NAAB Conditions for Accreditation.

Previous Team Report (2006): The required public information on accredited professional degree programs is found on the University's website but the wording is outdated. It was revised in 2004 to note change of accreditation terms from five years to six and to acknowledge the D. Arch as an accredited degree. The required wording also does not appear in the Tuskegee University Bulletin, Courses and Programs 2004-2006. It is the understanding of the Team that this omission will be corrected in the next printing of the University's Bulletin in 2007; nonetheless, at the time of this Visit, this Condition was not satisfied.

> **Visiting Team Assessment (2008):** The 2008 Visiting Team found this Condition not met. See Condition 3.3 Public Information p. 11.

Condition 6, Human Resources: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The 17 total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development*

Previous Team Report (2006): Human Resources have been a concern of the previous two Visiting Teams. In 2001, the Visiting Team determined that this condition was not met by the Program. In 2004, the Visiting Team raised several cautions with regard to Human Resources. They included the opinion that the faculty complement of nine full-time faculty (including the Department Head) and two part-time resulted in high teaching loads and afforded little time for research or creative work. The Report noted that there was insufficient technical support for the Program. Finally the previous Visiting Team concluded that faculty salaries were below regional and national averages and thus uncompetitively low.

The information reviewed by the 2006 Visiting Team indicated that the Human Resources of the Program remain very strained and indeed have deteriorated in some key areas since the previous visit.

The [2005] Team observed that there has been considerable turnover in faculty during the past eighteen months with over fifty percent of the full-time faculty new since 2004. While the new faculty bring enthusiasm, energy, and the promise of fresh ideas to Tuskegee; Program continuity and stability is seldom advanced in a time of such high faculty turnover. The need for technical support has not been addressed and continues to be a cause for concern. The shop has no technical oversight. More importantly there is no information technology support – a critical need in a Program endeavoring to leverage limited computer facilities to the greatest extent possible. Salaries remain low making it difficult for Tuskegee to continue its fine tradition of attracting gifted scholar/teachers.

Leadership of the Program has been in flux for extended portions of the time period since the last NAAB visit, and faculty and students of the Department have suffered from the inconsistency in this key position. While Don Armstrong has provided welcome and needed stability in his eight month tenure as Head, his is an interim appointment, and a search is ongoing for an Associate Dean and Department Head.

Currently the Program has nine full-time faculty members (including the Department Head) and one part-time faculty member, slightly less faculty resources than were available in 2004. It was unclear to the Team when the part-time position will be filled because of the current hiring freeze referenced on page 72 of the APR. Of more significance, however, was that a review of the teaching loads for the Department for academic year 2006-7 showed that over 36 hours of the teaching responsibilities of the architectural faculty will be expended supporting the program of Construction Sciences and Management and not in conjunction with the accredited program in architecture. This distribution of teaching responsibilities has the effect of removing two faculty from the accredited program. Even when the searches for the Associate Dean and Department Head are successfully completed and these positions are filled (senior administration officers confirmed that these positions can be filled when the appropriate candidates are identified), the Department will still be operating with the equivalent of one and one-half fewer faculty members than it had in 2004. Put another way, the full-time faculty is currently 22% smaller than in 2004 and will still be twelve percent smaller after the Associate Dean and Department Head position is filled. Part-time faculty has been reduced by fifty percent.

The instability of the faculty, low salaries, frequent leadership transitions, continued absence of technical support for the Program, and reduced total faculty for architecture combine to render this condition unmet.

> **Visiting Team Assessment (2008):** The 2008 Visiting Team found this Condition met. See item 3.6 Human Resources p. 13.

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

Previous Team Report (2006): The University has recently engaged an architect to begin design of the rehabilitation of the unoccupied Willcox A Building. This structure is the historic home of the Program. After this refurbishment is accomplished, Willcox A will provide additional space for architecture and construction sciences and management. This project, however, is not scheduled to be complete for at least two years, and the Team left this Visit unsure whether or not the money necessary for this reconstruction is currently available. Until this work is completed, the Program will be housed in two buildings – Willcox C and the Russell Nursery.

The physical facility now housing the majority of the space used by the Program is the Willcox C Building. Recently repainted, this building contains appropriate office facilities for the current faculty and the Departmental Head, but the space available for the Program's studios is too small and inadequate for teaching students in a professional program in architecture. There is limited space for support functions, storage, and classrooms. There is no lecture hall, no computer laboratory, no gallery or exhibition space, and no shop. Noise from the existing HVAC system is detrimental to faculty and student presentations, and the building lacks adequate power to support state-of-the-art program technology. The architectural library, located in Willcox C, has limited seating space and no room for expansion. It is also functionally separated from the library's archives.

The three upper class design studios are now housed in the Russell Nursery Building – a facility with multiple deficiencies including inadequate space conditioning, peeling paint, toilet facilities not fully accessible to the disabled, code violations, and insufficient electrical power and distribution that render this facility inappropriate for a professional program of architecture. An upgrade of the electrical system is scheduled for academic year 2006-7, but even if this work is accomplished, this facility will remain substantially inadequate. The lack of space in Willcox C for necessary facilities and the multiple problems with the Russell Nursery Building render this condition unmet.

> **Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Condition met. See 3.8 Physical Resources p. 14.

Condition 10, Financial Resources: *An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

Previous Team Report (2006): It appears to this Visiting Team that the Architecture Program is not receiving adequate financial support. The operations budget for the academic year 2006- 2007 has been reduced by approximately 55%; The Operating Budget for the current and last year are as follows:

> 2005/6 $36,996.34
> 2006/7 $19,900.00

There has been a complete absence of program specific and directed funding to support architecture in recent budgets for the Program. Additionally, expected facility improvements and equipment upgrades documented in the previous two Visiting Team Reports have not yet been realized. Current University development practice

significantly restricts the Department's ability to directly seek financial resources such as private gifts, endowments, or grants making adequate funding from the University a requisite for an acceptable professional program in architecture. The Team encourages the University leadership to address the funding deficiency for the Architecture Program and to formulate a policy that allows the Program in partnership with the University to pursue funding opportunities to augment the University's financial resources.

> **Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Condition met. See 3.10 Financial Resources p. 15.

Condition 11, Administrative Structure: *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). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.*

Previous Team Report (2006): Tuskegee University is regionally accredited by the Southern Association of Colleges and Schools (SACS). The accredited Program in architecture is one of two programs in the Department of Architecture and Construction Science that, in turn, is one of six departments of the University's College of Engineering, Architecture and Physical Sciences (CEAPS). After reviewing the APR and supplemental material furnished by the Department and CEAPS during the visit and after conducting a series of on-site discussions with key personnel and administrators, the Visiting Team concluded that the Program in Architecture lacks the requisite autonomy to insure it has the ability to conform with the NAAB's conditions of accreditation. Therefore, this condition is not met.

During the Visit the Team found the Program's autonomy to be substantially different than as described on pages 97 and 98 of the APR. Autonomy is inadequate in key areas such as: direct access to the Provost on matters of budget, curriculum, and faculty and staff hiring; access to senior university officers responsible for coordinating fundraising and program development efforts; adequate control over curriculum and new course development; and management and control of the Department's budget throughout the academic year. Review of —Tuskegee University Division Director and Department Chair, a university document that defines the responsibilities of the architecture program director, largely confirms these limitations on autonomy.

Further the Team concluded that the Program has less autonomy than comparable professional programs at Tuskegee University. During the visit, the Team was informed of a comparable professional program at Tuskegee that has regular access to the Provost during the annual budgeting process, more control of the program's operating budget once approved by the University, and standing membership on its college's promotion and tenure committee – three components of autonomy not currently afforded to the Architecture Program.

Visiting Team Assessment [2008]: The 2008 Visiting Team found this Condition met. See 3.11 Administrative Structure p. 15.

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

Previous Team Report (2006): Non-Western traditions in architecture were minimally discussed in Architectural History II (Arch 352) in that course's treatment of Japanese architecture and in aspects of Architectural Design Studio 5 (Arch 301); nonetheless, the Visiting Team did not find evidence that all students gain the required understanding. The Visiting Team noted that there are indications that this topic will be more fully treated in the Architecture History I (Arch 252) course currently being taught as part of academic year 2006-2007.

> **Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Criterion met. See 13.9 Non-Western Traditions p. 19.

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

Previous Team Report (2006): Studio work reviewed by the Team indicated some understanding of the necessity to provide for the disabled, but this evidence fell well short of a demonstration of an ability to design buildings to accommodate the needs of people with varied abilities. Further, site provisions for the disabled were absent from almost all student work the Team reviewed.

> **Visiting Team Assessment [2008:** The 2008 Visiting Team found this Criterion not met. See 3.14 Accessibility p. 20.

Criteria 13.17, Site Conditions: Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Previous Team Report (2006): Some of the studio work reviewed by the Visiting Team demonstrated aspects of sensitive response to site conditions, but there was insufficient consistency amongst projects to deem this condition met at the ability level. Further the work reviewed by the Visiting Team failed to demonstrate the ability to respond to built and urban site characteristics. As noted earlier in this VTR, the recent addition to the faculty of an individual with an advanced degree in Landscape Architecture is reason for optimism that this Student Performance Criterion will be more fully addressed in the future.

> **Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Criterion not met. See 13.7 Site Conditions p. 21.

Criteria 13.20, Life-Safety: Understanding of the basic principles of life-safety systems with an emphasis on egress

Previous Team Report (2006): While course work in the Environmental Controls Systems I and II (Arch 341 and 342) courses and in the Materials of Construction I (Arch 331) course addressed life safety systems, fourth and fifth year design studio work failed

to demonstrate that all Tuskegee students gain an understanding of the basic principles of life-safety systems.

Review of the fourth and fifth year Design Studio work shows there is sufficient evidence there exists a basic understanding of the principles of life-safety systems with an emphasis on egress. It was evident that specific attention to address egress was provided to the students.

>**Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Criterion met. See 13.20 Life Safety p. 22.

Criteria 13.23, Building Systems Integration: Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Previous Team Report (2006): After a review of fourth and fifth year work found in Architectural Design Studios 7 through 10 (Arch 401, 402, 501, and 502), the Visiting Team concluded that an ability to integrate building systems is not attained by all Tuskegee students.

>**Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Criterion met. See 13.23 Building Systems Integration p. 23.

Criteria 13.27, Client's Role in Architecture: Understanding *of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Previous Team Report (2006): The Visiting Team failed to find evidence that this criterion was met.

>**Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Criterion met. See 13.27 Client's Role in Architecture p. 24.

Criteria 13.28, Comprehensive Design: Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Previous Team Report (2006): While the Visiting Team reviewed examples of fine student design projects, the material exhibited for consideration during this accreditation visit also revealed that not all Tuskegee architectural students were gaining an ability to produce a comprehensive architectural design. The Visiting Team found many examples of fifth year design work lacking key components of the knowledge required to be demonstrated.

>**Visiting Team Assessment [2008]:** The 2008 Visiting Team found this Criterion met. See 13.28 Comprehensive Design p. 24.

[Causes of Concern taken from VTR dated October 11, 2006]

The [2006] Team Comments on pages 1 and 2 of this VTR identified the following areas of concern (and opportunities) for the Program:

- The need for proactive and visionary strategic planning,

Visiting Team Assessment [2008]: The 2008 Visiting Team found that the Program conducted, with the aid of two distinguished architectural educators from outside the University, a Program Strategic Planning Session that looked to the future and identified long-range goals for the Program.

- A resolution of the architecture and CSM programs,

Visiting Team Assessment [2008]: The 2008 Visiting Team found that the architecture and CSM program conflicts have been resolved. The Program is also moving toward an administrative structure that will include two Coordinators; one for Architecture and one for Construction. Both will serve under the Head.

- A paucity of architectural electives,

Visiting Team Assessment [2008]: The 2008 Visiting Team found that students still request more architectural electives. With the filling of the new positions, there will be some small enhancement to the offerings.

- A lack of computer resources, especially output devices and technical support.

Visiting Team Assessment [2008]: The 2008 Visiting Team found this problem completely resolved with the addition of new equipment and space to house the devices.

- The unrealized desire for greater community outreach, particularly in urban settings, and

Visiting Team Assessment [2008]: The 2008 Visiting Team found community outreach to be a strength of the program. The Program project densities are lower than large urban centers, but many of the same urban issues are factors that are addressed in student designs.

- The need to ensure terminal projects are at an appropriate scale and program.

