Architecture Program Report

Hampton University

September 7, 2022

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Hampton University**
Name of Academic Unit	School of Engineering & Technology Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: 168 credits, including 33 graduate level courses with no Bachelor degree being awarded Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2015
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Robert L. Easter, NOMAC, FAIA, Program Chair
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Joyce Shirazi, PE, Dean School of Engineering & Technology Robert L. Easter, NOMAC, FAIA, Chair Department of Architecture
Chief Academic Officer of the Institution	Dr. Joann Haysbert, Chancellor and Provost
President of the Institution	LTG (Ret.) Darrell K. Williams
Individual submitting the APR	Robert L. Easter, NOMAC, FAIA Program Chair
Name and email address of individual to whom questions should be directed	Robert L. Easter Robert.easter@hamptonu.edu (757) 727-5440

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response: It must be understood that the most recent visit in 2015, was based on the 2008 *NAAB Conditions for Accreditation.* Immediately after that visit, our attention turned to the 2014 *Condition* which were never reviewed in our program, but form the basis for many of the adjustments made in the program before the 2020 *Conditions* were implemented. The comments below, will describe our adjustments made to address the 2015 VTR, while complying with the 2014 *Conditions*. In some cases, the SPC's of the 2008 *Conditions* are superimposed over the 2014 SPC's.

Conditions Not Met

I.2.3. Physical Resources: Evidence was found—through the APR, a building inspection, and interviews with students, faculty, and staff—indicating that the existing physical resources are deficient due to rainwater infiltration, a poorly functioning HVAC system, and poor student access to learning tools and equipment. The capital fundraising campaign is expected to alleviate these deficiencies, either through the renovation or the replacement of the Bemis Laboratories. The provost called the architecture program a "crown jewel" of the university, and the capital fundraising campaign could, if successful, help provide the physical resources that the school needs.

In 2015, the University initiated a $150 million fundraising campaign as part of the University's 150th anniversary. Included in this campaign are funding for the Architecture building and scholarships for the School of Engineering & Technology. Sufficient funds have not yet been raised to implement the campaign. However, the University has taken significant steps to improve the conditions of the existing physical plant. The President has made the upgrade of existing facilities a major priority for the University. Our School unit initially proposed to expend $25 million on a new building for the HUDA, but under new school and university leadership, that plan has been discontinued.

Since the 2015 visit, the School of Engineering and Technology has a new Dean and Assistant Dean. The AD has been assigned the task of monitoring the condition of the school facilities, including Bemis Laboratory, which houses the Department of Architecture. We provide regular reports meet regularly with the Director of Buildings & Grounds (responsible for building maintenance), to report building maintenance issues and repairs are made as funding allows.

To address specific issues identified by the Visiting Team, please find the following:

RAINWATER INFILTRATION: A new roof was installed just prior to the 2015 team visit. However, subsequent roofing inspections revealed that the roof continued to leak, as observed by the Visiting Team. A major source of this water is coming through large storefront-type window units. They have been inspected and remediation is scheduled for Summer 2022. Additional roof repairs are ongoing through Summer 2022 to address the issues at the roof level.

The damage to the interior finishes in the spaces throughout the building have been repaired: damaged plaster have been removed and replaced with new drywall; damaged vinyl-based flooring have been removed and replaced with new flooring; and, the building has been repainted. Additional technology hubs for wi-fi placed throughout the building and new furniture has been installed in all offices and classrooms.

HVAC SYSTEM: The HVAC has undergone major renovations. There are several zones and multiple pieces of equipment involved in the overall building system. A new chiller has been installed to provide cooling capacity to major portions of the building. Some of those areas are still in need of repairs to fan units and, as a result, heating and cooling are not available to one studio and one classroom. In Spring 2017, new fan coil units were installed in the second-floor classrooms and offices. Those are still being tweaked by the contractor but are in sound working order. In the remainder of the building, existing equipment has been repaired and the interior environment has improved.

STUDENT ACCESS TO LEARNING TOOLS AND EQUIPMENT: We provide computers in the Library and in a Computer Lab, plotting and printing in our CAD Lab (housing 5 ink-jet plotters, a large format scanner, three 3-D printers and a 3-D scanner), which is managed by Mr. Charles Cherry, our CAD Lab Manager. We provide digital fabrication equipment (3-D printers, 3-D scanners, and a laser cutter) in our Digital Fabrication Lab. We are creating an AR/VR Lab in the building. These facilities are open to students during the day. We have a model shop with hand tools and heavy-duty electric tools (routers, saws, drills, etc.). This space is managed by Mr. Robert Johnson, our Model Shop director.

We have to balance student free and open access with the consequences of improper use and abuse. Access to these resources is limited because we cannot afford to continually repair or replace equipment. Each of these spaces is controlled by a staff person (faculty member, Librarian, Model Shop Manager and/or CAD Lab Manager) during their hours of employment. Additionally, the Library has extended hours (weekdays until midnight) with a graduate assistant assigned by the University's main library. The extended hours have alleviated the peak-time stress and supports the needs of our students.

