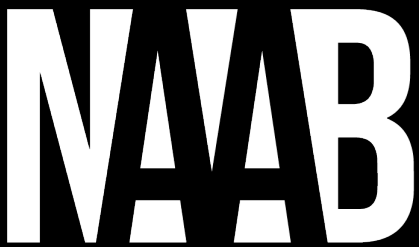


Visiting Team Report

Savannah College of Art and
Design
Department of Architecture

M.Arch.

Visit Dates: April 25-27, 2022



National
Architectural
Accrediting
Board, Inc.

Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	<u>Savannah College of Art and Design</u>
Name of Academic Unit	Department of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> 180 undergraduate credits in a preprofessional or preparatory program in architecture or a related discipline plus 90 graduate credits <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2013
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Dr. Geoffrey Taylor, Dean of the School of Building Arts
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Dr. Geoffrey Taylor, Dean of the School of Building Arts
Chief Academic Officer of the Institution	Dr. Gokhan Ozaysin
President of the Institution	President Paula Wallace

I. Summary of Visit

a. Acknowledgments and Observations

The NAAB Visiting Team would like to extend its appreciation to all the students, faculty, staff, and administration of the Department of Architecture within the School of Building Arts at Savannah College of Art and Design, as well as the institution's leadership, for their thorough preparation for the virtual team visit, and openness to accommodate additional material requests, answering all questions, and providing in depth context around the Department of Architecture's M.Arch. program and the SCAD culture. The Visiting Team would like to extend special thanks to Dean Geoffrey Taylor for his skillful leadership of the program during this process. We would also like to note the contributions of Vice President Erin O'Leary and the SCAD Office of Institutional Assessment for forming a robust assessment program aligned with the NAAB conditions for accreditation.

While talking with the faculty, students, staff, and institutional leaders, it was noted how supportive the SCAD community is of one another. Students expressed much appreciation for their faculty, while faculty and administrators spoke highly of their colleagues. They maintain a "student-first" approach when discussing the program and the curriculum. As a teaching college, it is clear that students enjoy the availability of the faculty, their knowledge, and their valuable career networks. The dedicated staff at the university and the college work together to provide robust student support services for academic and career guidance. Both students and faculty noted the importance of the interdisciplinary opportunities that are possible due the broad array of creative disciplines within the university.

b. Conditions Not Achieved (list number and title)

SC.6 Building Integration

5.5 Social Equity, Diversity, and Inclusion, (Specifically 5.5.2 Faculty): Not Demonstrated

II. Progress Since the Previous Site Visit

2009 Student Performance 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 (2013): The team found evidence of the students' ability to respond to site characteristics and context in the development of a design project at the graduate level (ARCH 717: Graduate Architecture Studio I & ARCH 727: Graduate Architecture Studio II). However, the team did not find evidence of topographical modifications to accommodate a proposed project.

2022 Team Assessment: SPC B.4 Site Design is no longer part of the 2020 Conditions for Accreditation. Site conditions are addressed in SC 5 Design Synthesis. The APR describes multiple curricular changes and extended learning opportunities that have been introduced to expand students' abilities in site design. This criterion is now met.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

2022 Team Assessment: The APR describes the program's outcomes-based approach to teaching, learning, and assessment. This made it well-positioned for implementing the 2020

Conditions. The comprehensive studio sequence has been aligned with the new conditions and faculty hiring has sought to expand teaching from licensed professionals. A mentorship initiative has brought both national and international professional expertise into the studios. Student advising has been amplified through a 3-tier approach: each student has a faculty advisor, a student success advisor, and a career and alumni success advisor. Since the last visit SCAD has formed an Office of Inclusion.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[x] Described

Program Response:

With more creative degree programs and specializations than any other university in the U.S., SCAD is uniquely qualified to prepare talented students for creative professions. SCAD enrolls approximately 15,000 undergraduate and graduate students from more than 100 countries. The innovative SCAD curriculum engages professional-level technology and advanced learning resources. Students enjoy access to internships, professional licensure through IPAL, discipline certifications, and collaborations with corporate partners through SCADpro, the university's innovation studio and research-and-design consultancy.

SCAD Savannah provides architecture students with a preeminent learning experience elevated by one of the most distinctive built environments in higher education, composed almost entirely of repurposed, revitalized, and reimagined extant buildings. The architecture department enrolls more than 300 students and exists within the School of Building Arts, one of the earliest and most visible academic units of the university.

