

**University of Maine at Augusta
College of Arts and Sciences**

Initial Candidacy Visiting Team Report

B. Arch. (152 credit hours)

The National Architectural Accrediting Board
13 March 2013

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

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	
2. Conditions Not Met	
3. Causes of Concern	
4. Progress Since the Previous Site Visit	
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	
2. Educational Outcomes and Curriculum	
III. Appendices:	
1. Program Information	
2. Conditions Met with Distinction	
3. Visiting Team	
IV. The Visiting Team	
V. Confidential Recommendation and Signatures	

I. Summary of Team Findings

1. Team Comments & Visit Summary

The University of Maine Augusta Bachelor of Architecture will be the only B. Arch. program in Maine, New Hampshire, and Vermont. The professional community is extremely supportive and excited to have a long awaited need realized. This was evidenced by the healthy attendance of architects from Portland and beyond at the reception for the visiting team.

The University of Maine Augusta (UMA) was established as a community college in 1965. In 1975 UMA offered its first baccalaureate degree program. The Bachelor of Architecture is the initial foray into establishing an advanced degree and critical in moving the university to the next level. The administration is fully supportive of the program. The president even attended the reception.

The program is an outgrowth of a two-year associate of arts degree that expanded to become a four-year preprofessional degree in 2003. The student work reviewed for this initial candidacy visit was completed under this preprofessional degree. The B. Arch. program is scheduled to begin in fall 2013. The mission, **We Engage Community**, is evidenced in the numerous community-based projects over the past several years.

UMA is a commuter campus that serves nontraditional students who bring a wealth of life experiences to the program. The students are enthusiastic and hard-working. They are committed to a professional path and eagerly await the Bachelor of Architecture program.

The team gives a special thanks to Professor Eric Stark, the go-to guy for everything and everybody in the program. His dedication and endless hours have made this visit possible.

2. Conditions Not Met Yet

I.1.3 C. Architectural Education and the Regulatory Environment

I.1.3.D. Architectural Education and the Profession

I.1.4 Long-Range Planning

I.1.5 Self-Assessment Procedures

1.2.1 Human Resources & Human Resource Development

I.2.3 Physical Resources

I.2.4 Financial Resources

1.3.2 Annual Reports

I.4 Policy Review

Part II – Student Performance Criteria

A.1 Communication Skills

A.2 Design Thinking Skills

A.3 Visual Communication Skills

A.4 Technical Documentation

A.6 Fundamental Design Skills

A.7 Use of Precedents

A.8 Ordering Systems Skills

A.9 Historic Traditions and Global Culture

A.10 Cultural Diversity

A.11 Applied Research

B.1 Pre-Design

B.2 Accessibility

B.3 Sustainability

B.4 Site Design

B.5 Life Safety

B.6 Comprehensive Design

- B.7 Financial Considerations
- B.9 Structural Systems
- B.10 Building Envelope Systems
- B.11 Building Service Systems
- B.12 Building Materials and Assemblies Integration
- C.1 Collaboration
- C.4 Project Management
- C.5 Practice Management
- C.7 Legal Responsibilities
- C.8 Ethics and Professional Judgment
- II.2.3 Curriculum Review and Development
- II.4.4 Public Access to APRs and VTRs
- II.4.5 ARE Pass Rates

3. Causes of Concern

- A. **Long-range planning** — The new Bachelor of Architecture program at UMA has not undertaken a long-range planning effort, and that process will be a valuable tool for them as they move forward. The program is encouraged to set up long-range planning benchmarks at three- or five-year increments over a ten-year period.
- B. **Overcommitment of curriculum to civic engagement** — There is a concern that the community projects may be infiltrating the curriculum too pervasively, hampering the ability of the students to explore projects that demand alternative project scales, more challenging or geographically diverse siting, or more conceptual design exploration.
- C. **Physical Resources** — The lack of a digital fabrication lab, shop, and printing room hinders the education of the students.
- D. **Curriculum Development** — The pedagogical drivers that launched the program are not the same ones that are needed to move the program to a B. Arch.
- E. **Building Technology** — There does not appear to be enough courses planned for a robust technical foundation for comprehensive design.
- F. **Self-Assessment** — The program is currently handicapped by an extremely small number of faculty, and as the program develops, the existing faculty will need to rely on peer review and outside consultants to bring to the process fresh perspectives and alternate pedagogical and methodological approaches to curriculum development.
- G. **Human Resources** — At present, the degree program does not have appropriate human resources to support student learning and achievement.
- H. **Financial Resources** — Numerous financial outlays will be required over the next five years to make the B. Arch. program a success. The commitment from the university needs to be codified for the success of this program.
- I. **Fundamental Design Skills** — Abstract design tools that form the building blocks of basic design (form, scale, texture, light, etc.) do not seem to be introduced in a systematic way.