Visiting Team Assessment [2008]: The 2008 Visiting Team found that the terminal projects (thesis) are at an appropriate scale and program.

The [2006] Visiting Team believes the Architecture Program at Tuskegee University would greatly benefit by addressing these specific issues.

Progress in these areas is important; however, the principal cause of concern identified by the 2006 Visiting Team was that there has been insufficient progress in addressing the Causes of Concern identified by the NAAB in 2004. Further the 2006 Visiting Team

observed that in some instances previously identified concerns have become more problematic over the 30 months since the previous visit.

> ***Visiting Team Assessment [2008]:*** *The 2008 Visiting Team found a complete turn around in the viability of the program. Most previous concerns have been successfully addressed.*

The 2006 Team recognized that the Tuskegee Program has been challenged by the necessity to make unanticipated changes in the leadership of the Program and has experienced an unforeseen level of faculty turnover since the last NAAB visit. These events were largely beyond the control of Tuskegee. Nonetheless, the 2006 Visiting Team found the lack of progress in responding to concerns raised in 2004 to be unfortunate. The Program is currently concluding a two-year probationary term of NAAB accreditation during which, —The Program …must show cause for the continuance of its accreditation, and this Visiting Team had anticipated finding a much more robust effort underway to address concerns previously raised by the NAAB than was observed with this visit.

> ***Visiting Team Assessment [2008]:*** *The 2008 Visiting Team found the program has attracted a distinguished, committed, permanent program head.*

3. Conditions Well Met

3.1.5 Architecture Education and Society
3.8 Physical Resources
13.5 Formal Ordering Systems
13.11 Use of Precedents
13.22 Building Service Systems

4. Conditions Not Met

13.14 Accessibility
13.14 Accessibility
13.17 Site Conditions

5. Causes of Concern

The 2008 Visiting Team has the following concerns:
A. That the program will maintain its momentum for building a high quality program;
B. That the program will be able to maintain its current operating funding level;
C. That the program will continue to address the issues of isolation from outside peer-reviews, the lengthy involvement in the program by Distinguished Visiting Critics, and more field trips; and;
D. that the campus is able to find a creative solution for providing a conveniently located architectural supply store locally.

II.   Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met   Not Met
[X]   [ ]

Faculty and students from the architecture program are unusually active in the academic and social life of the greater campus. By a show of hands at the student meeting, most students indicated that they are active on campus in Tuskegee's well-respected choir, church choirs, athletics, and other non-architectural organizations. Faculty members are active on campus committees, especially those that were connected to preparation for the recent SACS regional accreditation visit. Recently there have been several important multidisciplinary projects. Members of the architectural and engineering programs worked together on: an entry to the national Solar Decathlon competition; research of flood-resistant construction; and a healthy house project. Members of the architecture program are working with campus colleges on several other projects such as: the Shiloh Rosenwald School Restoration and Programming Project; the Old Montgomery Road Redevelopment Corridor; and Green Fork Redevelopment Project. The upper administration encourages collaboration among the colleges to enhance economic advancement of the Alabama Black Belt Region and sees the architectural program's many outreach projects as making a valuable contribution to this endeavor.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met   Not Met
[X]   [ ]

The architecture program enjoys, within its primarily African-American student body, a diverse, articulate, and active group of individuals who come from all across the country. The geographic and intellectual diversity is a strength of the program.

The energy and excitement among the students is evident as we discussed the architecture program. The students appreciate the improvements that have been made to their program over the past couple of years, and want to continue to build upon these successes. The learning environment fosters community and sportive relationships among students and faculty.

It was also demonstrated that the student body is extremely active in architecture related organizations such as NOMAS, and Tau Sigma Delta; as well as non-architecture related organizations across campus. The students within the program have a variety of voices and their involvement in these organizations strengthens the development of the students.

The visiting team discovered that academic counseling and guidance for the students occurs on a regular basis in the architecture program at Tuskegee. The student/faculty ratio is another positive attribute that the students pointed out to the team. The students have a high regard for their peers in multiple studio levels. The collaboration between years has begun to take place, as well as a mentoring program.

Students are actively engaged in NOMAS at the local and national level.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met   Not Met
[X]   [ ]

The Professional Practice Course (ARCH 523) present necessary information about licensure and the registration process. The course incorporates a visit by the executive director of the Alabama State Board for the Registration of Architects, where education requirements for the Intern Development Program (IDP) and the Architect Registration Examination are explained. However, a great many students at the student meeting, except for some upper level students, had not heard of the IDP program. The team encourages the program not to wait until the fifth year to introduce IDP, but to make the information available as early as the second year.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met   Not Met
[X]   [ ]

The program prepares students to practice through a variety of methods. Through course work Professional Practice (ARCH 523), students learn the roles of architects in preparing for practice, managing a firm, the clients role in architecture, professional development, leadership, ethics and professional judgment. Through contact with professionals via field trips and campus visits, students are engaged with the professional community. Here they gain an appreciation of the diverse and collaborative roles assumed by architects in practice. Through the students' memberships in NOMAS, students achieve preparation for practice. There is also an attempt to reinstitute the requirement for student summer internships, which will broaden the knowledge base of the roles and responsibilities of associated disciplines, and how to reconcile the conflicts between architects' obligations to their clients and the public demands of the creative enterprise.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met   Not Met
[X]   [ ]

Tuskegee has a very long heritage of community involvement. Members of the program work with the Dibble Street CDC and the City of Tuskegee to identify service-learning projects. The socio-economic issues of Macon County provide the architecture students with a real life-learning laboratory. The students are very passionate about the work they do in the community and the impact they are having. The Program has identified

the issues associated with economic development of the Black Belt region as an area for ongoing and enduring focus.

Although the university's efforts to establish an urban studio in Birmingham have yet to be realized, efforts are continuing. Resolving the logistics of students' distance learning with other course work is a major hindrance to the establishment of the urban studio.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met   Not Met
[X]   [ ]

Annual procedures for self-assessment include peer reviews of student work and surveys of faculty, students and graduates. Positive growth and change since the last team visit is evidence that the self-assessment processes in place is working. A formal self-assessment program has developed, in the work of the Architecture Advisory Committee to the Provost, the department peer review process and the Vision 2011 Strategic Planning initiatives. These self-assessment procedures are to be regular, documented measures as the program grows. However, there is less involvement from both student and alumni groups. The team encourages the program to elicit periodic assessments of the overall curriculum as well as the program's direction from these two important groups.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met   Not Met
[ ]   [X]

The APR states that the language in Appendix A of the 2004 NAAB Conditions was placed on the university website in the spring of 2007, but following the revocation of accreditation in March of 2007, it was removed. It further states that when candidacy status was received, the NAAB text for candidate programs was added to the website. The team found no evidence that this occurred, and the statement is not currently displayed on the website or in promotional materials. The program indicated that they would endeavor to get it on the website immediately.

In deference to the program, the university has not reprinted the University Bulletin since the 2004-2006 addition. The program assured the team that the required NAAB text will be placed in the next printing of the Tuskegee University Bulletin Courses and Programs, on the university website, and all future promotional materials.

4. 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 an educational environment in which each person is equitably able to learn, teach, and work. The school 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. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
	[X]	[ ]

The requirement for social equity is achieved through adherence to the tenets of the University Bulletin, the Student Handbook and the Faculty Handbook. These documents clearly state the policy on equity and diversity. There is also an Affirmative Action Plan and a Discrimination and Harassment policy, which is either stated or referred to in the Faculty Handbook. The University Bulletin cites specific language relating to appointments, re-appointments, compensation and promotions. It also states the University's policy on diversity in students, staff and faculty and equality for people of all racial, religious, and ethnic backgrounds. The Student Handbook gives the criterion for student admissions, advancement, retention and graduation.

Faculty members are involved in shaping department policy by attending bi-weekly faculty meetings. Student senators are elected in each class level. NOMAS has an active chapter on campus and the students attend national and regional NOMA conferences. There is no mention in the APR on the inclusion of staff in program governance.

5. Studio Culture

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

	Met	Not Met
	[X]	[ ]

In Fall 2005, the Tuskegee University architecture students and faulty worked collaboratively to create a studio culture policy based on the issues raised by the AIAS Studio Culture Taskforce Report, The Redesign of Studio Culture.

There is evidence of implementation and maintenance of a Studio Culture Policy. The policy encourages students to lead balanced lives by encouraging healthy studio behavior, to teach students to value their time, to develop students' design-thinking processes, to take the mystery out of designing, to use methods of student's assessment which promote learning, to make critique a positive learning experience, to celebrate diversity and resist discrimination, to craft connections, and to be responsible members of the studio community.

The studio culture at Tuskegee has created a positive and respectful learning environment. The Program offers an intimate atmosphere in which the faculty and students are able to communicate respectfully while fostering an environment of empowerment for the students, their work and their opinions. Distribution of the Studio Culture Policy to the students by the faculty during their design studios is an annual occurrence. However, it is critical that the current students have input in the evolution of the policy to ensure that these policies continue and remain up to date with the current times.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met   Not Met
[X]   [ ]

Architectural historian and registered architect Dr. Richard K. Dozier was appointed as associate dean and head of the department of architecture in June 2007. Dr. Dozier has adequate course release time to administer the program.

Since the 2006 academic year, there has been a net gain of three full-time faculty members and two part-time members. Two of the new faculty members provide technical instruction in the new computer lab. In addition, the search has been extended for two new full and part-time faculty members. One of the new hires will be an assistant professor with a specialty in the design field. The other faculty member will be responsible for teaching the courses in the structure sequence.

A 3% cost-of-living raise has modestly enhanced faculty salaries. A 1% faculty salary pool was used for merit increases for select program faculty members.

The faculty members have a reasonable faculty/student ratio, and the students are satisfied with the amount of time their faculty members spend with their individual learning needs. The faculty typically teaches two courses per semester.

Because of the size of the faculty and the amount of committee work at both the campus and department level, the faculty has been challenged to easily pursue research, scholarship and practice to enhance their professional development. With the completion of accreditation preparation at both the campus and program level, this challenge should ease. The faculty are encouraged to work to enhance their output in meaningful research, scholarship or critical practice.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met   Not Met
[X]   [ ]

A program policy regarding program funding for individual and collective opportunities for faculty and student growth are documented in a faculty meeting minutes. Faculty members and students have attended annual NOMA meetings.

In 2009, there will be increased funds ($18,600) available that will expand opportunities for travel to professional and academic meetings. The program has not yet set a policy to address how these funds will be distributed between faculty and students.

The program has an ongoing visiting lectures program. The program was able to support one distinguished visitor to participate in the fifth year studio for a four-week period. The visitor was able to introduce new creative techniques to the class.

8. Physical Resources

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

                                                                      Met   Not Met
                                                                      [X]   [ ]

The team found that the reconstruction of Wilcox A was completed as planned, and the program has now vacated the Russell Nursery.

The program is now being housed in the newly remodeled Wilcox A, in Wilcox C, and has access to approximately 50% of the Wilcox E building.

The university must be commended for making great strides in upgrading the physical plant at the department of architecture. The remodeling of Wilcox A, including new furnishings, which were being installed as the team conducted its visit, will greatly enhance the educational experience of the Tuskegee architectural students. There are now ample studio, classroom, office, and support spaces necessary for a successful program. The facilities are well lit and the HVAC systems have been upgraded to provide a comfortable learning environment for the students. Finally, there has been an upgrade to the electrical and IT systems in the building and with the installation of electronic access control devices at exterior and many interior doors, security issues have been greatly improved. The computer lab, which has just been set up, will be available to students 24/7. Paid and unpaid student monitors will supervise the space and keep it secure.