Faculty expertise propels proactive enhancements and evolutions in curricula — notably SCAD's IPAL program — which are hallmarks of the department's commitment to exceptional professional education. The program's curricular agility and continued connection to emerging professional practice primes the department to anticipate and innovate with rapidly changing technical and philosophical demands of the architecture profession.

SCAD architecture students explore design methodologies; address resiliency, sustainability, and social responsibility; and develop a clear personal design ethos. Students acquire technical expertise in a professional work environment with a studio culture that mirrors architectural practice. Through co-curricular and cross-disciplinary instruction, and focused resources, events, and advising, students enhance their academic experience and prepare for professional careers.

2022 Analysis/Review: The mission as summarized above was observed in the evidence presented and during the team's virtual visit. The SCAD Department of Architecture benefits greatly from its setting in a college offering programs in a comprehensive array of creative arts and professions. Students have many opportunities to engage in college-wide events and programs. The focus on engaging professional

themes in the local and global context is clear in both the structure of the curriculum and the non-curricular offerings.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

[x] Described

2022 Analysis/Review:

Design (Described)

As an institution specifically centered around the creative arts, the architecture program, and the School of Building Arts it resides in, align with the overall mission of SCAD in preparing talented students for creative professions through engaged teaching and learning in a positively oriented university environment. The architecture program prepares its learners for emerging professional practice and keeps pace with the rapidly changing technical and philosophical demands of the architectural profession, with its IPAL program as an example.

Environmental Stewardship and Professional Responsibility (Described)

The *Architecture Learning Culture Credo*, originated by SCAD students and updated in 2022, “fosters a positive learning and teaching community that models the profession’s values and ethics.” The Credo emphasizes the importance of environmental stewardship, embraces professional responsibility, and promotes positive, ethical actions toward public health, safety, and welfare. SCAD ensures that they model environmental stewardship throughout their physical space and weaves it throughout their

coursework. The newly renovated Clark Hall exemplifies a commitment to sustainable best practices, and serves as a living laboratory for architectural studies, including a visual energy use meter to demonstrate SCAD's commitment to carbon-neutral planning and design. SCAD promotes certifications like USGBC LEED Green Associate (LEED GA) and has aligned studio content and adapted assignments to enable students to meet certification requirements upon course completion.

Equity, Diversity, and Inclusion (Described)

The SCAD Office of Inclusion engages students, faculty, and staff to ensure a culture in which all people feel welcomed, valued, respected, and empowered to thrive. This mission is embedded in the SCAD Architecture Learning Credo, the institution's "student-focused" approach, and the learning and teaching culture. Faculty have participated in EDI training and have adjusted their syllabi to be more inclusive.

Knowledge and Innovation (Described)

Students are exposed to applied research through design practice and are encouraged to identify and pursue research questions within their studio projects. Innovation is seen as an integral part of creative practice. Interdisciplinary innovation is encouraged through projects and courses bringing together students and faculty from multiple creative disciplines.

Leadership, Collaboration and Community Engagement (Described)

There are many leadership and collaborative opportunities for students to participate in amongst the extra-curricular organizations both at SCAD and within the Department of Architecture, which is made evident from the institution's website, *SCAD Architecture Learning Credo*, and from the university's expectations of students per course syllabi. "Congruent with the university's values, SCAD promotes interdisciplinary and professional collaborations (through SCADpro, internships, and electives in related disciplines), community engagement initiatives (through SCAD SERVE), and student involvement and leadership opportunities. (APR)." Evidence of community engagement with the locality is presented in curricular demographic and environmental research, and extracurricular interaction with the city of Savannah through community service.

Lifelong Learning (Described)

SCAD's Learning Culture Credo "...embrace(s) lifelong learning in dedication to mastering the principles and disciplines that define the architecture profession." SCAD cultivates a professional network that reinforces the connection between alumni and the university community, frequently inviting alumni, and welcoming distinguished professionals to serve as mentors within their coursework and visiting lecturers.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

[X] Met

2022 Team Assessment: Evidence on how the architecture program ensures that learners understand the various career paths to become a licensed architect in the United States and showcase additional career options that leverage the program's skills and knowledge are found in various locations. Additionally, SCAD as an institution centers itself around being a career-focused university, which benefits learners in the architecture program.