4. Progress Since the Previous Site Visit

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

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

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

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

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

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

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

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

2013 Team Assessment: The program describes its provenance well. It is an outgrowth of a two-year associate of arts degree that expanded to become a four-year preprofessional degree approximately a decade ago. It has identified its mission as ***We Engage Community***.

At the institutional level, the professional program carries with it the opportunity to lead the development of its institutional context in scholarship, faculty development, external funding, increasingly selective admissions, et al.

1.1.2 Learning Culture and Social Equity:

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

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

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

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current*

and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

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

2013 Team Assessment: Students were uniformly and warmly appreciative of the program, its faculty, their new studio facilities, and their overall learning experience. They similarly praised the opportunities provided by the program for collaborative, shared learning both in and outside the studio. The faculty was equally enthusiastic and solicitous in its respect for student well-being.

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

2013 Team Assessment: The program demonstrates its commitment to nurturing a supportive, culturally rich context for learning. Program diversity reflects the demographics of its geographic location.

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

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

[X] The program is responsive to this perspective.

2013 Team Assessment: Even in its current incarnation as a preprofessional degree program, the department of architecture makes remarkable contributions to the institution in the area of community engagement. The program coordinator, who has long been one of only two full-time faculty (a third full-time faculty member will retire at the end of this academic year; the search for a replacement is nearing completion), performs yeoman duty for the institution with respect to both teaching and service across a broad range of fronts. As an integral part of a college that includes liberal arts as well as architecture, the academic unit offers students opportunities to gain a holistic practical education. The development of new knowledge through research is not yet an integral part of the program—or institutional—culture.

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

[X] The program is responsive to this perspective.

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

2013 Team Assessment: The team's formal and informal conversations with students and faculty, as well as its assessment of the curriculum, indicate that students enrolled in the academic program are prepared to live and work in a world where diversity of age and experience, distinctiveness, self-worth, and dignity are respected. Currently, the context in which their education develops focuses almost exclusively on central Maine. That said, the students are keenly aware that education is an ongoing engagement, and appear eager to assume leadership in the profession, to gain broad experience after graduation, and through that process to make thoughtful, informed choices.

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

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

2013 Team Assessment: The students are fully aware of IDP and the process of becoming licensed. While most of the students intend to become licensed, currently because there is not a NAAB-accredited degree they are not prepared. Many current students go on to get an M. Arch.; others hope to be accepted in this future B. Arch. program.

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

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

2013 Team Assessment: The current program prepares students to practice in central Maine to the exclusion of practice in other climates and countries. While there is an excellent commitment to community outreach in central Maine, it is to the detriment of the diversity of clients, climate, and populations. The work displayed in the team room exhibited limited understanding of sustainable design and the diverse and cross-disciplinary collaborative roles assumed by architects.

The practitioners in Maine are extremely supportive of the new B. Arch. program. AIA Maine raised more than \$58,000.00 for scholarships and has scheduled board meetings in Augusta in the architecture building.

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

[X] The program is responsive to this perspective.

