



**Florida International University
Department of Architecture**

2017 Visiting Team Report

Master of Architecture

Track I [non-baccalaureate degree + 174 credits]

Track II [baccalaureate degree + 105 credits]

Track III [preprofessional degree + 60 credits]

**The National Architectural Accrediting Board
February 22, 2017**

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The NAAB visiting team would like to acknowledge Jason Chandler, the chair of the Department of Architecture, for the warm welcome that he and his team extended to the NAAB team. Creating a NAAB team room is a superhuman task, which involves dedicated cooperative efforts by the students, faculty, staff, and administration. The result of these efforts was an outstanding exhibit that greatly facilitated the review of student work for every class and studio in the curriculum. The administrative and library staff gave generously of their time, both in providing valuable input regarding their responsibilities and in meeting with the team. The students and faculty participated enthusiastically in scheduled meetings.

b. Conditions Not Achieved

B.1 Pre-Design

D.1 Stakeholder Roles in Architecture

II. Progress Since the Previous Site Visit

2009 Criterion 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.

Previous Team Report (2011): The team found evidence of careful and thorough attention to mobility disabilities and correlated design results. However, the team was not able to locate evidence in the required courses that met the expected level of "ability" to design for sensory and cognitive disabilities.

2017 Visiting Team Assessment: This criterion is now **Met**. The team found evidence in the required courses that met the expected level of ability to design for sensory and cognitive disabilities.

2009 Criterion B.4, Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design

Previous Team Report (2011): There is ample evidence in many courses that response to fundamentals of solar climatic topographic and spatial characteristics of site is mastered at the level of "ability." However, the team was not able to locate evidence in the required courses that met the expected level of "ability" to respond to soil, vegetation and watershed.

2017 Visiting Team Assessment: This criterion is now **Met**. The team found evidence in the required courses that shows the students ability to respond to soil, vegetation, and watershed.

2009 Criterion C.1, Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects

Previous Team Report (2011): There is evidence that students work in collaborative teams in a number of courses. However, there is no required course that entails collaborative work with students of other disciplines through the completion of design projects. A few studios,

such as the solar decathlon studio, involve students from multiple disciplines, but this is not an experience that all students share or have.

2017 Visiting Team Assessment: This criterion is now **Met**. The team found evidence of collaboration with others in multidisciplinary teams in ARC 5362 Design 9. The evidence was a collaborative effort with the landscape architecture program to address sea level rise and rain water containment strategies.

2009 II.4.1, Public Information-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.*

Previous Team Report (2011): The full text is not included in all catalogs and promotional media. The required text now includes a statement regarding the next accreditation visit as well as core text

2017 Visiting Team Assessment: This condition is now **Met**. The full text of the statement was included in all formal school catalogs, promotional materials, and website information provided to the team. The next accreditation visit (2017) was also referenced.

2009 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.*

Previous Team Report (2011): NCARB last tracked university pass rates in 2008. At that time, FIU was not included among NCARB's data. An e-mail dated 3/24/11 from Spencer Lepler, Manager of ARE Ethics and Audit, at NCARB confirmed that data for FIU are not available.

2017 Visiting Team Assessment: This condition is now **Met**. Access to the NCARB ARE Pass Rates is found on the Florida International University (FIU) Department of Architecture website under a tab labeled "Accreditation."

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review: FIU is a public research university that opened in 1972. Its enrollment has grown from about 5,500 students the first year to a total enrollment of over 54,000 today. After years of sustained growth and development, FIU was given the classification "R-1: Doctoral Universities – Highest Research Activity" by the Carnegie Classification of Institutions of Higher Education. The histories and missions of the university and the architecture program are well described in the APR.