ARCH 706, *Architectural Practices*, prepares students for the topics covered in the Architectural Registration Exam (ARE).

The institution has a robust Career Services unit that provides exercises in mock-interviews and communication, and hosts career fairs and various networking events.

The assessment process for ARCH 706 documents the learning outcomes associated with PC1 together with benchmarks, metrics, data analysis, and actions.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

[X] Met

2022 Team Assessment: Evidence of student achievement in design process at multiple scales was described in the following courses:

ARCH 717, *Graduate Architecture Studio I: Urban Design and Development*

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

ARCH 799, *Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition*

The project highlighted in both ARCH 727 and ARCH 737 was a Cruise Ship Terminal in Venice, Italy.

Though the studio sequence emphasizes large scale urban projects, there was some evidence of design inquiry at the scale of a mid-sized building. Supplemental experiences including visiting lectures provide additional exposure to design at multiple scales.

The assessment process documents the learning outcomes associated with PC2 together with benchmarks, metrics, data analysis, and actions.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

[X] Met

2022 Team Assessment: Evidence of student understanding at the prescribed level is found in:

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

In these design studios, students explore design through the lens of the Committee on the Environment (COTE) Top Ten.

The assessment process documents the learning outcomes associated with PC3 together with benchmarks, metrics, data analysis, and actions.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

[X] Met

2022 Team Assessment: Evidence of student understanding at the required level was described in the following courses:

ARCH 745, *Graduate Seminar in Architecture*

ARCH 747, *Graduate Architecture Studio IV: Interdisciplinary Focus*

ARCH 775, *Global Architectural Practice*

ARCH 798, *Graduate Architecture Studio: Thesis I - Developing Concept, Context, and Program*

ARCH 799, *Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition*

Though there are no required history or theory classes in the curriculum, there are many elective opportunities. Architectural history is typically included in a pre-professional education, and the admissions process assigns additional coursework when necessary.

The assessment process highlights learning outcomes for PC4 that are tied to specific student studio projects. The diversity of projects allows students to develop a broad understanding of the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

[X] Met

2022 Team Assessment: Evidence of how the program prepares learners to engage and participate in architectural research to best test and evaluate innovations in the field are found in coursework, as well as in non-curricular activities and locations. Research findings in the student work provided were not rigorous in citing sources using industry standards (APA, Chicago etc.)

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*,

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

ARCH 745, *Graduate Seminar in Architecture*

ARCH 798, *Graduate Architecture Studio: Thesis I - Developing Concept, Context and Program*,

ARCH 799, *Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition*

The assessment process documents the learning outcomes associated with PC5 together with benchmarks, metrics, data analysis, and actions.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

[X] Met

2022 Team Assessment: Evidence of student understanding at the required level was found in:

ARCH 706, *Architectural Practices*

ARCH 717, *Graduate Architecture Studio I: Urban Design and Development*

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

Courses exhibited effective collaboration skills and an ability to tackle complex problems. Non-curricular documentation, including the *Learning Culture Credo*, presents that many opportunities for leadership do exist, and that student participation is encouraged and, in some cases, required.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

[X] Met

2022 Team Assessment: The Learning Culture Credo (LCC) created by SCAD faculty and students is specific to the Architecture Department and outlines behaviors of respect, inclusion, engagement with the university, and alumni. Successful application of the LCC was widely confirmed in conversations with students and faculty during the visit and also by the SCAD Assessment. The document assures that the criterion of the Credo is assessed and reviewed every year (for the past three years), and that in order to address the section of the Credo feedback that received the poorest scores (interdisciplinary work), SCADpro and SCADamp sessions have been created and improved. The APR underscores all of the above.

It was noted that the LCC refers to the Intern Development Program, the former NCARB program; please revise the reference to Architectural Experience Program (AXP).

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

[X] Met

2022 Team Assessment: Some evidence of student understanding at the required level was found in the following courses:

ARCH 706, *Architectural Practices*

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 775, *Global Architectural Practice*

These issues are reinforced in the Credo, in electives and non-curricular opportunities.