2013 Team Assessment: Through active participation in a broad range of community design projects, the program prepares students to become active, engaged citizens responsive to societal needs—architects who are aware of their professional obligation to the public and willing to assume leadership positions. The curriculum does not yet address environmental challenges directly, nor has it yet incorporated a professional practice curriculum.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

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

2013 Team Assessment: Long-range planning is important for any institution, but it is particularly important for a program that is launching a professional degree. The new Bachelor of Architecture program at UMA has not undertaken a long-range planning effort, and that process will be a valuable tool as it moves forward. Long-range planning should be set up to include benchmarks at three- or five-year increments over a ten-year period. Long-range planning should include but not be limited to full-time faculty position search and start dates, adjunct faculty position counts relative to curriculum development, staff (shop/digital fabrication supervision), teaching assistantships, student workers, etc.

Needs that require additional resources such as the increase in digital technology and its attendant costs, manual and digital fabrication, and the complete equipment inventory and renewable supplies, licensing agreements, maintenance agreements, replacement plans, physical plant modifications (exhaust systems, etc.) are critical for this program. The development of program fees that would recognize the uniqueness of a five-year professional program could, with university approval, offset some program expenses, and would be reflected in this long-range plan.

The program is considering the addition of a Community Design Center. This is a source of potential revenue and would be a component of this plan. Community partners, sponsored studios, and student internships could all contribute to this center as a resource for the program. There was a brief conversation about the potential of a summer discovery program that could be a strong recruitment tool. Obviously, this would also have implications for both sides of the asset/debit column. The long-range plan can be a living, working document that aids the administration and the program to anticipate the increased demands of a professional degree program.

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

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

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

2013 Team Assessment: The program suffers from the fact that it has only two permanent, full-time faculty members. Any self-assessment, even if it includes the adjunct faculty, becomes self-referential, hampering its ability to effectively assess its progress relative to its mission. The team encourages the program to develop a process of evaluation that engages academics from peer institutions to assist in the assessment process. This would be an extremely valuable exercise at the early stages of the further development of the curriculum for the five-year program.

- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*

2013 Team Assessment: A focused, multiyear study of the curriculum citing the objectives of each phase of the curriculum, in a fairly granular manner, would be extremely important before the next NAAB visit. The team experienced a disconnect between the stated values of the program and the evidence of those values in the work in the team room. The fact that the program will be assessed relative to the principles that the program professes to hold dear demands that those principles are demonstrated in the materials exhibited in the team room.

In addition to the program's mission and value statements, the NAAB visiting team will expect to see progress in the areas of digital technology and fabrication; evidence of the principles of sustainability; and development in history, theory, and critical thinking, including contemporary thought, professional practice, sustainability, fundamental design principles, building systems, materials and methods, and diversity of building types and building sites.

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*

2013 Team Assessment: The program enjoys the support of the administration, the students, and the professional community that it will serve. The program is very engaged in its local community and devotes extensive curricular time to the execution of community-based projects. Currently, community projects are represented in ARC 221 Concepts of Structures, ARC 305 Architectural Design IV, ARC 306 Architectural Design V, and ARC 509 Architectural Design VIII. The team sensed the pride of commitment and the strong sense of mission among the students and faculty. The team recognizes that civic engagement is an identity-defining feature of the program. However, there is concern that the community projects may be too pervasive in the curriculum, hampering the ability of students to explore projects that demand alternative scales, more challenging siting, or more conceptual design exploration. The community projects are generally limited in scale to one- or two-story structures on relatively flat sites, with fairly uncomplicated programs. The faculty might consider confining the civic projects to the upper-level studios, where the skills acquired at the lower levels could serve them better in the execution of the community projects. The program is considering the development of a Community Design Center, which would well serve the department by providing a revenue base for civic projects and by allowing students to receive IDP credit for internship at the center.

The students learn to draw by hand (ARC 101 Introduction to Architectural Graphics) and most of the model making is done manually, without the advantages of power-driven or digital tools. This is pointed out as a feature that most are very pleased with. As the program matures, there is an expectation that these skills will be joined by digitally driven visual and fabrication skills, freeing up some time devoted to the manual execution of projects for further development of design. Expansion to multiple media for representation would also allow the students, currently restricted to ¼-inch foam core, to model their projects in a variety of scales and alternative materials as the project demands.

Currently, the program offers a CAD course, but no other software programs are available, leaving the students to essentially teach each other how to use a variety of software applications.