While there is no lecture hall, the Tuskegee University Chapel, a marvelous architectural edifice in its own right, is directly across the street, and is used by the department when needed. No changes to the library in Wilcox C have been made since the last visit; however, there are plans to remove the non-functioning boiler equipment from the large space just south of the library, allowing for future expansion when necessary. The only space being utilized in Wilcox E at the present time is the wood shop, and it receives very little use. It has rudimentary wood working equipment that is available to the students; however, use of the facility has not been encouraged until the faculty member responsible for overseeing the facility has had the proper OSHA training. Once it is up

and running, which is expected to happen before the end of the semester, there will be trained, paid and unpaid student monitors that will keep the facility open. The students have commented that they are looking forward to more hands-on building projects. It is the intention of the program that the shop will be more fully utilized both for studio model building and hands on building projects.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met   Not Met
[X]   [ ]

The architectural library is a separate but campus-related facility that is conveniently located near the architectural classrooms and studios. It is housed in a pleasant space with tables and chairs for study, bookshelves, and brand new computers with printing capabilities. There are plans and adjacent space available to double the size of the library, which will better connect the rare book archives, media center and the librarian's office.   The new book purchase budget is modest; it has been reduced from a 2007-2008 $10,000 budget to a 2008-2009 $4000 budget. However, the campus has been able, thus far, to keep up with the faculty and student request for new books. The library evening hours have been increased by three hours each weekday evening.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met   Not Met
[x]   [ ]

With the loss of NAAB accreditation for the B. Arch. in 2007, the university renewed its commitment to bring the program into compliance with the NAAB Conditions. This has required significant funding to address deferred maintenance issues, purchase equipment, establish new faculty positions, and increase the operating budget. The university has met their goals by increased fund raising and reallocations of funds from the campus budget. The challenge for the campus will be to maintain the program's annual budget in the future, as pressure grows to address other campus units' needs. The university has completed a $4,000,000 renovation of the architecture building. There is a new computer lab with 16 new computers, extensive software, plotters and large format scanners. There is a digital laser cutter and heavy equipment to furnish the

new woodshop. There is a modest, but reasonable operating budget for the program. The provost noted that the operating budget has increased by a —very steep curve.

The program is now allowed and encouraged to raise additional resources. Under the leadership of the head, there are plans to establish the Robert Taylor Center for Design Excellence, which will pursue ideas that will supplement funds for program enrichment and research projects.

11. Administrative Structure

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). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

<div align="right">

Met   Not Met
[x]   [ ]

</div>

Tuskegee University is regionally accredited by the Southern Association of Colleges and Schools (SACS).

The 2006 Visiting Team noted that the architectural program's autonomy to be "substantially different" from other units of its kind. They concluded that "autonomy was inadequate in key areas such as: direct access to the provost on budget, curriculum, and faculty and staff hiring".

With the hiring of Dr. Dozier as Head of the Program, the 2008 Visiting team found that the much needed stability that the program required is now present. Since the last visit, the president and provost have established a direct —dotted line‖ relationship with the head. He enjoys appropriate access to the provost, and thus is able to better represent the program's needs, and acquire the support that the program requests.

12. Professional Degrees and Curriculum

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

<div align="right">

Met   Not Met
[X]   [ ]

</div>

The university offers a five year B. Arch. degree which requires the successful completion of 170 credit hours, which include 104 semester hours of professional studies, 66 semester hours of general studies, 30 semester hours of core courses and 36 semester hours of electives. These exceed the NAAB requirements for courses leading to a B. Arch. degree. The curriculum is a 2+3 program where students complete a two-year pre-architecture program before applying for admission to the department of architecture to complete the three-year professional program.

The curriculum for the five-year Bachelor of Architecture is presented in the APR. The curriculum shows the courses, credits and semesters for the five-year period. A matrix for 2007-2008 is presented which shows the 34 NAAB Student Performance Criteria and an outline of courses, both required and elective.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met   Not Met
[X]   [ ]

There is evidence that the faculty has taken the time to work with the students to assist with increasing their performance, particularly with writing skills. The campus core courses have been expanded in this area to strengthen student writing abilities.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met   Not Met
[X]   [ ]

This criterion is addressed in Architectural History I and II (ARCH 252/352), Theory in Architecture (423), Thesis Seminar (ARCH 503), and Urban Planning (ARCH 521) courses. There has been an increase in writing essay responses, and term papers seek to involve the students in observation and analysis.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met   Not Met
[X]   [ ]

This criterion is addressed in Architecture Design Studio 1 (ARCH 101). All of the remainder of the design studios demonstrate and reinforce graphic skills. In addition, there is a required course, Architectural Presentation (ARCH 211), which addresses basic graphic layout techniques. Computer Applications (ARCH 345) introduces architectural software programs to the students. The students are enthusiastic about learning more about a wider range of programs at an earlier time in their curriculum. The new computer lab equipment, along with the new faculty members, should soon be able to increase computer activity and techniques in the Program.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met   Not Met
[X]   [ ]

In Architectural History I and II (ARCH 252/352), students research and apply historic and cultural information in a classroom setting. Ancient civilizations are explored in an architectural context from ancient civilization through the middle ages. Architectural History II discusses significant architecture in Africa, India, China and Rome. It also presents information about the neoclassical movement, and architectural movements of the 18th through the 21st centuries. Written examinations test the knowledge of information learned by the students. Theory of Architecture (ARCH 423) covers historical information from Vitruvius to present day. Students take turns presenting reading materials to the class; examinations are given in essay format where research is required.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met   Not Met
[X]   [ ]

This criterion is well addressed in Architecture Design Studio 1 and 2 (ARCH 101/102). The remaining design studios reinforce and expand on these concepts.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met   Not Met
[X]   [ ]

There is ample evidence that the students possess basic fundamental design skills, as demonstrated in the 10 design studios. However, there are some very weak examples of fundamental design skills in the studio folders that show the low-pass student work. In some studios, the level for passing work may be too low.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met   Not Met
[X]   [ ]

This criterion is met primarily in Architecture Design Studio 7 and 8 (ARCH 401/402). These studios address multiple building types and urban design.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met   Not Met
[X]   [ ]

Evidence that this performance criterion was met is found in Architectural History I and II (Arch 252/352), Theory of Architecture II (Arch 423) and other required Design Studio courses of the Architectural Program. The students have demonstrated an understanding of Western architectural traditions including cultures, ecological, and socio-economic factors through exploration in writing and design development.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met   Not Met
[X]   [ ]

Evidence that this performance criterion was met is found in Architectural History I and II (ARCH 252/352), Theory of Architecture (ARCH 423) and other required Design Studio

courses of the architectural program. The students have demonstrated an understanding for Non-Western architecture through investigational discussion, research and writing. The students cover a vast amount of information regarding Non-Western architecture in both of the Architectural History courses.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met   Not Met
[X]   [ ]

Evidence that this performance criterion was met is found in Architectural History (ARCH 252) and other required Design Studio courses of the architectural program. The students participated in excursions to the native land studying the Eco regions of Alabama and the East Gulf Coastal Plain (EGCP). Regional exploration also took place in visits to Seaside, Florida to study new urbanism.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met   Not Met
[X]   [ ]

This criterion is addressed in the design studios starting in Architecture Design Studio 3 (ARCH 201), followed by all of the remaining design studios.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met   Not Met
[X]   [ ]

In the course People and the Built Environment (ARCH 221), students gain an understanding of how the built environment is created and its effects on human life. Students are tested on the major creators of the built environment and planning and urban design principals. Students are also required to write a paper on Human Behavior and Diversity where notable buildings in history are studied for their relationship to the behavior of the cultures residing in and around them.

13.13 Human Diversity

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

Met   Not Met
[X]   [ ]

Evidence that this performance criterion was met is found in People & the Built Environment (ARCH 221). Through this course, the students discover the responsibility of architects and the role the architect plays within society. There was also evidence found in Thesis Seminar (ARCH 503). The students developed an understanding of diverse needs, and spatial patterns through written work and documentation.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met   Not Met
[ ]   [X]

The team finds no evidence that this condition has improved since the previous visit. Students seem to show some understanding of barrier free design, as they relate to building structures, however, this condition requires it to be at an ability level. The capacity to embed accessibility into fundamental, conceptual design appears to be either missing from the evidence reviewed, or not consistently demonstrated in the work. This inconsistency coupled with a lack of proper accessible site design, is deemed a pedagogical deficiency.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met   Not Met
[X]   [ ]

Materials covered in Environmental Control Systems (ARCH 341/342) provide the students with sufficient knowledge regarding sustainable design. Basic knowledge is carried over to design studio work.

13.16 Program Preparation

 Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review

of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met   Not Met
[X]   [ ]

There is evidence that students gain this ability level in the required Architectural Design Studio 7 and 9 (ARCH 401/501). The students begin to prepare a program through prioritizing the needs and use of the structure, as well as develop guidelines and design criteria. Thesis Seminar (ARCH 503) goes more in-depth in the understanding and the ability to prepare a comprehensive program through graphical and analytical exploration.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met   Not Met
[ ]   [X]

The treatment of site conditions appears in the curriculum for Introduction to Architecture (ARCH 202). A section on site analysis is part of the course handouts. Architecture Design Studio 4 (ARCH 301) requires the student to produce a site plan with site modifications. Models show some site manipulation but it is not consistent. Site plans are shown but there appears to be a variance in understanding of this condition, especially as it relates to topography. Design Studio 6 (ARCH 302) teaches the role of the building site and context from the perspective of sustainable design. Design Studio 8 (ARCH 402) covers a design project given its site condition, potential and challenges. Design Studio 9 (ARCH 501) addresses site components in a design for a cloverleaf interstate interchange, parking and site circulation. In the design solutions presented, there is a mixed display of knowledge of site conditions and the use of site design concepts.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met   Not Met
[X]   [ ]

The principles of general structural design are covered appropriately and thoroughly through the three courses in structures -- Structures I, II, and III (ARCH 343/344/443). Basic wood, concrete, and steel systems are addressed adequately; however, other non-traditional structural systems are not. The team would highly encourage the inclusion of a non-traditional systems overview in the structural design curriculum.

13.16 Program Preparation

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

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[X]   [ ]

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[X]   [ ]

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non-traditional structural systems are not. The team would highly encourage the inclusion of a non-traditional systems overview in the structural design curriculum.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met   Not Met
[X]   [ ]

Materials covered in Environmental Control Systems (ARCH 341/342) provide the students with sufficient knowledge of Environmental Systems. Basic knowledge was carried over to design studio work.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met   Not Met
[X]   [ ]

Upon review of the fourth and fifth year design studio work, there is sufficient evidence of a basic understanding of the principles of life-safety systems with an emphasis on egress. It was evident that specific attention to address egress was given to the students. Materials covered in Environmental Control Systems (ARCH 341/342) provide the students with sufficient knowledge of Life Safety Systems. Basic knowledge was carried over to design studio work.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met   Not Met
[X]   [ ]

This concept is taught in Materials and Construction 1 and 2 (ARCH 331/332), respectively. These lecture courses teach the use of materials and assemblies and building environmental systems. In the design solutions submitted, there is a clear knowledge, although basic, of the principles of building envelope systems. These concepts are tested in examinations and in the design studio solutions.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

	Met	Not Met
	[X]	[ ]

Building service systems are taught in Environmental Control Systems 1 and 2 (ARCH 341/342), respectively. ARCH 341 covers thermal control systems, water and waste systems and fire protection systems. ARCH 342 covers illumination, signal systems, transportation and acoustics. Acoustics and noise control are also taught. Examinations are given that test the knowledge of students in these areas. Students take field trips to reinforce these concepts in buildings under construction on campus.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

	Met	Not Met
	[X]	[ ]

Review of fourth and fifth year Design Studio work showed an ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design. Projects reviewed in Design Studios (ARCH 401/402/ 501/502) indicated, conceptually, the ability to integrate the elements of —Building Systems Integrationǁ into projects.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

	Met	Not Met
	[X]	[ ]

Evidence was found that the students gained an understanding of building materials and assemblies in Material and Construction (ARCH 331), Environmental Control Systems I and II (ARCH 341/342), and Structures I, II, and III (Arch 343/ 344/443).

13.25   Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met   Not Met
[X]   [ ]

This criterion is met through Building Economics (ARCH 543).

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met   Not Met
[X]   [ ]

The criterion is met in Construction Documents (ARCH 414).

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met   Not Met
[X]   [ ]

The criterion is met in Professional Practice (ARCH 523).

13.28   Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Met   Not Met
[X]   [ ]

This criterion is met in the Architecture Design Studios 7, 8, 9, and 10 (ARCH 401/402/501/502).

13.29   Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met   Not Met
[X]   [ ]

This criterion was met through Professional Practice (ARCH 523). Obtaining commissions and negotiating contracts, managing personnel, recommending project delivery methods and forms of service contracts are part of the coursework. There are examinations to test the knowledge of students in these areas. There are lectures on agreements with clients, construction agreements, construction law and architectural services and competition.

13.30   Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met   Not Met
[X]   [ ]

This criterion was met through Professional Practice (ARCH 523).