Assessment occurs through a learning outcome associated with ARCH 727 and ARCH 799. The assessment process documents benchmarks, metrics, data analysis, and actions.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

[X] Met

2022 Team Assessment: Evidence confirming student understanding at the required level was found in the following courses:

ARCH 706, *Architectural Practices*

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

As primary evidence for proving that SC.1, HSW in the Built Environment is met, ARCH 706 documentation meets this requirement. The course syllabus outlines how this content is presented.

Primary evidence provided by ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

Secondary evidence contains elements of research and design. SCAD does host ARE workshops for learners, as provided in the evidence, in addition to hosting institution events and activities, and providing information around the IPAL program, demonstrate evidence that students understand the impact of the built environment on health, safety, and welfare (HSW) over multiple scales.

The assessment process documents the learning outcomes associated with SC. 1 together with benchmarks, metrics, data analysis, and actions.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

[X] Met

2022 Team Assessment: Evidence of student understanding at the required level was found in the following courses:

ARCH 706, *Architectural Practices*

ELDS 727, *Advanced Digital Applications for Practice and Project Management*

Supplemental evidence was found in:

ARCH 775, *Global Architectural Practice*

There are strong ties between the graduate architecture program and professional practice, with opportunities for professional mentors, SCADpro, SCADamp, lectures from visiting practitioners and the *Guests and Gusto* virtual interview series.

The assessment process documents the learning outcomes associated with SC.2 together with benchmarks, metrics, data analysis, and actions.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

[X] Met

2022 Team Assessment: Evidence confirming student understanding at the required level was found in the following courses:

ARCH 719, *Structures: Lateral Forces*

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

The assessment process documents the learning outcomes associated with SC.2 together with benchmarks, metrics, data analysis, and actions.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

[X] Met

2022 Team Assessment: Evidence of student understanding at the required level was found in the following courses:

ARCH 719, *Structures: Lateral Forces*

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

The assessment process documents the learning outcomes associated with SC.4 together with benchmarks, metrics, data analysis, and actions.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

[X] Met

2022 Team Assessment: Evidence of students' ability to synthesize user requirements, regulatory requirements, site conditions, and accessible design in an architectural project was found in the following courses:

ARCH 727, *Graduate Architecture Studio II: Comprehensive Design and Programming*

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*.

Some consideration of the environmental impacts of their design decisions was found in:

ARCH 799, *Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition*

The assessment process documents the learning outcomes associated with SC. 5 together with benchmarks, metrics, data analysis, and actions.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

[X] Not Met

2022 Team Assessment: Evidence of students' ability to make design decisions integrating building envelope systems and assemblies, and structural systems was found in:

ARCH 737, *Graduate Architecture Studio III: Comprehensive Detailing and Systems*

Some evidence of students' ability to make design decisions integrating environmental control systems and life safety systems was found in assignments associated with ARCH 737. While the syllabus

indicated lectures around daylighting, energy modeling and net zero design, there was no clear evidence of the “measurable outcomes of building performance” in the student work.

The assessment process documents the learning outcomes associated with SC. 6 together with benchmarks, metrics, data analysis, and actions.

4—Curricular Framework

This condition addresses the institution’s regional accreditation and the program’s degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

2022 Team Assessment: SCAD is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Its most recent affirmation of accreditation occurred in 2021. Evidence was found on the university’s website and confirmed by a letter provided by the program.

4.2 Professional Degrees and Curriculum

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

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution’s baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants’ prior academic experience relative to this requirement. Programs accepting transfers from other institutions must

document the criteria and process used to ensure that the general education requirement was covered at another institution.

- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Met

2022 Team Assessment: Evidence of the M.Arch. meeting the required Curricular Framework was found in the APR.

Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

[X] Met

2022 Team Assessment: 4.3.1 Evidence is referenced in the APR as “assessment tool” and was provided in *Additional APR Information* in folder “4.3 Evaluation of Preparatory Education”. Prospective student applications are reviewed by the department using a comprehensive rubric. Evidence showcases the various applicant typologies that apply to the program.

4.3.2 Per the APR, “The SCAD architecture program does not rely on preparatory education to meet NAAB accreditation criteria. The graduate admission review and, when appropriate, the assignment of preparatory (preliminary) and/or intensive course requirements at the admission level validate entering professional M.Arch. students' ability to successfully meet NAAB program requirements and graduate-level expectations.” Existing BFA students applying to the M.Arch. program are reviewed via the admissions “assessment tool” noted above.