The department claims the principles of “space, scale, light” (ARC 123, Philosophy of Architecture and Design Theory) as fundamental elements of its degree program. The team felt that the faculty needed to drill down in each of the early studio segments of the degree path to ensure that value attributed to these primary elements is worthy of the elevated position they have been given in the mission of the program.

The program adopts a pragmatic and socially responsible mantle as the premise for architectural design studies at UMA. This stance presupposes that considerable attention would be paid to the execution of construction documents and the full understanding of building systems, building typologies, and materials and methods. The Concepts of Structures I course (ARC 221), as presented in the team room, was diluted by community-based projects. It is anticipated that this course will develop into a more comprehensive and integrated structures-focused course unencumbered by the demands of civic engagement. The construction documents exhibited (ARC 332 Construction Techniques) were incomplete, and evidence of a fully executed building section was absent. These pieces, along with a more robust materials and methods investigation, will be expected as the program moves to a five-year degree and the inclusion of comprehensive design.

The students are active with AIAS and look forward to a program-based IDP advisor. They are committed to a professional path and eagerly await the Bachelor of Architecture program. Currently, they acknowledge the absence of professional practice content in the curriculum and are keenly aware of the need for its inclusion.

- Self-assessment procedures shall include, but are not limited to:
 - *Solicitation of faculty, students’, and graduates’ views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

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

2013 Team Assessment: The program is currently handicapped by an extremely small faculty. As the program develops, the existing faculty will need to rely on peer review and outside consultants to bring to the process fresh perspectives and alternate pedagogical and methodological approaches to curriculum development. The repetitive review and assessment will provide them with reinforcement and confidence that their assessment brings objectivity as well as critical judgment to the process.

The team has emphasized that the proposed course outlines contain a degree of granularity to allow the faculty to account for the NAAB criteria, as well as their particular programmatic values.

PART ONE (I): SECTION 2 – RESOURCES**I.2.1 Human Resources & Human Resource Development:**

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

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

2013 Team Assessment: The program currently has three full-time faculty members. One of them, the program coordinator, is tasked with an unsustainable range of responsibilities, including all aspects of program administration (faculty hiring, curriculum development, community engagement, student advising, etc.) while also fulfilling a broad range of teaching responsibilities. Another of the three will retire at the end of this academic year. A search for a full-time faculty member to occupy the expected vacancy is nearing completion, and the position will be filled before the fall 2013 semester. A third full-time faculty hire is essential for the continued advancement of the program toward accreditation. Substantive administrative assistance, coupled with an appropriate faculty assignment for the program coordinator, is equally essential.

The college provides appropriate criteria and processes for reappointment and tenure. Some modifications may need to be made to recognize the particular scholarship of applied research and professional practicum.

Currently, adjunct faculty members are limited by state contract to teaching one studio course per semester. Program location has made it difficult to secure a full complement of part-time faculty members able to deliver the required professional program curriculum. A dual restructuring of adjunct faculty assignments and course credits to advance a commitment to the program may be beneficial; the ability of the program to attract and retain adjunct faculty is essential to its ability to deliver curriculum and fulfill its mission

The scale of the university gives the program relatively ready access to upper administration. That said, program staff is entirely shared with the College of Arts and Sciences. No staff members are currently dedicated exclusively to program needs.

Although students are aware of the IDP, currently, there is no dedicated IDP education coordinator.

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

Expectations for faculty scholarship are developing across the university, but modest funding appears to be available to support conference travel.

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

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

2013 Team Assessment: The team reviewed entrance portfolios and discussed the admission process with university admissions officers and the program faculty.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2013 Team Assessment: With only three full-time program faculty members, the administrative structure of the program is rudimentary. The program coordinator holds monthly faculty meeting with full- and part-time faculty colleagues. The coordinator reports directly to the dean of the college, who controls the program budget. As the program grows, a more robust governance structure will advance program development.