This description documents the many contributions made by the Department of Architecture and the faculty and students of the College of Communication, Architecture, and the Arts (CARTA)—in which the Department of Architecture is located—to the university's mission. It also documents the influence that the university has had on the Department of Architecture. Architecture faculty have been recognized for their involvement in community outreach. Strong relationships have been built between the department and several of the art museums associated with the university, and the department has had opportunities to collaborate on projects at the FIU Sea Level Solutions Center.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: The program has demonstrated that it provides a positive and respectful learning environment. Students, faculty, and staff have access to the department's Studio Culture Policy, which can be found on the department's website. The policy has evolved from the university's value statement and from the mission and vision statement of the department. Faculty and students meet every semester to review, modify, and affirm this policy. In the Studio Culture Policy, the program provides information on faculty workload expectations and student/faculty interaction. A detailed description of the learning culture

as it conforms to NAAB criteria is found in the APR. The team was able to confirm the details of this description through discussions with faculty and students.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The program has demonstrated that it fosters a cohesive environment in which each person is able to learn, teach, and work. The program's social equity policies exist within the context of the university's value statement. This statement includes the core value of "Respect - for diversity and the dignity of the individual." The university's Office of Equal Opportunity Programs and Diversity is actively involved in the department's hiring processes and student learning culture. The search and hire process for every faculty and staff member is conducted under the supervision of FIU's Division of Human Resources. The recruitment and selection processes are guided by the university's commitment to diversity. Internal recruitment is utilized to support the career mobility of qualified existing employees, which is also consistent with the university's commitment to diversity. Staff from the university's Office of Equal Opportunity Programs and Diversity make annual presentations to all architecture students at the lower- and upper-division levels to address issues concerning the learning culture, time and stress management, and social equity and discrimination. In addition, the department follows university procedures for the resolution of student and faculty grievances. These procedures are available online in the FIU Student Handbook and in the University Graduate School Policies.

To maintain social equity beyond what the university provides, the department valorizes diversity in its mission and vision statement. To maintain an atmosphere of diversity and inclusion, the program utilizes the studio and lab model of learning in order to nurture social equity. Many of the classes (e.g., history, theory, and structures) use the lecture-lab format. The department supports the active interaction of diverse groups of participants in reviews and discussions. Over the last 3 years, studio pinups and final reviews have been conducted in more open and public venues. This culture of openness culminates with the end-of-the-year Master Project final reviews, which are held at the program's Miami Beach Urban Studios. The department also supports a wide array of diverse student organizations: the American Institute of Architecture Students (AIAS), Alpha Rho Chi, the Tau Sigma Delta Honor Society, and the National Organization of Minority Architecture Student (NOMAS). These organizations promote academic excellence, collaboration, student leadership, and mutual respect.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

2017 Analysis/Review: Throughout the design studio sequence and required course curriculum, student collaboration is required in group projects, research, and analysis. Examples of required coursework

include the public space charrette in ARC 5329 Design 5; the Savannah documentation exercise in ARC 5335 Design 6; ARC 5361 Comprehensive Design, the comprehensive design studio; ARC 5362 Design 9, the sustainability studio; ARC 5621 Environmental Systems 2, Structures 1, ARC 5554 Structures 2, ARC 5555 Structures 3, SPC 5066 Presentation Skills, and ARC 6280 Professional Office Practice.

The Department of Architecture faculty and students have held leadership roles in the trans-disciplinary DOE. The Solar Decathlon house project (2011), now installed on FIU's main campus, was an interdisciplinary collaboration between the architecture and engineering programs.

Student-led initiatives and projects include the independent student magazine and website "Awake," and the 2016 Studio Culture Design Competition. The student organizations provide leadership opportunities, and the faculty strongly encourage student participation in these organizations.

- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2017 Analysis/Review: The architecture program is centered on creative and critical thinking. This is accomplished by having strong learning and studio cultures. It is reinforced through a strong connection between studio and non-studio courses. It is also supported by the fact that students, faculty, adjunct faculty, and local professionals work together in an environment where questions are asked and innovation takes place, and there is a diverse culture that engages all students and faculty.

There are three option tracks in the M. Arch degree program: Track 1 – a non-baccalaureate degree (high school degree or equivalent) + 174 credits, Track 2 – a baccalaureate degree (degree in any academic program) + 105 credits, and Track 3 – a preprofessional degree (non-accredited 4-year degree in architecture) + 60 credits. The tracks are structured around a sequence of pre-requisites and a sequence of requisite graduate design studios. These studios provide a diverse learning experience in which students develop a critical thinking design culture and approach. They support the program's complementary educational objectives involving studio and non-studio courses. An environment is created where students can advance their learning through self-directed study, off-site studies, and foreign study programs.

The development of technology skills is evident within the program. Digital media, AutoCAD, Autodesk Revit, Photoshop, and a host of other computer programs are fully integrated into the studio and design presentations. Resources for the latest technology are evident in the Department of Architecture and throughout the FIU campus.