4.3.3 Evidence is referenced in the *admissions policies* document linked in the APR.

The assessment process documents prior student learning through the use of rubrics and actions for admittance or non-admittance to the program.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

2022 Team Assessment: 5.1.1 Evidence is found in the APR, the organizational chart and faculty handbook, and was verified during the visit. SCAD comprises nine schools, each led by an academic dean, with each program within the school led by an academic program coordinator (i.e., chair or associate chair). School deans are responsible for the quality of SCAD academic programs and teaching and learning effectiveness across all locations and learning modalities.

Per the APR, SCAD Architecture faculty report to the department chair, who directs the B.F.A. and M.Arch. programs. The department chair reports to the dean of the School of Building Arts, who oversees the five academic departments: Architectural History, Architecture, Furniture Design, Interior Design, and Preservation Design.

All faculty positions are annually contracted, non-tenured, with the title of professor. There are no faculty ranks. Faculty may request two- or three-year employment agreements after five years of employment.

Key personnel were identified in the APR. At the time of this NAAB Team Visit, the Architecture Department Chair position is open and there is an active search for a new chair. The Dean of the School of Building Arts is fulfilling the responsibilities of the department chair. There has been significant turnover in the Department Chair position since the last accreditation visit. In supplemental information provided to the visiting team, and in conversations with leadership, faculty, staff, and students, it is clear that the university's priority in this search is to invest in long-term, high-quality academic program leadership.

5.1.2 Evidence was found in the APR, the SCAD website, and verified during the visit. The elected Board of Trustees governs SCAD with ultimate authority by establishing the university's mission and broad policies; securing financial resources to support the university's goals; and electing the President. Architecture faculty members actively participate in administrative governance of the program and institution through department committee service; annual retreats and regular faculty meetings; curricular enhancements and assessment; and university-wide faculty council service.

Architecture faculty serve on four departmental committees along with one nominated student member per committee. The department chair or dean act as ex-officio members. Committees include Accreditation, Admission and Internship, Curriculum and Assessment, and Technology. Committees meet quarterly and during the annual faculty retreat, where they review and update strategic program initiatives and establish annual goals.

Architecture students have a voice in governance through appointments to departmental committees alongside faculty; leadership in the formation, evolution, and modeling of the *SCAD Architecture Learning Culture Credo*; and service on the United Student Forum (USF), the student representative body. In addition, students participate in the hiring process of new faculty by attending in-class presentations from prospective faculty and providing feedback.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

[X] Demonstrated

2022 Team Assessment: 5.2.1 The APR details a description of the role of long-term planning in programmatic and institutional planning initiatives, especially at a university-level. Coordinated by the SCAD institutional effectiveness department, the strategic plan and process, called SCADnext, is multi-year, and explicitly references specific accreditation requirements (such as NAAB) and their integration into departmental goals.

5.2.2 The APR also documents architecture department strategic outcomes and their accompanying key performance indicators. "Key performance indicators include: enrollment; seat utilization; retention; thesis completion and time to completion rates; employment rate; internship completion; admission support; extended learning opportunities; participation in SCADpro; student certification completion; mentor visit statistics; and awards and rankings." (APR)

5.2.3 The APR includes progress made towards goals in the SCADnext strategic plan, and the action items that are in place to continue that progression.

5.2.4 The APR documents the strengths and opportunities faced by the program. The school chose to identify "challenges" as "opportunities" as areas for improvement are not considered burdensome.

5.2.5 Ongoing outside input from others comes in the form of survey results, although those surveyed are usually associated with SCAD. Outside contributors include alumni, guest lecturers, students, SCADpro partners, and employers from the Career Fair.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2022 Team Assessment: The APR describes the program's outcomes-based approach to curriculum development. Course-level learning outcomes are created in alignment with both NAAB criteria and other educational standards. Program level learning assessment is managed by the University's office of institutional assessment. Assessment plans and scoring guides are developed for each course. The team's meeting with the faculty raised concerns and subsequently confirmed the leadership role of faculty

in curriculum development. The guidance from the department chair that is noted in the APR has been hampered by the lack of leadership continuity.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] Demonstrated

2022 Team Assessment: 5.4.1 SCAD described their approach to balancing workload in the APR. Full-time faculty hold annual contracts, requiring twelve courses per academic year (four per quarter) with the equivalent of 20 contact hours with students per week. Architecture studios meet for 10 hours per week and count as two courses. There is flexibility for faculty to add a summer course for additional pay, and for part-time faculty to supplement the faculty, teaching up to eight courses per academic year. Faculty who attended the meeting with the team indicated that the workload was appropriate and that breaks between quarters and over the summer provided adequate time for research and creative work.