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

[X] Governance opportunities are adequate for the program

2013 Team Assessment: The program is represented and participates in university governance through the college. Members of the program faculty participate in university committees.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

[X] Physical Resources are inadequate for the program

2013 Team Assessment: In the fall of 2011 the existing architecture program moved to the Gannett Building in downtown Augusta. With the move, the program went from one-and-one-half classrooms on campus to two floors – the 2nd and 4th floors of Gannett – totaling 7,842 gross square feet. The Gannett building has excellent classroom space, office space, pin-up space, lecture rooms, and a gallery on the

main street in Augusta. The lack of a digital fabrication lab, shop and printing room hinders the education of the students. The students' visual thinking is limited by the available tools.

The 5th floor of the Gannett Building is currently on a short-term lease to a nonprofit and is potentially available to accommodate the growth of the program into the Bachelor of Architecture.

[X] Financial Resources are inadequate for the program

2013 Team Assessment: The administration as well as the program need to track and project program needs for human and physical resources, equipment, revenue, etc. Aside from the current pressing need for additional faculty, the program is aware of its need to expand its digital offerings and its fabrication capabilities. The long-range plan will allow the program to balance need with potential revenue sources and to develop the program as student and curricular demand increases. The program is encouraged to take advantage of every grant or special fund that may be available internally, as well as institutional support that may be available from software providers and other companies that support emerging programs.

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

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

[X] Information Resources are adequate for the program

2013 Team Assessment: Located on the main UMA campus, the university library has developed a collection of resources that adequately support the current program. Funding appears to be in place to support an expanded professional curriculum as well as an expanded research mission.

At some distance from the main campus, the program's new home in downtown Augusta poses some information resource challenges. These are currently addressed through extensive digital holdings, as well as extended-term loans of hard copy materials for program faculty and students. The library has developed a program-specific research portal to support class and studio assignments, and regularly instructs student groups in research methods. Acquisitions appear adequate for program needs.

PART I: SECTION 3 –REPORTS

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

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

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

2013 Team Assessment: The statistical reports were provided in the APR. It is noted that while the university as a whole is 74% female the architecture program is 29% female. The faculty of two is 50% female. While there is a lack of ethnic diversity, there is a diversity of experience in the students. Many of the students are older and are studying architecture as a second career.

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

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

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

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

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

[X] Annual Reports and NAAB Responses were not provided

2013 Team Assessment: This is the initial accreditation visit, so there are not any previous annual reports.

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

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

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

2013 Team Assessment: Faculty credentials were provided. It should be noted that advanced degrees are customarily required for all faculty.

PART ONE (I): SECTION 4 – POLICY REVIEW

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

[X] The policy documents in the team room did not meet the requirements of Appendix 3

2013 Team Assessment: The following policies have not been developed and therefore were not included in the team room or APR:

- Studio Culture Policy
- Policies on the use and integration of digital media in architecture curriculum

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

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Not Yet Met

2013 Team Assessment: The program matrix locates these skills in Thesis and Thesis Prep, as well as in courses that have yet to be taught: Professional Practice ARC 421 and Theory ARC 431. Perhaps these skills might be introduced earlier in the program.

Writing samples from course work show ability to communicate ideas, conduct analysis. ARC 105 History of Art & Architecture 1, ARC 106 History of Art & Architecture II, have no visible student work.

Few course bibliographies in evidence showing reading expectations, knowledge base, and abilities

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

[X] Not Yet Met

2013 Team Assessment: It is hard to find evidence of design thinking skills in the curriculum. The program matrix locates these skills in ARC 123, Philosophy of Architecture. Design fundamentals seem to be introduced through the study of historic building types. Abstract design tools that form the building blocks of basic design (form, scale, texture, etc.) do not seem to be introduced in a systematic way. There seems not to be a critical approach to the creation of a formal language. Precedents, when employed, do not correspond to the building typology being studied (e.g., ARC 204 "Row House" type residence with precedents listed as Villa Savoye, Monticello, and the Farnsworth House, etc.)

Diversity of points of view play limited role. Critical thinking plays limited role in design and writing. Design studios, seminars appear inwardly focused.

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

[X] Not Yet Met

2013 Team Assessment: Traditional graphic skills in plan and section are amply in evidence. Sketching is taught and clearly valued. Modeling techniques are limited to those materials—and correlated scales of investigation—supported by techniques wielded by hand.