The studio experience provides a format for students to ask faculty, fellow students, and involved public members questions. A professional context is achieved through an enriched design curriculum that includes technical and critical thinking skills, integrated comprehensive design, the involvement of integrated building systems, professional practice, and sustainability within a collaborative studio experience. This model encourages dialogue, collaboration, innovation, and learning by doing.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2017 Analysis/Review: Several prominent local architects participate in the department's studio experience. The Department of Architecture communicates to students the need for an accredited degree in order to obtain licensure in the State of Florida. The "Leaders of Design" program engages alumni to meet with students to discuss their experience and professional activities in the workplace, and the legal and social requirements of being a professional.

A job fair provides opportunities for connecting students with the architectural community and promotes networking. Students are required to develop a portfolio, participate in mock job interviews with local firms, and acquire other marketing and communication skills. They are informed early about participating

in the Architectural Experience Program (AXP), establishing a National Council of Architectural Registration Boards (NCARB) file, tracking professional time, and preparing for taking the Architectural Registration Exam (ARE). The Department of Architecture has an AXP Coordinator, an Architect Licensing Advisor, and an American Institute of Architecture Students (AIAS) Advisor.

Professional practice is taught in ARC 6280 Professional Office Practice. The Department of Architecture has strong professional partnerships with the American Institute of Architects (AIA) Miami Chapter and the AIAS. There is regular faculty attendance at the monthly AIA Miami Chapter board meetings. A department faculty member served as the 2015 president of the Association of Collegiate Schools of Architecture (ACSA). The department has had over 30 peer and professional service commitments and a long list of peer-reviewed presentations have been made at ACSA conferences.

D. Stewardship of the Environment. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2017 Analysis/Review: Early on, the Department of Architecture began to address the issues of sustainable design and preserving the environment. ARC 5362 Design 9 is at the core of the sustainable design curriculum. A strong combination of academic and hands-on efforts demonstrates the merits of sustainable design to the faculty, students, alumni, and public. In addition, the importance of sustainable design is a focus of the department's mission and vision statement.

Stewardship of the environment is covered in the following courses:

1. ARC 5312 Environmental Systems 1
2. ARC 5621 Environmental Systems 2
3. ARC 5335 Design 6 and ARC 5076 Formative Studio 2 (sustainable urbanism)
4. ARC 5362 Design 9, a sustainability studio

Students' experience with sustainable design extends beyond the classroom. In 2005 and 2011, department faculty and students built two Solar Decathlon projects. In 2013, 2014, and 2015, CARTA was a co-curator of a 3-year exhibition entitled "Miami 2100: Envisioning a Resilient Second Century," an exhibition on sea-level rise, at the Coral Gables Museum. In 2014 and 2015, a show promoting sustainability through fashion was the center of a Master's Thesis project. The exhibition and the show concluded with over 1,100 participants attending a night of celebrating design and ecological responsibility in the courtyard of the Department of Architecture. These projects were highly visible, both locally and regionally. They brought together the students, faculty, professionals, and public to raise awareness of the focus on sustainable design at FIU. This focus is reinforced through the department's engagement in South Florida's sub-tropical ecologies and urban environments

E. Community and Social Responsibility. The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2017 Analysis/Review: The program provided evidence to describe its approach to developing active, engaged citizens who are able to understand what it means to be a professional member of society and to act on that understanding. Several components of the curriculum, including studios and seminars on regional history, colonialism, and Latin American architectural culture, address the role of the architect in meeting the needs of a diverse, multilingual, multicultural society. Studios in the third year focus on the social issues of civic architecture and housing. Many studios explore the social and environmental conditions that need to be considered when designing structures to address the nuanced and particular

challenges of local sites. FIU has developed numerous programs, centers, and initiatives that focus on the social and cultural contexts of South Florida. The architecture program provided several examples of community-based projects that were carried out by faculty members and students, some of which involved collaboration with other departments of the university.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review:

FIU Strategic Plan: In 2015, FIU launched its new Strategic Plan, "FIU Beyond Possible 2020." The development of this plan was a collaborative effort in which students, faculty, staff, alumni, and community leaders offered their feedback through participation in strategic planning committees. The Strategic Plan can be found on the following link: <http://stratplan.fiu.edu/docs/Strategic%20Plan.pdf>