5.4.2. Documentation of an *Architect Licensing Advisor* is found in faculty CV and APR language. Evidence of attending the biannual NCARB Summit and staying up to date on licensing information was not documented. It is recommended that that advisor add conference attendance(s) to their CV. By talking with SCAD staff, the visiting team learned that the IPAL advisor attends the NCARB Licensing Advisors Summit and stays connected to changes in licensing, AXP hours, and exam requirements.

5.4.3 The APR and the requested supplementary materials describe the opportunities offered for faculty professional development. In our meetings with faculty and staff, it was evident that both cohorts feel supported with ample opportunities for professional development. This included the ability to attend desired educational and professional conferences, to correlate faculty's areas of interest or expertise with the courses they teach, to obtain certifications and training in software or teaching best practices.

5.4.4: Extended learning opportunities hosted by the university are listed at the end of almost every syllabus (e.g., ARCH 719, ARCH 798, ARCH 799) and students are required to attend at least 3 in accordance with some courses; the opportunities offered cover topics including collaboration, college life, time management, and mental health. Conversations with students and faculty confirmed what is also in the Student Handbook which details access and the process of accessing guidance with personal counseling, mental health advising, and career advising. SCAD's website indicates the potential facilitation of an ombudsperson in the event of conflicts, which improve a culture of student well-being.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[x] Not Demonstrated

2022 Team Assessment: 5.5.1 (Demonstrated) The APR describes SCAD's commitment to Social Equity, Diversity and Inclusion in its human, physical and financial resources. Regarding physical resources, SCAD strives to provide welcoming, functional, efficient, and fully accessible facilities. Regarding financial resources, SCAD's responsible fiscal stewardship drives innovation in its academic programs, diverse and inclusive programming, and student support resources, as well as robust student financial aid opportunities. A number of scholarships are offered for students in specific demographic populations. SCAD continuously invests in its programs and services, faculty, students, and facilities.

5.5.2 (Not Demonstrated) In the APR, the program states that it intends to maintain the diversity of its faculty, although not through the actions of a significant plan. It is noted in the APR that the diversity of the profession is increasing, yet the methods of increasing diversity through hiring at SCAD remain the same, are not intended to change, and have shown limited success since the last accreditation cycle. The APR states the program's student demographics, and states the program's faculty demographics, without comparing them further. The program uses the profession's demographics as a relevant benchmark; however, the profession and its collateral organizations have all asserted that radical changes are required to increase diversity in our profession, and SCAD's faculty demographics do not compare favorably to the current demographics of the academic community as documented in the NAAB 2020 Annual Report. The comparison of faculty with a sample size of 25 cannot accurately benchmark against the profession's demographics of over 100,000 licensed architects in the United States.

5.5.3 (Demonstrated) The APR highlights the university's commitment to diversity of its student body, the department plans on maintaining the current diversity of the student body by collaborating with the admissions office, office of inclusion, and international student office. It is recommended that a more active approach be implemented to increase the diversity of the program relative to race.

5.5.4 (Demonstrated) The APR highlights EEO/AA policies and employee training. The newly implemented Office of Inclusion offers a series of events open to the SCAD community. All programs have initiated a curriculum review focusing on adopting inclusive language and diverse perspectives. The architecture students have been supported in establishing a chapter of NOMAS and other organizations advancing diversity and inclusion.

5.5.5 (Demonstrated) The APR describes multiple resources for supporting staff, faculty, and students with different physical and/or mental abilities.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2022 Team Assessment: 5.6.1 Evidence that the program has appropriate space to support and encourage studio-based learning was provided through the *SCAD Virtual Facilities Tour* video. Additional evidence was provided via *item 14 - Facilities, Faculty Workspaces Details Request*; however, during interviews students mentioned that there are not enough spaces for them to pin-up work.

5.6.2 Evidence that space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, labs, shops, and equipment was seen in the provided video evidence, requested floor plans, and buildings outlined in the APR. Evidence of private spaces was confirmed by interviewing students and faculty.