13.31   Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met   Not Met
[X]   [ ]

The professional development condition was met through Professional Practice (ARCH 523). Students took a field trip to the offices of the State of Alabama Board for the Registration of Architects. There, the Executive Director stressed the importance of a professional career and discussed the IDP program for students. As part of the course, students were required to write about the experience.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met   Not Met
[X]   [ ]

Evidence that this performance criterion was met is found in Professional Practice (ARCH 523). The understanding is exhibited through lecture, examination, and written documentation.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met   Not Met
[X]   [ ]

This criterion is met principally through Urban Planning (ARCH 521) and Professional Practice (ARCH 523); however, there are many opportunities for all faculty members, throughout the curriculum, to emphasize the breadth of issues.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met   Not Met
[X]   [ ]

This condition has been met largely by People and the Built Environment (ARCH 221). The team would like to see greater emphasis of this topic later in the student's educational experience, such as in Professional Practice (ARCH 523).

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 Tuskegee University Architecture Program Report:

 Prior to the end of the Civil War in the U.S. in 1865, for more than 100 years it was a crime to teach Blacks to read, write or compute. Emancipation of Blacks from slavery by the Civil War required the development of institutions to educate the new freedmen and women. It was against this background that there rose a series of institutions designed to produce black teachers to teach the untaught. In a single generation, 30,000 black teachers in the South, with their white supporters, reduced significantly the illiteracy rates of the majority of black people. This systematic assault on illiteracy was embraced enthusiastically by the former slaves and formed the context that made the Tuskegee Normal School (later Tuskegee Institute and now Tuskegee University) possible. Founded in 1881 by notable educator Booker T. Washington, the Tuskegee Normal School provided essential academic instruction, but also offered practical training for blacks, helping them develop economic self-reliance through the mastery of manual trades and agricultural skills.

Tuskegee University has been one of our nation's most outstanding institutions of higher learning since 1881 when Booker T. Washington stressed the need to educate the whole person. Tuskegee University was acclaimed, first by Alabama and then by the nation, for the soundness and vigor of its educational programs and principles. This foundation has continued through subsequent administrations of the late Drs. Robert Russa Moton (1915-1935), Frederick D. Patterson (1935-1953) and Luther H. Foster (1953-1981). Dr. Benjamin Franklin Payton, who assumed responsibility as fifth president of the University on August I, 1981, amplified its programs and acquired University status for the institution in 1985.

As a registered, historic and national landmark on more than 5,000 acres, Tuskegee University is presently an independent and state-related institution of higher education. Twenty-five percent (25%) of its trustees are state-appointed and 75% are self-perpetuating. The University receives State appropriations and is a land grant institution. It is coeducational as well as racially, ethnically and religiously diverse with students from all parts of the United States. Today, its academic programs emphasize the importance of liberal arts as a foundation for successful careers in all areas. While stressing the need to educate the whole person – the hand and the heart as well as the mind – Tuskegee's mission has always been service to all people. [2]

Tuskegee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) a number of nationally accredited degree programs including: 1) 2) Business, 3) Education, 4) Engineering, 5) Medical Technology, 6) Nursing, 7) Occupational Therapy, 8) Social Work, and 9) Veterinary Medicine. In 1996_, the academic programs were reorganized into five Colleges: 1) the College of Agricultural, Environmental and Natural Sciences; 2) the College of Business and Information Science; 3) the College of Engineering, Architecture and Physical

Sciences; 4) the College of Liberal Arts and Education; and 5) the College of Veterinary Medicine, Nursing and Allied Health. The curricula for the five colleges offer 59 degrees including 42 Bachelor's, 15 Master's and two Doctoral degrees.

The University's current enrollment of nearly 3,000 students, come from most states and a number of foreign countries. In its 126 year history Tuskegee has enrolled more than 200,000 students. The University's living alumni number more than 30,000 and reside throughout the nation and the world. Total university physical facilities; include 155 buildings and structures on 5,000 acres of land valued in excess of $500 million.

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[1] Du Bois, W. E. B. (1969). *The Souls of Black Folks*. NY: Signet Classic.

[2] Tuskegee University has been a registered, national and historic landmark since April 2, 1966 and has been designated as a national historic site since October 26, 1974. Special features at Tuskegee University include: the George Washington Carver Museum; the Tuskegee Archives — a chief center for information on the challenges, culture and history of Black Americans; the Reserve Officers Training Corps Center; and the Center for Continuing Education — a nucleus for continuing adult education; the Booker T. Washington Monument, "Lifting the Veil", which honors the University's Founder; the Tuskegee Airmen's Plaza – commemorating the historic feats of America's first black pilots who were trained at Tuskegee University; the General Daniel "Chappie" James Center for Aerospace Science and Health Education – honoring America's first black four-star general who was a Tuskegee University graduate; the Media Center at the School of Veterinary Medicine, with the state-of-the-art video up-link and down-link, intra-school communications, audio/visual, graphics, photography and document production; the Kellogg Executive Conference Center, a state-of-the-art hotel and meeting facility for educational, business and cultural events.

2. Institutional Mission

The following text is taken from the 2008 Tuskegee University Architecture Program Report:

 During the past century, various social and historical changes have transformed Tuskegee University into a comprehensive and diverse place of learning whose fundamental purpose is to develop leadership, knowledge and service for a global society. Committed deeply to academic excellence, the University admits highly talented students and challenges them to reach their highest potential. The University also believes strongly in equality of opportunity and recognizes that exquisite talent is often hidden in students whose finest development requires unusual educational, personal and financial reinforcement. The University actively invites diverse and talented students, staff and faculty from all racial, religious and ethnic backgrounds to participate in this educational enterprise. Special elements of the University's mission include instruction, research, and service. These three elements of mission, together with certain acts of the United States Congress and the State of Alabama, define Tuskegee University as a land grant institution. Originally focused on agriculture, the University embraces a wide spectrum of liberal arts, scientific, technical and professional programs.

The following is an excerpt from the current mission statement of the University:

Tuskegee University is a national, independent and co-educational institution of higher learning that has a historically unique relationship with the State of Alabama. The University has distinctive strengths in the sciences, architecture, business, engineering, health and other professions, all structured on solid foundations in the liberal arts. In addition, the University's programs focus on nurturing the development of high-order intellectual and moral qualities among students and stress the connection between education and the leadership of Americans.

The University is rooted in a history of successfully educating African-Americans to understand themselves against the background of their total heritage and the promise of their individual and collective future. A primary mission has been to prepare them to play effective professional and leadership roles in society and to become productive citizens in the national and world communities. Tuskegee University continues to be dedicated to these broad aims.[3]

Overall, Tuskegee University accomplishes its central purpose of developing leadership, knowledge and service through its undergraduate, graduate, professional, research and outreach programs. Through these programs, students are encouraged not only to pursue careers but also to be of service to society and to remain active lifetime learners. The University seeks to instill a robust thirst for knowledge and a vibrant quest for wholesome patterns of personal and social ethics that have philosophical and spiritual depth. In the process, it seeks to help each student develop an appreciation for the finer traits of human personality, the beauty of the earth and the universe, and a personal commitment to the improvement of the human condition.

3. Program History

The following text is taken from the 2085 Tuskegee University Architecture Program Report:

Architectural education at the Tuskegee Institute began in 1893. Booker T. Washington appreciated the intellectual rigor required to produce architectural drawings. Dozier places Washington's role in proper context by stating, "Tuskegee University shares the educational concept of Thomas Jefferson's design for the University of Virginia."[4] Washington believed in education in the crafts, industrial and farming skills and the cultivation of the virtues of patience, enterprise and thrift. Washington focused on values that would win the respect of whites and lead to blacks being fully accepted as citizens and integrated into all strata of society.[5]

Washington passionately believed that the School should produce drafters and architects as well as carpenters and bricklayers. Washington wrote:

"The Institute has arranged the schedule as to give the Industrial students more time to receive actual theoretical instruction...The mechanical and architectural drawing which was started during last term has met with every success. The students, especially those taking the trades, are not only enthusiastic over it, but see in it much that will make them proficient mechanics.[6]"

In 1892, Washington brought Robert R. Taylor, a recent graduate of the Massachusetts Institute of Technology (MIT) School of Architecture and first known black architecture school graduate, to Tuskegee Normal and Industrial Institute to offer the first architecture classes. Taylor's architecture drawing classes at Tuskegee differed little from those offered at MIT and Cornell at that time. In 1901, Taylor was named the first director of the Department of Mechanical Industries. Between 1900 and 1909, Taylor hired William Pittman (former student), Wallace Rayfield (Pratt Institute graduate) and Vertner Tandy (Tuskegee Normal and Industrial Institute and Cornell graduate and first African American licensed architect in the state of New York) to the architecture faculty at the Institute. David Williston (Cornell graduate) was hired in landscape architecture.

Such premier faculty placed Tuskegee among the nation's first schools to offer black students the opportunity to learn design and construction. Many of the early campus buildings were designed by Mr. Taylor or members of his faculty and built with the assistance of the students in the Department of Mechanical Industries. By 1915, the Tuskegee campus-building program was substantially complete and the faculty and graduates were also building Black churches and schools throughout the South. Between Taylor's arrival in Tuskegee in 1892 and Washington's death in 1915, design and construction of the Tuskegee campus was the largest concentrated physical enterprise in the United States built from the ground up by and for blacks.

The campus buildings built by students during Washington's tenure have a rough-hewn beauty analogous to those of the contemporaneous Arts and Crafts movement. Native materials such as clay and wood were shaped into construction materials by students in the campus brickyard and lumber mill. These buildings have provided an enduring and inspiring setting for the Architecture Program.

Table 1-3.1 Chronology of Significant Dates for the Department of Architecture

Date Event

1893   Tuskegee University began offering certificates in architecture under the Division of Mechanical Industries.
1902   Tuskegee graduate, John Lankford, became the first African American licensed architect in Washington, DC. 1930 Tuskegee Institute was the first school to admit African American females.
1957   A four-year curriculum in Architecture leading to the Bachelor of Science degree was initiated.
1965   The professional six-year Bachelor of Architecture Program began.
1967   Tuskegee Institute graduated the first African American female in architecture.
1968   The Schools of Mechanical Industries and Arts and Sciences were aligned to form the School of Applied Sciences.
1970   The Architecture Program was accredited by the National Architectural Accrediting Board. 1974 The Program in Building Technology was transferred to the Department of Architecture. 1974 The six-year Bachelor of Architecture degree was restructured and the Master of Architecture degree offered. Which included an innovative Internship Program.
1980   The name of the four-year Building Technology degree was changed to Bachelor of Science in Construction.

1983   The Department of Architecture merged with engineering programs to become the School of Engineering and Architecture.

1985   The name of the Construction Program was changed to Construction Science and Management.

1986   The five-year B. Arch. Degree was approved in the spring and the first class entered in the fall of that year. 1991 The Architecture Program (B. Arch degree) received a full five-year accreditation from NAAB.

1996   The Architecture Program (B. Arch degree) received a full five-year accreditation from NAAB.

1996   The School of Engineering and Architecture restructured and become the College of Engineering, Architecture and Physical Sciences.

1996   The Departments of Computer Science and Physics were added to the College of Engineering, Architecture and Physical Sciences.

2001   The Architecture Program (B. Arch degree) received a three-year accreditation from NAAB.

2004   The Architecture Program (B. Arch degree) received a two-year accreditation from NAAB

006   The Architecture Program (B.Arch degree) lost full accreditation of its B. Arch degree 2007 The Architecture Program (B.Arch degree) received candidacy status

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[3] Tuskegee University Strategic Plan

[4] Dozier, R. K. (1990). Tuskegee: Booker T. Washington's Contribution to the Education 5 of Black Architects. A Doctoral Dissertation, University of Michigan.

[6] Washington, B. T. (1963). Up from Slavery. New York: Bantam. Washington, B. T. (1904). Working with the Hands, NY: Arno P, 1969.

[7] Mitchell, M. L. (2001). The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power. San Jose: Writers Club Press

4. Program Mission

*The following text is taken from the 2008 Tuskegee University Architecture Program Repor*t:

After some review and discussion, following the 2006 NAAB visit, the faculty accepted the mission statement adopted by the faculty of the Department of Architecture and endorsed by Tuskegee University in 2004:

The Architecture and Construction Science and Management programs prepare professionals who are capable of playing an active role in rebuilding our cities, towns and rural communities so that they may become truly meaningful places for all people to work and live. These programs endeavor to develop professionals with an appreciation for the humanistic (social, psychological and physical) aspects of a building problem, as well as other factors such as health, safety, welfare and economic feasibility.