CARTA Strategic Plan: "CARTA 2020, Strategic Plan 2015-2020," was developed in 2014. This plan supports the college's mission, which is to use the power of architecture and the arts to create, innovate, and inspire solutions to local challenges with national and global impacts. The vision of the plan is: By 2020, CARTA will be recognized nationally as a preeminent college operating at the forefront of innovative teaching, learning, engagement, research, and creative activities. The CARTA Strategic Plan can be found on the following link: <http://carta.fiu.edu/wp-content/uploads/2016/04/CARTA-2020.pdf>

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2017 Analysis/Review: Curricular self-assessment occurs continually and in various forms. Annually, the department assesses the curriculum and involves all stakeholders, including students, faculty, administrators, staff, alumni, and professionals, in the assessment process. Institutionally mandated planning and assessment procedures serve as an important component of curricular self-assessment, but the process also includes an annual evaluation of program outcomes and student learning outcomes, and annual faculty and administrator performance reviews.

The university-required course evaluations provide feedback to the individual instructor and to the department chair regarding course content and course effectiveness relative to the stated learning objectives. Each semester, students undertake course evaluations for each of their classes. The program leadership is directly informed of the effectiveness of both the faculty member and the instructional content of the course. Course assessment is a component of the obligatory annual faculty evaluations that are conducted by the department chair and, when applicable, by the faculty Tenure and Promotion Committee.

Moreover, at regular and year-end meetings, the chair and the faculty continually assess program progress relative to the CARTA Strategic Plan, previously listed NAAB deficiencies, and the NAAB Student Performance Criteria. The results of periodic surveys from alumni and employers who hire program graduates further inform the program regarding its effectiveness and curriculum.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: Design studio enrollment is 12 to 15 students per faculty member, and no courses are scheduled on Friday in order to provide a free day for faculty research and creative work. The typical annual teaching load is four courses per year, but individual workloads vary. Faculty involve students in research projects, which enables faculty members to balance their workloads. Faculty indicated that they had the time needed for teaching as well as research and creative work.

Through meetings with the dean and the associate deans, the team learned that a series of new faculty development initiatives began in fall 2015. These include establishing a new Interdisciplinary Seed Grant opportunity to support projects that engage in interdisciplinary state-of-the-art research or creative activity in order to promote collaboration among various departments and enhance faculty competitiveness for external funding. Three awards—each up to \$5,000—are distributed to faculty each academic year. A Teaching Innovation Grant also provides three awards annually—each up to \$3,000—to enhance faculty success by supporting innovative and effective approaches to teaching. Funds of \$800 for travel to conferences are available to each faculty member annually.

Student advising has improved greatly since the last team visit. There are now two full-time advisors and one recruiter who are dedicated to advising the architecture students. There are also opportunities for zero-credit internships for AXP students, 3-credit internships, and paid positions in support of faculty research. A faculty member serving as the Architect Licensing Advisor attends regular NCARB-sponsored training sessions and advises students on AXP requirements.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

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

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2017 Team Assessment: After reviewing the detailed description of physical resources in the department's APR and visiting the facilities described in it, the visiting team concluded that FIU has the full range of physical resources needed for a successful architecture program. A building designed for the program was completed in 2003. This building, the Paul L. Cejas School of Architecture Building, houses lower-division, upper-division, and graduate studios. It also has 14 critique rooms; a 200-seat lecture hall; lecture and seminar classrooms; a reading room; wood, plastics, and metal shops; an interior architecture resource room; a commuter laboratory; a dedicated gallery; a slide library; and faculty and staff offices.

In the building, studio space is provided for all students, and there are support areas for project team work and studio collaboration. Each faculty member has a private office, and there are spaces for faculty meetings and advising. Since the building was completed, there have been upgrades to provide state-of-the-art technology, classrooms, and student work areas. The architecture facilities have courtyards and public spaces, which provide areas for students to congregate and engage in spontaneous activities and discussions. The facilities lend themselves to creative programs and promote interaction between architecture students and fellow students and faculty.