Digital skills are underrepresented in drawing, parametric modeling, 3D representation and exploration. Digital technology has only been introduced as a CAD course, limited to documentation. No repertoire of digital software is available to the students for representation, visualization or presentation processes. This is particularly evident in the issue of studying the impact of light. There are so many very sophisticated digital programs that allow one to study the impacts of light in every conceivable location and condition, including the application of sustainability principles. The program at Augusta is limited to the study of light through traditional, somewhat outdated, light-box techniques. While not negating the value of these studies, the expansion of this investigation, since it is a primary principle of the program, would allow materiality, sustainability, lighting technologies, etc. to be incorporated into the fundamentals.

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

[X] Not Yet Met

2013 Team Assessment: Technical documentation is limited to construction documents for a small house. Technology courses do not yet require substantive documentation of materials or systems. Some evidence of specifications was available to the team.

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

[X] Met

2013 Team Assessment: The students seem to have ample opportunity to gather, assess, record, apply and evaluate relevant information within their studio projects. ARC 420 Architecture Design and Thesis provided examples of student work that illustrated a thorough recording of project evaluation. There is some evidence, as in ARC 221 Concepts of Structures I, that investigation is sometimes limited to a cursory Internet search, and the team would discourage that process in favor of a more rigorous analysis as evidenced in later studio work.

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

[X] Not Yet Met

2013 Team Assessment: The program matrix locates these skills in the first three design studios. ARC 102 Architectural Design I, ARC 203 Architectural Design II, and ARC 204 Architectural Design III do not yet demonstrate a specific focus on environmental principles. Similarly, the incremental,

deliberate development of work that responds to basic design principles is not yet clearly in evidence in the beginning design studios.

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

[X] Not Yet Met

2013 Team Assessment: The program matrix locates these skills in ARC 407 Architectural Design VI and ARC 241 Architectural Analysis, yet to be taught. The team saw limited evidence of focused precedent study in the design of projects. Only a limited range of those precedents was exhibited in the design project documentation.

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

[X] Not Yet Met

2013 Team Assessment: There was no evidence in the team room of the process or study of fundamental ordering systems. ARC 101 Intro to Architectural Graphics, which was cited as one of the courses where ordering systems are introduced, focuses on drawings and visual communication. ARC 102 Architectural Design I studies aspects of light, scale, and space, but does not cover topics such as transition, threshold, sequence, repetition, hierarchy, pattern language, public/private domain, etc.

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

[X] Not Yet Met

2013 Team Assessment: ARC 431 Architectural Theory is cited as the only architectural theory course, and it is expected to also cover C.8., Ethics and Professional Judgment, and C.9., Community and Social Responsibilities. It is unrealistic to imagine covering theory from 1870 (as indicated in the syllabus) to contemporary theory and attempt to do justice to additional categories. It must also be noted that contemporary architecture theory should include required reading in theory and contemporary thought after 1975.

The requirements of this SPC are substantive. While some of the extant courses explore canons and traditions of art and architecture, none of the proposed course syllabi have yet been developed to fully address traditions of landscape and urban design, including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

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

[X] Not Yet Met

2013 Team Assessment: The program matrix locates these skills in its history/theory sequence and

the travel abroad curriculum. While some of the extant courses explore canons and traditions of art and architecture, none of the proposed course syllabi have yet been developed to fully address the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

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

[X] Not Yet Met

2013 Team Assessment: An understanding of the importance of applied research, and the prevalence of research in the workplace, was not in evidence in the team room. The program matrix locates these skills in ARC 408 Architectural Design VII, ARC 510 Architectural Thesis, and ARC 241 Architectural Analysis. Only the first two of these courses are currently taught. In the work produced for those courses, the team found limited evidence of form, systems and program being informed by the results of applied research.

Realm A. General Team Commentary: The program would benefit from a systematic and more in-depth study of fundamentals, theory and conceptual rigor to support the claim of “space, scale and light.” The belief in “design with intention” seems to supersede or displace the need for rigorous and step-by-step introduction to the fundamentals and the history, theory, and critical thinking that supports design.