The Architecture Program is founded on a belief in the power of architecture to uplift the human condition and give form to society's highest aspirations. Students are prepared to become citizen architects - community leaders who provide a vision of a better-built environment. The Program will realize its mission through teaching strategies based on

Booker T. Washington's philosophy of educating the hand and the mind together in a cross-disciplinary context:

- Digital learning environment
- Service learning
- Life-long learning
- Design-build
- Integration of studio courses with lecture courses

The Program will generate and disseminate discourse concerning the relationship between the African Diaspora and the built environment. This will include:

- Identifying, studying and publicizing the unrecognized roles of blacks and other minorities as users, designers and builders of architecture
- Theorizing the relationship between group culture/race and architecture
- Addressing the special problems associated with the built environments of minority communities through research and service learning.

5. Program Self Assessment

The following text is taken from the 2008 Tuskegee University Architecture Program Report:

Architecture Program: Strengths and Challenges

Because the Architecture Program is the central program in the Department of Architecture and Construction Science, its strengths and challenges are linked with those of the Department as a whole. The primary strength of the Department is the talent and enthusiasm of its faculty and students. They bolster the Program as it meets its challenges. Faculty respond flexibly to problems when identified, making changes to curriculum, course content and instructional methods when called to do so. They are fiercely protective of the program and regularly make personal sacrifices of time, money and energy to maintain high standards of teaching. The roots of the Program in Booker T. Washington's philosophy of self-help and community service, promote the benefits of sustainable design, which include conservation of resources and a design process that reaches the highest integrity in a design-build scenario,– this is, so to speak, "in the DNA" of the Program. Moreover, these are the overriding reasons students enroll. It allows them the best opportunity to align with this legacy and its significance and applicability to theories of design. Our students have an uncommon dedication to the social relevance of design which drives the direction of the Program.

With the appointment of a permanent Department Head and the allocation of needed physical, human and financial resources by the University, the Program has become positioned to set higher standards for itself. Maintaining these resources and standards will require a more proactive stance by the Program, working with the University.

The Department has embarked on a series of serious self-assessment activities with a commitment to continuing critical reflection. A clear assessment of challenges is necessary for growth. Furthermore, a clear assessment of strengths is necessary for the optimism and faith needed to meet the challenges.

Program Strengths

The primary strengths of the Architecture Program identified by faculty, students and alumni are:

1. Geographical Context of the Program:
   - Alabama Black Belt: Opportunities for rural studies, small-town re-development, rural architecture preservation, links with Civil Rights sites
   - Tuskegee campus: nationally significant historic campus architecture and planning spanning several time periods, campus a learning laboratory
   - Willcox complex: home of the architecture and construction programs since the 1920's

2. Tuskegee University Legacy
   - Values of self-reliance, ingenuity, community service
   - Faculty attuned to reaching a diverse student body and realizing students' undeveloped potential

3. Highly Motivated Community of Students, Faculty and Graduates
   - Positive trend of increasing the number of SPC's met
   - High interest of students and faculty in service learning
   - Engagement of students in AIAS and NOMAS
   - Recruitment of students by national firms (SOM, Archiworks, Gennsler)

4. Substantial Enhancement of Resources
   - Renovation of new building: Willcox Building A
   - Enhanced information technology resources

5. Strengthened Administrative Structure
   -

Program Challenges and Plan to Address Challenges

The primary challenges facing the Architecture Program and the plans for meeting those challenges are:

Challenge: Isolation of Campus location:
   - From urban environments (challenge to teaching students how to design in an urban context)
   - Need for automobile transportation as follows: field trips/site visits, students purchasing studio materials, etc.
   - Impacts faculty recruitment

Plan:
   - Designate Departmental funds for field trips as follows: local, national and international
   - Use the regional context as a strength (see above)
   - Develop a student Cooperative for providing students with access to studio supplies

Challenge: Students' Weaknesses in Communication and Mathematics Skills

- Matriculation slowed because of re-taking courses or taking remedial courses
- Impacts rate of students admitted into Professional Program (3d year)
- Challenges architecture faculty to devote more time to the teaching of these skills

Plan:
- Work with University to develop the SACS Quality Enhancement Plan (QEP) which is focused on improving student communication and mathematics skills
- Reinforce communication and mathematics skills in architecture courses

Challenge: Need for Short-Term and Long-Term Facilities Plans
- Space allocation plan for completed Wilcox NC complex
- Continuing problems with Willcox C: thermal control, and acoustic problems.

Plan:
- Collaboration between Department of Architecture and University to develop a master plan for the entire Willcox complex for the use of the Department (including continuing use of Willcox E once Willcox A is occupied)
- Develop and implement a plan to create a wood shop
- Request University approval for renovations to Willcox C and, if granted,

Challenge: Need for Improvements of B.Arch Curriculum and Courses
- Need for review/revision of Professional Program standards and procedures
- Need for review/revision of internship requirement
- Need for articulated learning outcomes for all architecture courses
- Need for faculty with expertise in architectural computer applications.

Plan:
- Create a more rigorous Professional Program admittance process
- Review/revise B.Arch curriculum and develop learning outcomes for all courses
- Change the internship program from a required activity to a recommended activity
- Recruit a faculty member with understanding of current architectural software to teach computer applications, mentor faculty and oversee computer lab

Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Patricia O'Leary, FAIA
College of Architecture and Planning
University of Colorado Denver
Campus Box 126, PO Box 173364
Denver, CO 80217-3364
(303) 864-9001 H

Representing the AIA
Kenneth Martin, AIA, NOMA
Financial Manager T
he Obsidian Group
5540 Center View Drive
Suite 400
Raleigh, NC 27606
(919) 854-5540
(949) 656-6474 mobile
(919) 557-7644 fax
KMartin53@aol.com

Representing the AIAS
Catherine McNeel Florreich, Assoc., AIA
Guild Hardy Architects PA
106 S. President Street, Suite 300
Jackson, MS 39201
(601) 973-2030
(601) 961-6785 fax

cmcneel@guildhardy.com

Representing the NCARB
Stephan A. Pappas, AIA, Principal
Pappas & Pappas Architects, P.C.
2617 East Lincolnway, Suite A
Cheyenne, WY 82001
(307) 637-5227
(307) 638-1461 fax
(307) 630-7180 mobile
spappas@pappasarchitects.com

Observer
Carlton T. Smith, Principal
Michael Willis Architects
301 Howard Street
Suite 500
San Francisco, CA 94105
(415) 957-2750

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Appendix C: The Visit Agenda

Saturday, October 25

6:00 p.m. Team and observer arrival Atlanta Ariport and travel to Tuskegee by Van.   Dinner in Auburn and check-in Kellogg Conference Center

Sunday, October 28

7:00 - 8:00 a.m. Breakfast: Kellogg Conference Center restaurant (Team, Observer and Department Head)
8:30 - 9:30 a.m. Tour facilities and overview of the team room (Team, Observer, Department Head and Architecture Coordinator)
9:30 - 11:30 a.m. Initial review of exhibits and APR (Team and Observer)
11:45 - 1:00 p.m. Entrance meeting, faculty introductions and lunch at the Kellogg Conference Center (Team, Observer and Faculty)
1:30 - 3:00 p.m. Tour facilities: Wilcox A & C (Team, Observer, Department Head and Architecture Coordinator)
3:00 - 5:00 p.m. Review exhibits continued (Team and Observer)
6:00 - 7:00 p.m. Team only Dinner off campus in Auburn (Team and Observer)
 7:00 - 8:00 p.m. Team debriefing session Team Room (Team and Observer)

Monday, October 27

7:30 - 8:30 a.m. Breakfast: Kellogg Conference Center restaurant (Team, Observer and Department Head)
9:00 - 9:45 a.m. Entrance meeting with Dr. Benjamin F. Payton, President, and Dr. Luther S. Williams Provost Tuskegee University in the President's conference room at the Kresge Building (Team and Observer, Dr. Payton and Dr. Williams)
10:00 - 11:00 p.m. Entrance meeting with Dr. Legand L. Burge, Jr., Dean, College of Engineering, Architecture and Physical Sciences: Dr. Richard K. Dozier Associate Dean and Head Architecture Willcox A Seminar Room (Team, Observer, Dr. Burge, and Dr. Dozier)
11:00 - 11:30 p.m. Review exhibits in the Team Room.
11:45 - 1:30 p.m. Lunch at Kellogg Conference Center restaurant (Team, Observer, Department Head, Dr. Burge, Alumni, Faculty, Students, Staff)
2:00 - 3:30 p.m. Student Body Meeting in Tuskegee Chapel (Team, Observer and Students)
3:00 - 4:00 pm Faculty meeting in Wilcox A (Team, Observer and Faculty)
5:00 - 7:00 p.m. Reception and dinner at the Kellogg Conference Center (Team, Observer, Faculty, Administrators, Local Practitioners, AIA Representatives, Alumni, and Students)
7:00 p.m. Work in Team room (Team and Observer)

Tuesday, October 28

7:30 - 8:30 a.m. Breakfast at the Kellogg Conference Center restaurant (Team and Department Head)
9:00 - 10:00 a.m. Work in Team room (Team and Observer)
10:00 - 11:00 a.m. Meeting with student organization leaders
11:00 - 12:00 p.m. Work in Team room (Team and Observer)
12:15 - 1:15 p.m. Lunch and tour of the City of Tuskegee, including student outreach projects (Team, Observer, Faculty, Students, and Outside Officials)

1:30 - 6:00 p.m. Draft the Visiting Team Report (Team and Observer)
6:00 - 6:30 p.m. Accreditation deliberations (Team only) 6:30 p.m. Dinner in Auburn (Team and Observer)

 Wednesday, October 29

7:00 - 8:00 a.m. Check out Kellogg Conference Center, Breakfast and exit meeting with Department Head (Team, Observer and Dr. Dozier)
8:30 - 9:00 a.m. Exit meeting with Dean (Team, Observer, and Dr. Dozier)
9:15 - 9:45 a.m. Exit meeting with President and Provost in the President's conference room at the Kresge Building (Team, Observer, Dr. Payton, and Dr. Williams)
10:00 - 11:00 a.m. Program wide exit meeting at Tuskegee Chapel (Team, Observer, Faculty, Students, and Staff)
11:30 a.m. Team Departure

IV.7 Catalog (or URL for online catalog)

The catalog for the Department of architecture is found in the online *Tuskegee University Bulletin*, College of Engineering, Architecture and Physical Sciences, at
http://tuskegee.images.worldnow.com/images/incoming/bulletin/CEAPS/ceaps.pdf

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Robert R. Taylor School of Architecture and Construction Science

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

Addendum 1: 1/30/11

Prepared by: Don Armstrong, Interim Head, Department of Architecture

Introduction:

Since the Architecture Program Report (APR) was issued to NAAB in September, 2010 the Department has continued to make progress in meeting the conditions for accreditation. The purpose of this addendum is to report this progress and update the information provided in the APR.

The 2011 academic year found the architecture program in a context of exciting transition: a new university president and a newly formed academic unit. These followed a period in which the program underwent other significant changes including the appointment of a new distinguished department head, a $4 mil plus facilities renovation and the appointment of new faculty. During this period the program became re-accredited and prepared for a spring 2011 accreditation visit.

Under the re-structuring of our academic unit, the former Department of Architecture (encompassing two degree programs – architecture and construction science and management – became the Robert R. Taylor School of Architecture and Construction Science. The School has equal standing with the university's other 5 colleges and schools. Elevating the status of academic unit from department to school, a long ongoing desire became one of the primary goals established by faculty, students and alumni during the Spring 2010 department retreat.

The new School has two departments: the Department of Architecture and the Department of Construction Science. The administrator of the School is its dean, Dr. Richard Dozier. The administrator of the Department of Architecture is interim-head Don Armstrong. The position of head of construction science is budgeted and will be filled soon. Raj Sehgal is the interim-head.

As this period of transition has subsided the School of Architecture has concentrated on the opportunities provided by its new resources and standing. These have allowed us to provide a greatly improved learning environment for our students.