In addition to the School of Architecture Building, which is well located to take advantage of campus-wide facilities, the architecture program makes use of the Green Library for informational resources. This library underwent a major renovation in 1990 and is a one-stop center for computers, printers, scanners, multimedia editing, and device check-out. The library was also updated in 2015 to better serve students using laptops and tablets.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: The Department of Architecture, a unit of CARTA, receives its annual budget allocation through a process that attempts to recognize possible increases in enrollment, excellence in past performance (specified metric achievement), and new initiative requests. The architecture program is adequately funded for its primary operations, its instructional needs, and the financial support required for faculty to become and remain actively engaged in the research and scholarship agendas of the college and the university. Since the last team visit, the department has received almost \$2 million in grants and other funding from the university.

Financial support for faculty members who give papers at regional or national conferences is limited, as is the amount of discretionary funding available to the department chair. The allocation of funds for specific faculty initiatives and research is typically by application (through the department chair to the CARTA dean). Since FIU is a state-supported institution, tuition is comparatively low and competitive. A relatively small number of endowed, partial scholarships are available to the department. New tenure-seeking faculty are afforded "start-up" packages, which allow a possible reduction in teaching workload and funding to attend conferences to give papers and to initiate a research agenda. In addition to scholarships, the department draws upon the Paul L. Cejas Endowment for faculty support.

Course release time is provided for tenured faculty who are in the process of developing newly approved courses. Also, a viable sabbatical leave policy is in effect, which allows a faculty member to be "away on leave" after 6 consecutive years of teaching. The faculty member chooses from two options: one semester away at full pay, or two semesters away at half pay.

The facilities used by the department, including the library resources and the computing software and hardware, are under the budgetary auspices of the Office of the Dean and, in some instances, the university central administration.

Students are charged additional fees (beyond tuition) for study abroad programs so that the program can provide opportunities for student and faculty travel. The program's location in a major vibrant metro area, which is considered to be an international crossroads, provides unique opportunities for student engagement external to the program. In some instances, these opportunities are supported by the program. The Miami Beach Urban Studios, housed in a facility underwritten by a major university donor, are an excellent resource.

At the time of this visit, the university was embarking on a major fundraising initiative. The Department of Architecture is optimistic that current prospects will provide substantial endowment funding that can be used for scholarships, faculty development, and other program enhancements. There is adequate funding for guest speakers. The department provides limited support for student organizations through specific allocations from its budget. Printing and fabrication expenses are covered through funding derived from obligatory student course fees.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

The description of the information resources in the APR was supplemented by on-site team visits to the library, which included a review of the GIS facilities, special collections, main book collection, and digital media, as well as discussions with the library staff. On the basis of the APR description and the visits to the library, the team concluded that this condition has been met. FIU has a JSTOR subscription, which is helpful in providing access to a significant collection of digital materials.

The library staff performed a real-time, online demonstration of the information resources search engine for the team. It is anticipated that this search engine will be upgraded by June 2017 to further enhance user interface and search capabilities.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

The APR includes summary information on the administrative structure of FIU, CARTA, and the Department of Architecture. Meetings with administrators and faculty indicated that communication between the department, college associate deans, and college dean is open and transparent. All four associate dean positions are filled with architecture faculty members, most of whom continue to teach in their specialty areas.

Meetings with the faculty and associate deans confirmed that architecture faculty members are involved in program governance, including service on department, college, and university committees, as well as ad hoc committees, and participation in regularly scheduled faculty meetings. Student voices are heard primarily through student interactions with the department chair, who has an open-door policy. In addition, architecture faculty members are involved in interdisciplinary initiatives.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND 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: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5205 Design Theories 2, ARC 5176 Computer Practices 2, SPC 5066 Presentation Skills, and ARC 5362 Design 9.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5361 Comprehensive Design and ARC 5362 Design 9.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5335 Design 6, ARC 5361 Comprehensive Design, and ARC 5362 Design 9.

A.4 Architectural Design Skills: *Ability to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5361 Comprehensive Design and ARC 5362 Design 9.

A.5 Ordering Systems: *Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5329 Design 5, ARC 5361 Comprehensive Design, ARC 5362 Design 9, and ARC 5075 Formative Studio 1.

A.6 Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5335 Design 6, ARC 5361 Comprehensive Design, ARC 5075 Formative Studio 1, ARC 5076 Formative Studio 2 (sustainable urbanism), and ARC 5362 Design 9.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5744 History 3, ARC 5249 Design Theories 1, and ARC 5205 Design Theories 2.