5.6.3 Evidence was provided in the *SCAD Virtual Facilities Tour* video and requested floor plans of Clark Hall to demonstrate space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, and mentoring. Evidence of private spaces for faculty to advise students and have private conversations was confirmed with interviews with students and faculty.

5.6.4 Evidence was provided via a list in the SCAD APR describing resources to support all learning formats and pedagogies in use by the program. The *SCAD Virtual Facilities Tour* video also shows some of these items.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

[X] Demonstrated

2022 Team Assessment: Evidence that SCAD provides institutional support and financial resources for student learning and achievement is found in the APR and was verified through discussions with faculty and students during the visit. SCAD's architecture department has sufficient annual operating budgets, substantial expenditures per FTE student, and strategic capital investments in FY20 and FY21, including a sixteen-million-dollar (\$16M) investment in the redesign and renovation of Clark Hall, creating the classroom, studio and auxiliary spaces that support high-quality architectural education.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

[X] Demonstrated

2022 Team Assessment: The SCAD Libraries house a comprehensive collection that includes general and special collections or archives, visual resources, and on-line materials available in Atlanta, Savannah and Lacoste, France. SCAD Libraries hold approximately 16,000 print and on-line volumes categorized as architecture or aligned topics by the Library of Congress, plus more than 17,000 additional volumes in other classifications directly related to the study of architecture.

Additional resources include architecture-specific databases such as The Avery Index to Architectural Periodicals, BuildingGreen Suite, Art and Architecture Source, as well as a vast number of images through SCAD's Visual Resource Center to support the research and teaching needs of students and faculty members. SCAD employs 13 librarians and 4 support staff to maintain one of the largest collections of library materials among art and design universities in the U.S. SCAD librarians in key areas hold degrees from ALA-accredited library science graduate programs.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

[X] Met

2022 Team Assessment: Statement on NAAB-Accredited Degrees with the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 is published in the SCAD Catalog, SCAD Fact Book and the SCAD website: <https://www.scad.edu/academics/programs/architecture>. In addition, the Statement on NAAB-Accredited Degrees is published in the Faculty Handbook, Staff Handbook and Student Handbook which are readily available on SCAD's internal website for students, faculty, and staff members.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

[X] Met

2022 Team Assessment: Access to NAAB Conditions and Procedures including the 2020 Conditions for Accreditation, the 2009 Conditions for Accreditation, the 2020 Procedures for Accreditation, and the 2012 Procedures for Accreditation is available through the SCAD website: <https://www.scad.edu/academics/programs/architecture/professional-march-degree-accredited-national-architectural-accrediting-board>.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

[X] Met

2022 Team Assessment: Evidence of Career Development services for students was found throughout the APR, but specifically in its description of the SCAD Career and Alumni Success department (which hosts the annual Career Fair and accompanying workshops). Additional evidence was abundant in non-curricular descriptions of the SCAD Career and Alumni Success department, and the website's easily available information about the extensive advising system. Further evidence was found in documentation of the IPAL program and the professional mentorship program. All was confirmed by students and faculty during the visit.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

[X] Met

2022 Team Assessment: Access to the 2015 Interim Progress Report, 2016 Interim Progress Report Response, the 2012 – 2021 NAAB Annual Reports, the 2013 Decision Letter from NAAB, the 2012-13 NAAB Architecture Program Report, and the 2013 NAAB Visiting Team Report are available through the SCAD website: <https://www.scad.edu/academics/programs/architecture>. A Plan to Correct and NAAB responses to any Plan to Correct are not applicable. NCARB ARE pass rates are available on SCAD's website: <https://www.scad.edu/academics/programs/architecture/degrees/march>. Statements and/or policies on learning and teaching culture are outlined in SCAD's Learning Culture Credo which is available on SCAD's website: <https://www.scad.edu/content/learning-culture-credo>. Statements and/or policies on diversity, equity, and inclusion are outlined in SCAD's Nondiscrimination Policy, which is available on SCAD's website: <https://www.scad.edu/about/scad-glance/disclosures-and-policies/compliance-and-policies/nondiscrimination-policy>.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