1

The following broad directives have been set for the School by the Dean, faculty and students:

1. Establish an identity for the School rooted in the "cast down your bucket where you stand" pedagogy of Booker T. Washington
2. Establish the Robert R. Taylor Center as the umbrella organization to facilitate fundraising, research and outreach within the School
3. Establish a focus on the special resources and needs of local communities throughout the Alabama Black Belt including historic preservation, neighborhood revitalization and affordable housing
4. Increase the numbers of students admitted, retained and graduated in both degree programs through expand recruiting, revisiting first year retention and the ratio of first year students to those successfully entering third year
5. Put greater emphasis on faculty development through peer-reviewed publication, funded research and critical practice
6. Develop an administrative structure for the School and Departments including defining the respective roles of administrators and establishing comprehensive policies and procedures
7. Improve and increase the School's involvement with the planning, assessment and design of our Campus in the spirit of Booker T. Washington. We anticipate a much greater hands-on involvement in university campus facilities planning
8. Develop a comprehensive campus for the School composed of Willcox buildings A, B (fully renovated) and C
9. Enhance the School's fund-raising capacity
10. Expand the School library with a larger facility, increased hours and enhanced digital component
11. Re-think the curricula in both degree programs

Addendum Format: This report uses the outline form of the APR. Excerpts from the APR are followed by an "Update," the progress made since the APR was issued in September, 2010 (or information unintentionally left out of the APR). The APR page number of each excerpt is provided.

Part One. Institutional Support and Commitment to Continuous Improvement

1. Identity and Self-Assessment

1.3 Responses to the Five Perspectives

A. Architecture Education and the Academic Community

Update: The School has begun a discussion with the University about how it can become more involved in University facilities planning and construction. Specific projects under discussion are:
- Payton Learning Center (in design)
- Franklin Road faculty housing (HUD funded)
- Restoration of the historic Varner house
- University athletic complex

Visiting Lecturers and Critics since September 2010		
Semester	Lecturer	Lecture
Fall 2010	Monica Hudson Fenderson	The Architecture Profession & the Black Female
Fall 2010	Ronny Ervin	Porcelain Tile- The Greenest Choice for Flooring
Fall 2010	John Penta	Ventilated Wall Systems: Stoneware Cladding Solutions for Energy Efficient Buildings
Fall 2010	Gary Whitfield	Cement Base Floor Systems – New & Rehabilitation
Fall 2010	Leslie Musikavanhu – Architect, Principal Sharp Shop Architects (Johannesburg, SA), Tuskegee Alumni	ARCH 401 Topic – History of Jo'burg Center City & Recent Developments (via 'Skype')

C. Architectural Education and the Regulatory Environment

P. 13: "In the context of NCARB and the AIA's phased implementation of IDP 2.0, the Program is re-evaluating the internship program structure."

Update: The Professional Development Committee has been charged with, for the spring 2011 retreat, preparing a report with its recommendations for how the

Department should respond to IDP 2.0. a meeting with the Alabama IDP coordinator has been scheduled.

D. Architectural Education and the Profession

P. 14: "As we focus on better tracking of our graduates as a key priority"

Update: The Professional Development Committee has been charged with, by the end of the spring 2011 semester, establishing a database of graduates and a system for tracking graduates' professional development (ARE data, licensing, graduate school, etc.).

P. 14 (b): "opportunities for students to participate in outreach projects."

Update: Effective January, 2011 the Outreach Committee was re-established: Jose Colmenares (chair), John Ames and Susan Reynolds. The committee is charged with, for the spring 2011 retreat, preparing a report with its recommendations for the role of outreach in the School. The dean and head attended workshops on community design at the 2010 ACSA Administrator's Conference and will use this information to direct the School's outreach   planning.

Outreach Projects since September 2010		
Semester	Project	Course
Fall 2010	Faculty Design Work – volunteer design services for Old Town Improvement Association for Heritage Center & Museum – Conecuh County, AL	N/A
Spring 2011	Centennial Hill, Montgomery, Alabama (planned)	ARCH 202
Spring 2011	Courthouse Square, Tuskegee, Alabama (planned)	ARCH 302

E. Architectural Education and the Public Good

P. 15: "In the fall of 2007, the Department began restructuring the outreach program as a potential component of the proposed Robert Taylor Center for Excellence in Design….A faculty member will be designated to develop this program and to identify projects that can be integrated into the curriculum, particularly in the upper level design studios and historic preservation courses."

Update: This will be addressed in the report by Outreach Committee noted above.

4

1.4 Long Range Planning

P. 15: "In keeping with the current national trend and enhanced quality of education, the School plans to establish a committee to see the feasibility of conversion of the current B. Arch. Degree to a M. Arch. Degree program."

Update: Based on the progress and development of our curriculum over the preceding three years the Curriculum Committee will, with input from the full faculty, continue its extensive review of the full curriculum with the intent of improving the retention rate and entry into the professional program. At this point the consideration of a MArch program is no longer being considered – instead the focus will be on creating an effective/efficient BArch program. A considerable amount of work on the report has been done since spring 2010 and is available in draft form.

PP. 15-16: "To establish and justify the new School status, increase in the enrollment of students will be a key factor. To accomplish this School plans to have a well structured recruitment drive to increase its student population @ 5% per year to reach 200 by 2015. This will be accomplished by the proactive initiatives of the Dean with the support from University's Student Recruitment office, alumni, AIAS, and area professionals."

Update: To continue full University support of our School and in keeping with the university's growth projections we will develop and implement beginning this Spring an aggressive recruiting and marketing plan. The School plans to have a well structured recruitment drive and as previously outlined an improved retention program to increase its student population @ 5% per year to reach 200 by 2015.

PP. 15-16: "To support the enrollment process and initiative, the School will create a plan for an online system for annually gathering and analyzing data on its graduates, their IDP progress, ARE rates, non-arch career paths etc. all as a part of the School's effort to increase its enrollment."

Update: This is part of the charge of the Professional Development committee described above.

P. 16: "For the projected enrollment growth, the School will require additional physical space. Current newly renovated physical facilities – Willcox A & Willcox C - provide appropriate present student body's space requirements. Proposed additional, future changes are described in Section I.2.3 Physical Resources."

Update: In fall 2010, faculty member John Ames created a conceptual master plan for the Willcox ABCDE complex which will be used for a discussion of long-

term facilities needs at the 2011 School retreat. This master plan will be available to the team during their visit.

P. 16: "In an effort to enhance and project its image, interactions with campus departments and area communities, the School plans continued involvement in outreach as part of its stated mission."

Update: The new Outreach Committee has been charged with recommending strategies for integrating outreach work into the curriculum. The Department continues to regularly engage in outreach projects through the studios.

1.5 Program Self Assessment

P. 16: "At the end of each semester, faculty and invited colleagues engage in peer review sessions where they engage in objective evaluation of studio work, attainment of learning objectives and methods of instruction…A new initiative, which enhances our studio self-assessments, is the —super jury which is held at the end of each semester"

Update: At the end of the fall 2010 semester the Department of Architecture conducted an in-house peer review of student work, in conjunction with selecting work for the Visiting Team Room. This followed the "super-jury."

P. 16: "As part of the Department's organizational structure, faculty members chair committees that regularly evaluate and implement measures that improve the Program's effectiveness (a copy of the current faculty committee assignments will be placed in the Team Room during the visit)."

Update: 2011 AY Faculty Committees, Coordinators and Advisors:

Faculty Committees: 2011 Academic Year		
Committee	Person(s)	Charge
ACSA Councilor	Jose Colmenares	ACSA representative; report to faculty on ACSA activities
Architecture Library Committee	Vaughn Horn (chair), Jack Ames, Jose Colmenares & Mrs. Singh	Evaluate library facility and create plans for improvement; forward faculty members' new book requests to librarian; create and implement strategies for increasing students' use of the library
Computer Technology Committee	Edouard Din, Vaughn Horn & Susan Reynolds	Develop policies for labs; develop and present IT seminars for faculty and students; review and revise current websites (update all information)
Curriculum Committee	Don Armstrong (chair), Edouard Din & Raj Sehgal	Evaluate and improve BArch curriculum; develop learning outcomes for courses; implement CORE requirements
Exhibitions and Promotions Committee	Jose Colmenares (chair), Edouard Din & Rod Fluker	Create policies and procedures for an annual exhibition series; plan 2011-12 series; plan and implement all 2010-11 exhibitions
Executive Committee	Richard Dozier, Don Armstrong & Raj Sehgal	Develop strategies, policies and programs to carry out the mission and goals of the School
Facilities Committee	Jack Ames (chair), Greg Jones & Edouard Din (IT)	Evaluate School's current and future physical resources needs and create plan for meeting needs; maintain up-to-date furniture/equipment inventories
Faculty Senate Representative	Raj Sehgal	Represent School in University Senate; report back to faculty
IDP/Alumni Coordinator	Rod Fluker	Plan and implement all student IDP activities
Professional Development Committee	Rod Fluker (chair), Raj Sehgal & Daya Taylor	Maintain statistics on graduates; represent School at AIA and NCARB functions; arrange for visits from local professionals to give studio crits
Outreach Committee	Jose Colmenares (chair), Jack Ames & Daya Taylor	Develop policies and planning for outreach activities; coordinate outreach projects in courses
Professional Program Admittance Committee	Rod Fluker (chair), Jack Ames, Raj Sehgal & Vaughn Horn	Conduct annual professional program admittance process to the 3d year
Student Field Trip Coordinator	Vaughn Horn	Plan annual student field trip; conduct trip with students; teach associated *Global Perspectives* course
Student Development Committee	Daya Taylor (chair) & Vaughn Horn	Act as faculty sponsors for AIAS/NOMAS; represent School at AIAS/NOMAS events; develop/implement strategies for recruitment, admissions and matriculation; assess and improve the studio culture policy
Tuskegee University Academic Advising Committee	Don Armstrong	School representative on committee; report back to faculty and coordinate advising activities
Visiting Lecture Series Committee	Raj Sehgal (chair), Vaughn Horn & Daya Taylor	Plan and implement 2010-11 series; plan 2011-12 series; arrange for lecturers to be involved in studios

2011 AY Student Advisors	
Architecture	
ARCH 1st Year	Daya Taylor
ARCH 2nd Year	Jack Ames
ARCH 3d Year	Vaughn Horn
ARCH 4th Year	Jose Colmenares
ARCH 5th Year	Rod Fluker
Construction Sciences	
CS 1st-2nd Year	Daya Taylor
CS 3d-4th Year	Raj Sehgal

The Executive Committee, working with faculty, appoints the committee members and develops the committee charges for each academic year. The role of the Executive Committee is to do the strategic planning for the School for its ongoing growth and development. It also develops strategies, policies and programs to carry out the mission and goals of the School of Architecture. Other roles of this committee include: 1) review and recommendation for tenure and promotion of faculty, 2) academic policies & 3) develop budget proposals to meet the current and projected needs of the architecture and construction programs. This committee is chaired by the dean and includes heads of the architecture and construction programs.

2. Resources

2.1 Human Resources and Human Resource Development

Update: Since the fall 2010 semester two new faculty have joined the School: Vaughn Horn and Susan Reynolds. Two new staff members have also joined the School, Christine Bradshaw (secretary) and Greg Jones (shop supervisor). The University's Office of Computer Services has provided the School with a full-time IT staff member, John "Ace" Anderson, who will supervise the School's computer labs.

P. 17: "The School offers faculty an annual travel budget to support attendance at conferences, paper presentations and other professional activities related to teaching and research. The University also facilitates faculty development through Title III funding administered through the Provost's office."

Update:

Funded Faculty Travel since Spring 2009 (not in APR)		
Date	Faculty Member	Funded Travel: Purpose and Destination
2/09	Edouard Din	2009 Conference on Instructional Technology: iPhone in Education at Abilene Christian University, TX
8/10	R Fluker	IDP Coordinators & Educators Conf. Chicago, IL
11/10	Don Armstrong	ACSA Administrators Conference, Washington, DC
11/10	Richard Dozier	ACSA Administrators Conference, Washington, DC

P.17: "The University affords the faculty professional development opportunities including opportunities to attend conferences and seminars; workshops; sabbaticals; professional leave of absence; and the facilitating of research and scholarship."

Update: In Fall 2010 the School provided a seminar on Ecotect software to faculty and interested students. Ecotect is conceptual building performance analysis software that provides a wide range of functions and simulations to understand how environmental factors impact building operation and performance in the early design phase. Users of this software work easily in 3D, applying all the tools necessary for building performance analysis that enable energy efficient and sustainable design for the welfare of occupants.