A.8 Cultural Diversity and Social Equity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5744 History 3, ARC 5249 Design Theories 1, and ARC 5361 Comprehensive Design.

Realm A. General Team Commentary: Students in the M. Arch program have demonstrated a strong grasp of critical thinking and representation skills, which indicates that the program has emphasized these skills. The work shown for all design studios, design theory classes, and history classes demonstrated ability and understanding with regard to conducting investigations, exploring thoughtfully, communicating clearly, applying the fundamentals of ordering systems, and synthesizing information through the use of precedents.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Not Met

2017 Team Assessment: The ability to prepare a comprehensive program for projects was not evident in ARC 5362 Design 9 and in ARC 5361 Comprehensive Design. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5362 Design 9, ARC 5483 Integrated Building Systems, and ARC 5621 Environmental Systems 2

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5361 Comprehensive Design, ARC 5483 Integrated Building Systems, and ARC 5335 Design 6.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5361 Comprehensive Design and ARC 5483 Integrated Building Systems.

- B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5554 Structures 2, ARC 5555 Structures 3, and ARC 5483 Integrated Building Systems

- B.6 Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5483 Integrated Building Systems, ARC 5312 Environmental Systems 1, and ARC 5621 Environmental Systems 2.

- B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5361 Comprehensive Design and ARC 5483 Integrated Building Systems.

- B.8 Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for ARC 5361 Comprehensive Design and ARC 5483 Integrated Building Systems.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5621 Environmental Systems 2 and ARC 5483 Integrated Building Systems.

- B.10 Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6280 Professional Office Practice, ARC 5483 Integrated Building Systems, and ARC 5362 Design 9.

Realm B. General Team Commentary: The level of student engagement in technology, sustainable design, and building systems was extensive and rigorous. This was clearly evidenced in ARC 5483 Integrated Building Systems, ARC 5361 Comprehensive Design, and ARC 5362 Design 9. The work in these courses was impressive and reflected a curriculum commitment to developing student interest in a collaborative environment. Drawings, models, and brochures exhibited in-depth design solutions, detailed systems, and a full understanding of building elements that were presented using the latest technology and architectural software programs. The student work addressed the full range of knowledge needed to meet the requirements of today's buildings. Student/faculty/professional interaction was evident in student graphic presentations, jury comments, and visits to construction sites. Coursework teaching the Realm B content is taught in a manner that is directly relevant to subsequent studios, practice, and post-graduate studies.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARC 5362 Design 9 and ARC 5205 Design Theories 2.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5361 Comprehensive Design, ARC 5362 Design 9, ARC 5483 Integrated Building Systems, and ARC 5621 Environmental Systems 2.

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

[X] Met

2017 Team Assessment: The projects that supported achievement of this criterion came from ARC 5361 Comprehensive Design and included a mixed-use building and a public library, which were both located in similar urban environments. Projects designed for sensitive landscapes in ARC 5362 Design 9 also supported achievement of this SPC.

Realm C. General Team Commentary: Realm C is a program strength. It was clear that research, evaluation, and decision-making directly supported the integrative design process.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.*

[X] Not Met

2017 Team Assessment: No evidence was found of a student understanding of this criterion in the material provided to the team. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

D.2 Project Management: *Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6280 Professional Office Practice.

D.3 Business Practices: *Understanding of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6280 Professional Office Practice.

D.4 Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6280 Professional Office Practice.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6280 Professional Office Practice.

Realm D. General Team Commentary: The Department of Architecture provides a solid educational foundation in professional practice, which is critical to providing an understanding of project management, the legal and business aspects of practice, professional ethics, and consultant selection processes. However, the team was unable to find evidence of an understanding of stakeholder roles in architecture.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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 Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: Published materials from FIU attest to its accreditation by the Southern Association of Colleges and Schools.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2017 Team Assessment: This condition has been **Met** as evidenced by the APR, Section II.2.2, where there is a detailed description of the 2-year and 3-year Master of Architecture degree curricula, and a description of the requirements for transfer students from a 4-year pre-professional degree program. The APR also includes a course matrix by semester, course number, and credits.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The team found that the program's policies meet the expectations and requirements for this condition as outlined by the NAAB.