The program also suffers from the absence of digital technology in both visual and fabrication manifestations. If light is a primary principle, then the program could take advantage of the myriad software applications devoted to light, lighting, and the environmental impact of window treatments, exposure, energy-saving strategies, and aesthetic consequences.

The lack of a proper “shop” hinders the scale, material investigation and alternative, nonorthogonal exploration of space, surface, and enclosure. Introduction of applied research would allow students to take on studies of sustainable solutions to shading or the application of new materials, etc. Principles of research are not introduced.

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

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

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

[X] Not Yet Met

2013 Team Assessment: There is limited evidence in ARC 420 Architectural Design, but it is not consistent across the students' work.

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

[X] Not Yet Met

2013 Team Assessment: The majority of projects was not very complex and did not exhibit an ability to design facilities and systems to conform to accessible design standards.

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

[X] Not Yet Met

2013 Team Assessment: The class ARC 251 Sustainable Design Concepts has not been taught to date. There was no evidence of sustainable principles in the studio projects.

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

[X] Not Yet Met

2013 Team Assessment: Limited evidence is in ARC 332 Construction Techniques and ARC 420 Architectural Design, but it is not consistent across the students' work. Many sites had significant slopes but the students' solutions ignored the slope in their design.

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

[X] Not Yet Met

2013 Team Assessment: The project types are typically small scale and not complicated enough for egress to be an emphasis.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.5. Life Safety

**A.9. Historical Traditions and
Global Culture**

B.7. Environmental Systems

B.9. Structural Systems

[X] Not Yet Met

2013 Team Assessment: The studio that will focus on comprehensive design has not been developed or taught to date.

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

[X] Not Yet Met

2013 Team Assessment: The two classes that will focus Financial Considerations, ARC 231 Architectural Materials and Methods and ARC 421 Professional Practice, have not been taught to date.

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

[X] Met

2013 Team Assessment: Evidence was found in class ARC 350 Mechanical Systems in Architecture.

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

[X] Not Yet Met

2013 Team Assessment: Minimal evidence was found in ARC 322 Concepts of Structures II.

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

[X] Not Yet Met

2013 Team Assessment: ARC 332 Construction Techniques is focused on small-scale buildings and does not explore the range of possible building envelopes for contemporary buildings. ARC 231 Architectural Materials and Methods has not been taught to date.

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

[X] Not Yet Met

2013 Team Assessment: The technical classes have either not been taught or are not fully developed to cover all the building service systems.

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

[X] Not Yet Met

2013 Team Assessment: While the structures courses, ARC 221 and ARC 322, do a credible job of covering the aspects of structural theory and practice, there was no evidence in the team room of a fully realized building section or an investigation of the implications of alternative building systems. The team felt strongly that the structures courses were taxed to cover the required materials and that engaging in a community project, while encouraging the application of structural design, further diluted the full spectrum of structural content.

<p>Realm B. General Team Commentary: The rigor required for integrating building practices, technical skills, and knowledge into studio projects was not in evidence. The ongoing development of more complicated building types, geographical locations, and topographies as well as the further development of the technical classes will aid in meeting these requirements.</p>

Realm C: Leadership and Practice:

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

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

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

[X] Not Yet Met

2013 Team Assessment: The program matrix locates these skills in ARC 203 Architectural Design II, ARC 204 Architectural Design III, and ARC 509 Architectural Design VIII. The team found ample exemplary evidence of successful teamwork in the third-year design studios, which incorporate a range of professionals and community representatives. With the one-time exception of a particular community-based project executed with students in the UMA Art Department, collaborations in multidisciplinary teams were not as easily identifiable.

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

[X] Met

2013 Team Assessment: The program matrix locates these skills in ARC 203 Architectural Design II, ARC 204 Architectural Design III, and ARC 123 Philosophy of Architecture and Design Theory and in the one-credit ARC 511 Senior Seminar, which has not been taught. The team found that the program's many community-based studios, which specifically respond to client needs, address relationships among human behavior and the natural and built environments.