Faculty Travel/Leaves for Professional Development since Spring 2009 (non-funded)		
Date	Faculty Member	Purpose of Travel/Leave
Summer 2009	Raj Sehgal	Travel to Australia and New Zealand to study architecture and urban design
Summer 2009	Jack Ames	Travel to South Africa including visit to architecture program
Spring 2010	Edouard Din	Minority Faculty Development Workshop (MFDW) at MIT, March 21-24, 2010 Poster: A Way of Thinking through Diagrams at MFDW – MIT (March, 2010) Funding Awarded by MIT & GATECH Hosts
Summer 2010	Edouard Din	Attendance at AIA Convention in Miami, FL, June 24-25, 2010
Fall 2010	Edouard Din	Tour at Celebrate Park and Epcot (Disney Technology) in December 26 – 29, 2010

| Fall 2010 | Edouard Din | 2010 MIT Lecture Series - Presentation on My Research: Surface Symmetries at MIT Boston, MA (funded by MIT Design Computation Group) |
| Ongoing | Jose Colmenares | Comprehensive travel agenda focusing on visits to significant architectural sites |

P. 21: "The School of Architecture provides limited funding for faculty attendance at ACSA, AIA, NOMA and other professional organization conferences each year."

Update: As outlined in the faculty handbook the university provides support for these activities. Further Title III funding has been available for faculty development, and currently provides faculty development funding for promising young faculty and senior faculty needing to gain additional training. Also, see Table above: "Funded Faculty Travel since September 2010"

P. 22: "The School takes additional measures to develop faculty skills in teaching at-risk students."

Update: Each of the colleges and schools annually appoint a faculty to the university's Academic Advising Committee (current representative: Don Armstrong). This faculty organizes regular advising activities aimed at at-risk students on academic probation or suspension. These activities included meetings with at-risk students in Spring 2010 and Fall 2010.

P. 22: "The Administration actively supports faculty development by funding travel to conferences, seminars, workshops and symposiums that target diverse learning approaches for these students."

Update: See Table above: "Funded Faculty Travel since Spring 2009"

P. 22-23: "The Program's efforts to re-establish the Internship Program will make it a significant feature of the curriculum."

Update: The School has decided to hold the mandatory intern program for future consideration. Instead, the IDP Coordinator and the Professional Development Committee are developing strategies for enhancing the IDP program based on the new IDP.02.

However, the Department interacts informally with alumni architectural firms to help place students in their offices. Several alumni firm owners regularly employ our students for summer and/or permanent positions in their offices: Brown Design Group (Atlanta), Matrix 3-d (Atlanta), Barry Robinson Architect (Montgomery), Charles Williams & Assocs. (Birmingham) and others. In summer, 2009, Tarlee Brown, owner of Brown Design Group assisted four students in

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receiving internships with the Community Design Center of Atlanta, and also served as an advisor and sponsor. The students worked with architect-led student teams, which looked at the conversion of shipping containers for affordable housing in Atlanta communities. A member of the faculty who is a licensed, LEED certified architect, Rod Fluker, is the Department's NCARB IDP representative.

P. 23: "Student day-trips are conducted on an as-needed basis by individual faculty members to enhance studio teaching."

Update: See table below: "Student Field Trips since September, 2010"

P. 23: "High on our priorities is a long-term goal to find support to reinstate our annual student field trip to a major city outside of the southeastern US. Past trips have included New York City and Boston. An international trip, to Italy, was conducted in Spring 2006. The Program is further exploring options to support regular international travel and study."

Update:

Student Field Trips since September, 2010		
Semester	Destination	Course
Fall 2010	Atlanta (Perkins & Will headquarters building, Museum of Design)	ARCH 401
Fall 2010	Atlanta (Georgia Tech campus)	ARCH 501
Spring 2011(planned)	Washington, DC	Annual Student Field Trip
Spring 2011 (planned)	Spain	Global Perspectives
Spring 2011 (planned)	Atlanta, GA Tech Imagine Lab	ARCH 343

P. 24: "The American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), and Tau Sigma Delta Student Honor Society are vital student groups…Some of their activities include participation in national and regional conferences"

Update: Fall 2010 Student Organizations' Activities:

NOMAS
- Haunted House at Wilcox B (October) - fundraiser open to campus and surrounding community
- Golden Oldies Talent Show (September) - fundraiser open to campus; held at Tompkins Hall

- Voter Registration Drive (October) - serving campus and surrounding community
- NOMA National Convention, Boston (October) - gain insight on professional organization and strengthening student organization
- Game Night (January 2011) - providing a way for students to relax

NOMAS/AIAS combined
- Ice Breaker BBQ for new students (Summer) - new students interact with current students
- Donation of school supplies to George Washington Carver Elementary
- Tighten-Up Tuesdays (This Spring) Health and Wellness Initiative for campus and surrounding community
- Mentoring program at Booker T. Washington - reaching out to local students struggling in Math

AIAS
- Casino Night (November) - Fundraiser and a way for students to relax
- Snack Bar (Fall-Spring) - Fundraiser
- Laser Tag (September) - fundraiser open to campus and surrounding community
- AIA Awards Gala (December) - networking and bridging opportunity

2.2 Administrative Structure and Governance

P. 26: "In July, 2010, outgoing Tuskegee President Dr. Benjamin Payton announced the transformation of the Department of Architecture into a new academic unit, The Robert R. Taylor School of Architecture. "

Update: The former Department of Architecture, within the College of Engineering, Architecture and Physical Science (CEAPS) is now the School of Architecture and Construction Science, an independent academic unit on equal standing with other colleges in the university. The new school has two departments: the Department of Architecture and the Department of Construction Sciences. The administrator of the School is the Dean; the administrator of the Department of Architecture is the Head.

The administrators, staff and faculty of the School have started a process of creating policies for the governance of the School and its departments. This is addressing:
- Respective roles of the three administrators
- Staff roles
- Comprehensive policies and procedures for the School and departments
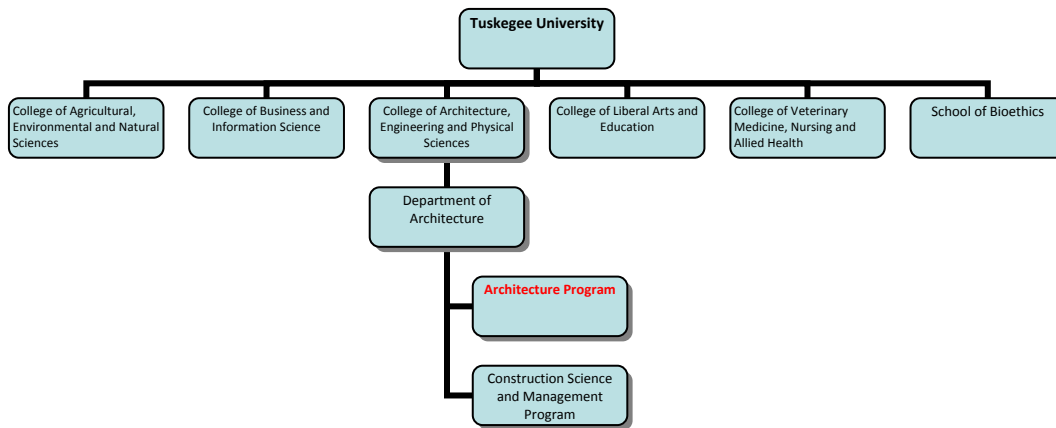
Diagram: Tuskegee University Academic Units (Before August 2010)
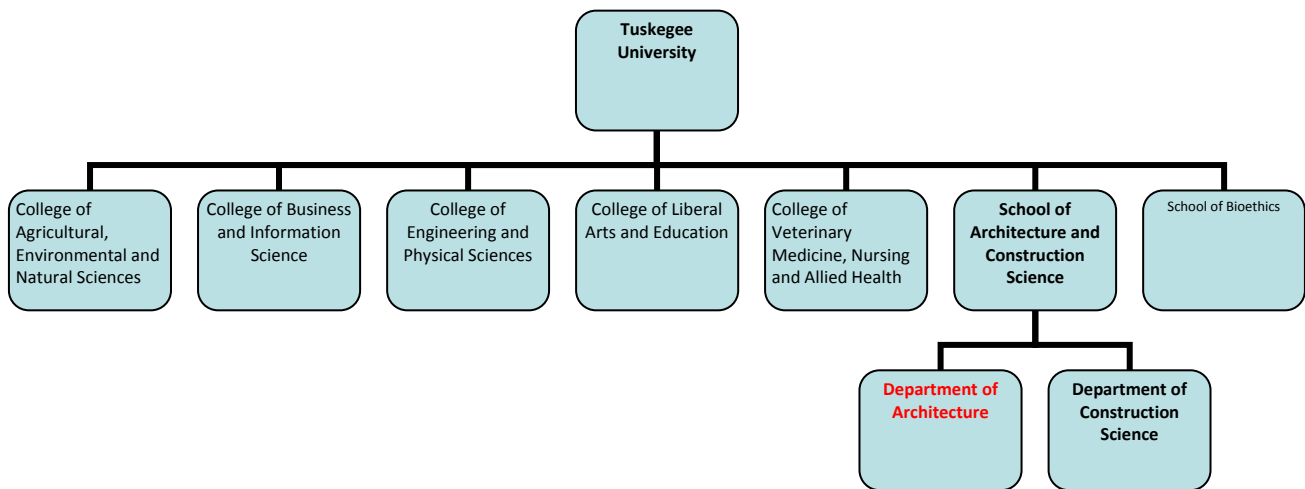
Diagram: Tuskegee University Academic Units (After August 2010)

2.3 Physical Resources

P. 26-27: "For the projected enrollment growth, the School will require additional physical space. Current newly renovated physical facilities – Willcox A and Willcox C - provide appropriate present student body's space requirements. Future plans call for the acquisition and renovation of Willcox B, located across from Willcox C, to support the projected growth. With its acquisition, the three buildings will form a complex with a central courtyard, located strategically on campus, to house the School of Architecture."

Update: As noted above, faculty member, John Ames created a conceptual master plan for the Willcox A, B, and C complex addressing future space needs. This will be available to the visiting team.

P. 30: "The School anticipates no large scale renovations, additions or changes to the physical facilities in the near future. However, some minor work may be done to expand the model shop and to build shelving in the room now designated for project storage in Willcox A (this room was originally planned to be used as a student lounge, which will now be located in Willcox C)."

Update: In Fall 2010 the wood shop space was re-organized under the School's new shop supervisor, Gregory Jones.

The Student Lounge will not be converted into a project storage room and now has a set of computer stations for 24/7 use by students. Project storage is being addressed by adding shelves to the closets adjacent to several of the Willcox A studios.

P. 30: "Computer Labs' Software: Plans are to invest in a suite of CAD, BIM, environmental analysis, cost estimating – quickpen, structural analysis – visual analysis and graphics software as grant money becomes available."

Update: These programs have been obtained through a donation of 24 seats by Robert Madsion FAIA of Madsion International Cleveland Ohio and the purchase of the software with BOA.

P. 31: "Technical Support: Technical support for the lab is provided by a faculty coordinator, work-study students and the University Office of Computer Services. The new laser cutter is located in a room in Willcox E adjacent to the model shop. It will be operational by the end of 2010 fall semester."

Update: As of January 2011, technical support is provided primarily by John "Ace" Anderson through the university's Office of Computer Services. Mr.

Anderson supervises the Willcox A main lab and the Willcox C output lab, with the assistance of work-study students.

P. 31: "The School is developing a laptop policy expected to be implemented for freshmen by Fall 2013."

Update: This remains planned.

P. 31: "While the overall facilities provide an excellent learning and teaching environment, the School is working with the University to address several issues. The Willcox C HVAC system occasionally malfunctions or completely shuts down, causing periods of thermal discomfort in the building. This problem appears to be related to maintenance procedures. Also, the Willcox C freshmen studio spaces and the Architecture Library, while architecturally stunning, have acoustical problems which distract students and faculty. The Department now has an excellent and well equipped large classroom and seminar room in Willcox A. However, there remains a need for a similarly equipped small classroom. Willcox E, which contains the model shop and extra classrooms, has roof leaks which need to be repaired as soon as possible."

Update: Although the thermal comfort problems persist in Willcox C, adjustments were made to the HVAC system which reduced noise in the studios and library. There is no immediate plan for creating the needed additional classroom space.