Applicants seeking admission to FIU must submit official secondary school transcripts and appropriate test scores. The high school diplomas received from applicants for undergraduate degree programs at FIU must have been completed at a secondary institution accredited by a regional accrediting body or at an institution accredited by a national accrediting agency recognized by the United States Department of Education. Applicants who have received an Associate of Arts (A.A) degree from a Florida public community college or Florida state university will be considered for admission to FIU without restrictions, except for published limited-access programs within the university.

In cases where the approval of transfer credit or advanced standing status is necessary, the Department of Architecture carries out a formal review process to examine prior course content that will substitute for the required courses in the pre-graduate curriculum.

Official transcripts, syllabi for prior courses taken, and examples of completed student work are reviewed. This process first involves an assessment by the director of student advising and admissions. Then, there is an assessment by the department chair, who typically consults with faculty who teach the courses in the competency areas under review for advanced standing, such as history/theory, structures, building technology, and design. In addition, all of Florida's public accredited programs participate in a regulated course numbering system in which course numbers, course content, and learning expectations are coordinated across Florida's public universities and community colleges in order to ensure course equivalency. This system minimizes variation in content and helps to ensure that pre-graduate competencies are fully met in cases where transfer credit and advanced standing are accepted. When a substitution is permitted, the student completes the credits with elective credits.

A student seeking admission into the 3-year graduate program must have a Bachelor's degree from a regionally accredited institution. In the case of foreign students, the Bachelor's degree must be from an established institution of higher learning that has been authorized to grant degrees by the appropriate authorities in that country.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2017 Team Assessment: The exact language required in the *2014 NAAB Conditions for Accreditation* is located on the FIU Department of Architecture website under a tab labeled "Accreditation" (<http://carta.fiu.edu/architecture/academics/naab-accreditation/>).

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The documents required are available on the FIU Department of Architecture website under a tab labeled "Accreditation" (<http://carta.fiu.edu/architecture/academics/naab-accreditation/>).

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: Career development information is available on the FIU Department of Architecture website under a tab labeled "Career" (<http://carta.fiu.edu/architecture/>).

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: Public access to APRs and VTRs is found on the FIU Department of Architecture website under a tab labeled "Accreditation" (<http://carta.fiu.edu/architecture/academics/naab-accreditation/>).

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2016 Team Assessment: Public access to the NCARB ARE Pass Rates is found on the FIU Department of Architecture website under a tab labeled "Accreditation" (<http://carta.fiu.edu/architecture/academics/naab-accreditation/>).

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2017 Team Assessment: Public access to admissions and advising information is found on the FIU Department of Architecture website under a tab labeled "Apply" (<http://carta.fiu.edu/architecture/>).

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

[X] Met

2017 Team Assessment: Public access to student financial information is found on the FIU Department of Architecture website under a tab labeled "Students" (<http://carta.fiu.edu/architecture/>).

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Met

2017 Team Assessment: Verified Annual Statistical Reports have been provided in the format required by the *NAAB Procedures for Accreditation*.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Met

2017 Team Assessment: Interim Progress Reports, as required, have been provided by the NAAB Procedures for Accreditation.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

Realm C: Integrated Architectural Solutions:

C.1 Research: ARC 5205 Design Theories 2 stands out by pushing the envelope into the digital age with research topics such as "Digital Networks as a Strategy in Architecture and Design"; virtual and augmented reality; surveillance mapping of culture, life, and the physical world; swarm intelligence; and cyborgs/robots.

Appendix 3. The Visiting Team

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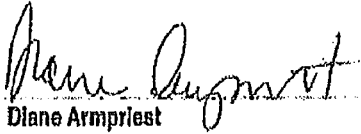
V. Report Signatures

Respectfully Submitted,



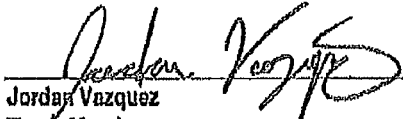
Denis Henmi, FAIA, NCARB
Team Chair

Representing the NCARB



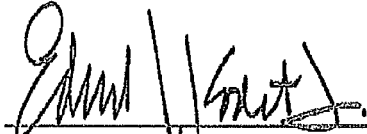
Diane Armpriest
Team Member

Representing the ACSA



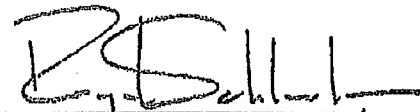
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Non-voting member