[X] Met

2022 Team Assessment:

- a. Evidence found at: <https://www.scad.edu/admission/apply>. Reference provided in APR.
- b. Evidence found via the “SCAD Catalog”, <https://www.scad.edu/admission/academic-catalog> for all information pertaining to the M.Arch. program.
 - i. Admissions processes can be found here, <https://www.scad.edu/admission/admission-information/graduate>, or here <https://www.scad.edu/admission/admission-information/transfer>, if transferring into the program.
 - ii. Admissions repeal processes are noted in the APR and can be found here, <https://www.scad.edu/about/scad-glance/disclosures-and-policies/compliance-and-policies/complaints-and-appeals>.
- c. SCAD utilizes an assessment rubric for prospective learners applying to the M.Arch. program for both internal and external candidates. Evidence of this assessment rubric was provided
- d. Evidence found on the SCAD website here, <https://www.scad.edu/admission/financial-aid-and-scholarships>
- e. Explanation was provided per the APR, “the architecture department plans to maintain...already diverse student population...”
 - i. It is recommended that the department reassess this approach to be more active in increasing its DEI efforts.

The assessment process in student admissions assesses learner readiness to participate in graduate level study.

6.6 Student Financial Information

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2022 Team Assessment: 6.6.1: SCAD’s website includes several resources about financial aid at SCAD and general college financial literacy. There is also a mention of access to financial aid advisers on the website, which was confirmed in conversations during the visit.

6.6.2: SCAD’s website includes an itemized list of proposed expenses for graduate-level learning.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

PC.7 Learning and Teaching Culture

The Learning Culture Credo (LCC) created by SCAD faculty and students is specific to the Architecture Department and outlines behaviors of respect, inclusion, engagement with the university, and alumni. Successful application of the LCC is widely confirmed in conversations with students and faculty during the visit and also by the SCAD Assessment. The document assures that the criterion of the Credo is assessed and reviewed every year (for the past three years), and that in order to address the section of the Credo feedback that received the poorest scores (interdisciplinary work), SCADpro and SCADamp sessions have been created and improved. The APR underscores all of the above.

It was noted that the LCC refers to the Intern Development Program, the former NCARB program; please revise the reference to Architectural Experience Program (AXP).

5.4.4 Support Services for Students

Support Services for Students at SCAD were found to address a wide breadth and significant depth of assistance for students with various needs. The team was impressed by core advising from faculty advisors, Student Success Advisors, and dedicated career advising available for students throughout their time in the program. Evidence provided by the program described the SCADpro, SCADamp, SCADextra, and SCADserve offerings. These opportunities benefit students and reinforce the skills they will need to succeed both in their studies at SCAD but and their professional life. The commitment to continuous improvement through these programs shows an investment in “the whole student.” The visiting team was also impressed by international students’ accounts of the support and guidance they receive from dedicated SCAD advisors.

6.3 Access to Career Development Information

The Office of Career and Alumni Success was highlighted by faculty and students alike in meetings during the visit. An annual Career Fair supplemented by numerous workshops and events prepare students as they engage the profession.

Appendix 2. The Visiting Team

Team Chair, Educator Representative

Judith Kinnard, FAIA
Harvey-Wadsworth Chair of Landscape Urbanism, Professor of Architecture
Tulane University
School of Architecture
6823 St. Charles Ave.
New Orleans, LA 70118
504.314.2322
jkinnard@tulane.edu

Practitioner Representative

Mary Shaffer, AIA, NCARB, LEED AP
Architecture Department Manager
Mead & Hunt, Inc
7900 International Drive, Suite 980
Minneapolis, MN 55425
612.859.1712
mary.shaffer@meadhunt.com

Regulator Representative

Nathaniel St. Jean, AIA NCARB
Director, Learning & Development
Suffolk Construction Company
Founder, Tectonica
Nashua, NH 03064
774.407.5327
stjean.nathaniel@gmail.com

Student Representative

Sarah Curry, AIAS, NOMA, Assoc. AIA
Designer, DIGSAU
Philadelphia, PA
678.993.8711
s95curry@gmail.com

Observer

Dale Clifford
51 Peachtree Memorial Drive, Unit #1
Atlanta, GA 30309
843.343.8848
dcliffor@scad.edu

V. Report Signatures

Respectfully Submitted,



Judith Kinnard, FAIA
Team Chair



Mary Shaffer, AIA
Team Member



Nathaniel St. Jean, AIA
Team Member



Sarah Curry, AIAS, NOMA, Assoc. AIA
Team Member



Dale Clifford
Observer