P. 31: "The primary long-term challenge will be to provide space for the anticipated growth in the School in coming years. It is planned that this will be accomplished through renovations of Willcox B and E. The School's Physical Resources Committee (Chair: Jack Ames) is currently developing a proposed Master Plan for the Willcox complex which will address these long-term needs."

Update: This plan was completed in fall 2010 and will be reviewed at the Spring 2011 retreat.

2.5 Information Resources

P. 32: "The Architecture Library has a growing collection of books and journals and funds are being sought for further expansion of the collection."

Update: This funding comes from the university and will be addressed in the Library Supervisor's assessment report to the visiting team (available in team room "Architecture Library" notebook).

3. Institutional Characteristics

3.1 Statistical Reports

Update:

Tenure Status of Faculty: January, 2011	
Full-Time Faculty*	Tenured Faculty
10	3

* Total of all full-time School faculty teaching one or more architecture courses, including dean and interim-head

3.3 Faculty Credentials

Update: See the "School of Architecture Matrix of Faculty Credentials 2011," in the team room.

Part Two. Educational Outcomes and Curriculum

1. Student Performance Criteria

Update: Following the Fall 2010 peer review, the SPC Matrix was revised, based upon which courses the faculty believe best met the SPCs.

School of Architecture SPC Matrix 2009-2010

Code	Course	Cr	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
			Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design **	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility

SPC's expected to have been met in preparatory or pre-professional education

| | | | Realm A | | | | | | | | | | | Realm B | | | | | | | | | | | | Realm C | | | | | | | | |

SPC's met in NAAB-accredited program

| | | | Realm A | | | | | | | | | | | Realm B | | | | | | | | | | | | Realm C | | | | | | | | |

Code	Course	Cr	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
ARCH 101	Architecture Design Studio 1	3								■																								
ARCH 102	Architecture Design Studio 2	3			■					■																								
ARCH 201	Architecture Design Studio 3	3							■																									
ARCH 202	Architecture Design Studio 4	6													■																			
ARCH 211	Architecture Presentation	3			■																													
ARCH 221	People & the Built Environment	3									■																■						■	■
ARCH 252	Architecture History I	3								■																								
ARCH 301	Architecture Design Studio 5	6						■										■																
ARCH 302	Architecture Design Studio 6	6						■							■	■	■																	
ARCH 331	Materials of Construction I	3																					■		■									
ARCH 332	Materials of Construction II	3																						■	■									
ARCH 341	Environmental Control Systems I	3																			■			■										
ARCH 342	Environmental Control Systems II	3																			■			■										
ARCH 343	Structures I	3																				■												
ARCH 344	Structures II	3																				■												
ARCH 345	Computer Applications	3			■																													
ARCH 352	Architecture History II	3									■																							
ARCH 401	Architecture Design Studio 7	6		■														■								■								
ARCH 402	Architecture Design Studio 8	6												■					■															
ARCH 414	Construction Documents	3				■																												
ARCH 423	Theory of Architecture	3	■								■																							
ARCH 443	Structures III	3																				■												
ARCH 501	Architecture Design Studio 9	6		■					■						■	■										■								■
ARCH 502	Architecture Design Studio 10	6												■					■															
ARCH 503	Thesis Seminar	2	■				■							■	■																			
ARCH 521	Urban Planning	3																														■		
ARCH 523	Professional Practice	3																									■	■	■	■	■	■	■	
ARCH 534	Building Economics	3																		■														

Revised Matrix (large-format version in team room)

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Evidence of meeting the following SPCs is found in other courses in addition to those to which they are assigned on the matrix:

C.1 Collaboration:
- ARCH 301 (Fall 2010: Tuskegee National Forest Visitors Center)
- ARCH 302 (Spring 2009: Africatown Museum Project)
- ARCH 302 (Spring 2010: Belair Transitional Housing Project)
- ARCH 402 (Spring 2009: Tuskegee Library Project)
- ARCH 501 (Fall 2010: Shiloh Project, Vertical Farm Project, Fourah Bay Project)

C.6 Leadership:
- ARCH 301 (Fall 2010: Tuskegee National Forest Visitors Center)
- ARCH 302 (Spring 2009: Africatown Museum Project)
- ARCH 401 (Fall 2009: First Congregational Church Project)
- ARCH 402 (Spring 2009: Tuskegee Library Project)
- ARCH 402 (Spring 2010: Alabama State University Interpretive Center)
- ARCH 501 (Fall 2009: City of Tuskegee Revitalization Project)

Evidence of meeting the following SPCs is found in these courses (un-posted work is available if requested):

B.2 Accessibility
- ARCH 102 (Spring 2010)
- ARCH 201 (Fall 2010)
- ARCH 201 (Spring 2011)
- ARCH 301 (Fall 2010)
- ARCH 341/342 (ongoing)
- ARCH 401 (Fall 2010)
- ARCH 502 (Spring 2010)

B.4 Site Design
- ARCH 102 (Spring 2010)
- ARCH 201 (Fall 2010)
- ARCH 301 (Fall 2010)
- ARCH 201 (Fall 2010)
- ARCH 401 (Fall 2009)
- ARCH 402 (Spring 2010)

2. Curricular Framework

2.2 Professional Degrees and Curriculum

Update: The Spring 2011 course schedule contains the following elective courses:
- ARCH 366 Sustainable Design (under consideration as a required course)
- ARCH 369 Computer Applications II
- ARCH 367 Global Perspectives in Architecture (required for students enrolled in the Spain trip)

3. Evaluation of Preparatory/Pre-professional Education

P. 53: "The School is considering replacing the current thesis studio (ARCH 502) with a studio based on a terminal or capstone project."

Update: Following final presentations and faculty evalution of the Spring 2011 thesis projects a determination will be made whether to continue the thesis approach or institute a capstone project. This will be addressed in the Curriculum Committee's report in the Spring 2011 retreat.

4. Public Information

Update: The links to the required documents have been changed due to the university's changes to its website. The new links are given below:

As of 2010, The School of Architecture has had its own website at http://www.tuarch.net/pub_info.htm. A link to this website occurs on the Tuskegee University home page for the Department of Architecture at http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science.aspx . Most of the NAAB-required public information documents are made available on the tuarch.net website. Other required documents, not on the website, are made available as hard copies in a notebook in the Architecture Library, Willcox A. The location of each specific document is given below.

Statement on NAAB-Accredited Degrees

The statement on NAAB-Accredited Degrees occurs in two locations:
- Tuskegee University Architecture and Construction website at: http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science/naab_conditions_for_accreditation.aspx - Department of Architecture website page at http://www.tuarch.net/pub_info.htm

Access to NAAB Conditions and Procedures

The School of Architecture makes these documents available on the at the Department of Architecture Website page at
http://www.tuarch.net/pub_info.htm
- *The 2009 NAAB Conditions for Accreditation*:
http://www.tuarch.net/2009Conditions.pdf
- *The 2010 NAAB Procedures for Accreditation*:
http://www.tuarch.net/2009Procedures.pdf

Access to Career Development Information

To develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the Department pasted all necessary links to make the following career resources available to all students, parents, staff, and faculty. This material is made available at the Department of Architecture Website page at
http://www.tuarch.net/pub_info.htm
- 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.aias.org
- www.acsa-arch.org

ARE Pass Rates

This information is available on the Department of Architecture website at:
- http://www.tuarch.net/are-pass_rates.pdf

Part Three.   Progress since Last Site Visit

1. Summary of Responses to the Team Findings

Responses made since September 1, 2010:

a. Responses to Conditions Not Met

Criteria 3.14 Accessibility

Update: Accessibility was addressed in several Fall 2010 studios and is currently a key criteria in several Spring 2011 studio projects (in-progress and planned). A variety of aspects of accessible design are dealt with including providing a continuous accessible path, integration of accessibility and egress requirements, restroom requirements, ramps, etc.

Criteria 3.17, Site Conditions

Update: Site conditions are addressed in most of the studio projects completed since the last team visit. Since September, in all of the studios, site factors have been part of the pre-design analysis and design process as key form-givers. This begins in first year with responses to topography and builds through the studio curriculum as students learn to manipulate ground contours, respond to climate, design site features (landscaping, parking lots, accessible walkways, etc.), and address a variety of contexts (urban, rural, campus, etc.).

b. Responses to Causes of Concern

Comment from previous VTR [2008]: *That the program will maintain its momentum for building a high-quality program*

Update: In Fall 2010 the university determined that the School would contain two departments, the Department of Architecture and the Department of Construction Science. An interim-head was appointed to the Department of Architecture, Don Armstrong.

A new faculty was appointed to School, Susan Reynolds, to teach the structures sequence.

Comment from previous VTR [2008]: *That the program will continue to address the issues of isolation from outside peer reviews*

Update: Since September 2010 the School has addressed this in several ways:
- Continuation of annual lecture series
- Student fields trips

The School recognizes the need to increase the numbers of visiting critics and travel opportunities for students which include meeting with design professionals. Upcoming activities include:
- Washington DC trip (Spring 2011)
- Spain trip (Spring 2011)
- Formation of an advisory board including licensed architects (Spring 2011)

Comment from previous VTR [2008]: *That the program will continue to address the lengthy involvement in the program by Distinguished Visiting Critics*

Update: Plans to bring to the School a visiting studio instructor have not yet materialized. The School acknowledges it needs to bring in more visiting critics in the future and has added this to the charges for the Visiting Lecturers Committee. Also, see table above with recent visiting lecturers.

Comment from previous VTR [2008]: *That the program will continue to address the more field trips*

Update: As mentioned, the annual student field trip was reinstated in the 2011 academic year with a trip to Washington DC planned. Trips to other architecture programs so far have been limited to a 5th year class trip to Georgia tech in Atlanta. A student-initiated trip abroad is planned for Spring 2011, to Spain. It is anticipated that both the annual field trip and trip abroad will become regular annual events. (see table above of recent field trips).

Comment from previous VTR [2008]: *That the campus is able to find a creative solution for providing a conveniently located architectural supply store locally*

Update: The Department is currently assessing the two recent approaches we've taken to addressing this problem: 1) making pre-packaged kits available to students and 2) having supplies available at the new campus bookstore. Students' state that the campus bookstore prices are too high and that items' quality isn't as good as in the pre-packaged kits. An improved approach is being sought for the incoming 2011 freshmen.

2. Summary of Responses to Changes in the NAAB Conditions

P. 60: "The School is looking at the new NAAB transition from Studio Culture to Learning Culture and considering applications including revising the old Studio Culture document and expanding its scope to include the overall learning environment: faculty development, student enrichment, using the historic campus context as a learning laboratory, etc."

Update: The Studio culture Policy has not been revised yet. The Student Development Committee is charged with assessing and improving this policy for full-faculty review and adoption at the spring retreat.

Part Four. Supplemental Information

1. Course Descriptions

P. 65

Correction: ARCH 201 is 3 credits

2. Faculty Resumes

Name: Susan Reynolds, PE, RA, LEED AP

Courses Taught:
ARCH/CSM 344: Structures II
CSM 352: Construction Safety
CSM 435: Soils and Foundations

Educational Credentials:
Master of Science in Civil Engineering, University of Illinois, 2004
Bachelor of Architecture, Auburn University, 2000
Bachelor of Arts in Spanish, Auburn University, 2004

Teaching Experience:
Assistant Professor, Tuskegee University, 2011-present
Graduate Assistant, University of Illinois, 2003-2004

Professional Experience:
Structural Engineer, AECOM, Washington, DC, 2007-2010
Structural Engineer, Robert Silman Associates, Washington, DC, 2004-2007
ICOMOS International Intern, ICCROM, Rome, Italy, 2006
Robert Silman Fellow for Preservation Engineering, National Trust for Historic Preservation, 2004-2005
Intern Architect, Thompson, Ventulett, Stainback & Associates, Chicago, IL, 2000-2002

Licenses/Registration:
RA - District of Columbia
PE - Commonwealth of Virginia
LEED Accredited Professional

Selected Publications:
 "Preservation Engineering Trends: the U.S. approach in the context of international practice," US/ICOMOS Newsletter, 2006

Professional Memberships:
Member of ICOMOS (International Council of Monuments and Sites)
Member of AISC (American Institute of Steel Construction) *pending*

4. Catalog (or URL)

Update: The section on the Department of Architecture in the Tuskegee Bulletin (catalog) is outdated and the School is in the process of creating an updated version to send to the webmaster for posting.