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

[X] Met

2013 Team Assessment: The studio-based community outreach projects give the students various opportunities to work with actual clients, owners, and user groups. ARC 421 Professional Practice should expand on the lessons learned in the studio when it becomes part of the curriculum.

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

[X] Not Yet Met

2013 Team Assessment: The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

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

[X] Not Yet Met

2013 Team Assessment: The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

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

[X] Met

2013 Team Assessment: The studio-based community outreach projects give the students various opportunities to collaborate with different organizations in central Maine.

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

[X] Not Yet Met

2013 Team Assessment: The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

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

[X] Not Yet Met

2013 Team Assessment: The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

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

[X] Met

2013 Team Assessment: Throughout the curriculum, students regularly engage in community projects.

Realm C. General Team Commentary: The program is commended for engaging the students in a wide range of community projects. The majority of Realm C criteria are in future classes that will be taught for the first time in the next few years.

FINAL DRAFT

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2013 Team Assessment: The University of Maine at Augusta is accredited by the New England Association of Schools & Colleges, Inc.

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

[X] Met

2013 Team Assessment: The professional degree of the Bachelor of Architecture (B. Arch.) includes professional studies, general studies, and electives.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Not Yet Met

2013 Team Assessment: The current program has no formal process for curriculum review and development. Within such a small faculty, it is difficult to not become self-referential. The program is encouraged to create a broad, rigorous, geographically diverse review process.

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

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

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

[X] Met

2013 Team Assessment: For the advent of the B. Arch., the program has established an in-depth process including portfolio review followed by an interview for all incoming students. This also applies for

all transfer students. Students requesting credit for a required program course are granted credit only after a physical review of the evidence of the student's work. The program is currently working on matriculation agreements with some state community colleges.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2013 Team Assessment: The statement on NAAB-Accredited Degrees is found on the architecture program's web site.

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: Access to NAAB Conditions and Procedures is on the architecture program's web site.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2013 Team Assessment: Access to career development information is found on the architecture program's web site.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Not Yet Met

2013 Team Assessment: This APR and VTR are not available because it is premature. Both the APR and VTR will be available in the office of the dean of arts and sciences and online under the NAAB tab on the architecture program's web page after the results of the July NAAB board meeting are available to the university.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.

Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Met

2013 Team Assessment: This is not applicable to the program at this time.

III. Appendices:

1. Program Information

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

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

Reference University of Maine at Augusta, *APR*, pp. 3

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

Reference University of Maine at Augusta, *APR*, pp. 3-7

C. Long-Range Planning (I.1.4)

Reference University of Maine at Augusta, *APR*, pp. 21-26

D. Self-Assessment (I.1.5)

Reference University of Maine at Augusta, *APR*, pp. 26-27

FINAL DRAFT

2. **Conditions Met with Distinction**
(list number and title; include comments where appropriate)

FINAL DRAFT

3. The Visiting Team

Team Chair, Representing the Profession
Jane Frederick, FAIA, LEED®AP
Frederick & Frederick Architects
38 Meridian Road
Beaufort, SC 29907
(843) 522-8422
jane@f-farchitects.com

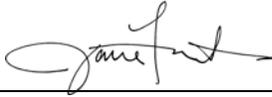
Representing the Academy
Marilys R. Nepomechie, FAIA
School of Architecture
Florida International University
Paul L. Cejas Arch. Bldg. 386A
University Park Campus
Miami, FL 33199
(305) 348-1887
(305) 858-0849 fax
(305) 790-8057 mobile
Marilys.nepomechie@fiu.edu

Representing the NAAB
Patricia Belton Oliver, FAIA
Dean
Gerald D. Hines College of Architecture
University of Houston
122 College of Architecture Building
Houston, TX 77204-6598
poliver@uh.edu

FINAL DRAFT

IV. Report Signatures

Respectfully Submitted,



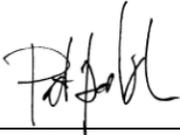
**Jane Frederick, FAIA, LEED® AP
Team Chair**

Representing the Profession



**Marilyns R. Nepomechie, FAIA
Team member**

Representing the Academy



**Patricia Belton Oliver, FAIA
Team member**

Representing the NAAB

FINAL DRAFT