The digital fabrication facilities and the equipment housed therein, were costly and difficult to obtain, and equally costly to maintain and /or replace. Students who have received training in their proper use (offered to second year students in their ARC 204, Architectural Representation course) have access to the use of that space and the equipment therein. Training for use of the model shop is provided during the first year, with the ARC 101 and 102 (Design Studio) courses. The building wi-fi equipment has been upgraded.

In response to the challenges presented by COVID-19, new equipment has been installed in offices and the classrooms. The University has installed new instruction technology (Promethean Panels) in three classrooms and a fourth was obtained by the Department through grant funding. Our students have access to learning tools and equipment. As a result of faculty grant work, we have obtained digital fabrication and representation tools and equipment that have become a shared / collaborative resource with the School of Engineering & Technology.

CAPITAL FUNDRAISING CAMPAIGN: This effort has been discontinued.

B.6. Comprehensive Design: Insufficient evidence was found for integrating A.9. Historical Traditions and Global Culture and B.4. Site Design into design decisions. While the building designs demonstrated a high level of integrating the other SPCs, the team did not find sufficient evidence of site analysis, site response, or site design, including, but not limited to, landscaping, topography, soil conditions, and overall context.

B-4. Site Design: This SPC has been historically taught in the second year (ARC 200, Architectural Ecology) and demonstrated in the work presented in ARC 405 – ARC 406 (fourth Year Comprehensive Design Studio). After the VTR was received, course content and student outcome requirements for both courses were modified to address these shortcomings.

Integrating A.9. Historical Traditions Global Culture: This condition was not visibly demonstrated by our students during the Team Visit in 2015, though it was a required outcome for the Comprehensive Design Studio. While it is no longer a part of the requirements for that studio, we have added an element of design to our ARC 317, Global

Theories in Urban Design to ensure that students, at the third-year level, understand how to incorporate the implications of the history and culture of place within their design solutions, as part of the NAAB PC-4 requirements for the department. Additionally, the SPC (A-7, History and Global Culture), though required at the level of understanding, is reinforced in our ARC 305, ARC 306, International Urban Design Study and Travel Studio sequence.

Integrating B.4. (which became B-2) Site Design (site analysis, site response, or site design, including, but not limited to, landscaping, topography, soil conditions, and overall context)**:** This is the primary focus ARC 405. The comprehensive studio is based on a single project that spans the latter half of ARC 405 and is completed in ARC 406. In ARC 405 the students do site modeling, site visits and concept development based on site contexts. Projects have been selected based on the degree to which they afford students the opportunity to engage difficult site conditions that require analysis of topography and soil conditions. They are graded on responses that include site development of parking, landscaping, and design within context of the surrounding community. The B-2 SPC also requires an understanding of the watershed, an area that we have unique applications in our second- and third-year design studios as we incorporate adaptation to sea level rise into our curriculum.

Project 2 began in ARC 405 and was completed in ARC 406. Students worked with the Smith Group (Washington, DC and Detroit offices) to develop concept designs for the City of Richmond's plan to construct a National Slavery Museum and an expansion of the Virginia Museum of Fine Arts in Richmond, VA. They were provided data from community charrettes and community engagement meetings, the actual design program and the proposed sites in Richmond. The first part of the project was completed groups. Students were required to develop site analyses including zoning analysis. Major portions of the Slavery Museum site are located in a 100-year flood way. Groups were required to prepare site plans addressing external program spaces, parking, vehicular access for buses and deliveries, utilities and site amenities. The second portion of the project, conducted in the following semester (ARC 406) allowed students to present individual design solutions. Presentations were made to City officials (remotely) and a jury that included architects from across the country.

A.9. Historical Traditions and Global Culture and B.4. Site Design into design decisions:

Historical Traditions: In the first year, our students take the Architecture history sequence and begin a rudimentary exposure to studies of precedent within the second semester of the design studio. In the second year, studio, there will be a heavy emphasis on studying existing works (precedent); the best way to learn the language of architecture is to study worthy examples. An extended analytical project will lead to a design project based on transformation of given forms and compositions. We will explore a design process that studies existing forms, analyzes, and transforms them to make something new. This process will be accompanied by critical assessment of changes in meaning resulting from these formal operations.

Global Culture: This requirement is amplified in the work our students are required to complete as part of ARC306, International Urban Design Studio. Students travel to a foreign destination in ARC305 to study the urban context of historic sites, studying a project area with significant historic characteristics. They return to develop a design project for that site. Many of these projects are shared with the representatives of the country where the work emanated. Over the past 12 years, our travel has focused on France (project area in Toulon), with one trip to Canada (project area in Quebec City).

Site Design: This instruction begins in ARC 200, Architecture Ecology. As will be discussed later in this document, this course is intended to provide a holistic understanding of the dynamic between built and natural environments. More specifically, students will

study the connections between natural, biological, sociological and ecological processes and environmental, urban, and architectural design. Introduction to analysis of physical environmental elements, such as topography, hydrology, sun, wind, and climate, as well as basics of site design will be provided. This course, in combination with studio courses, will help to enable future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

This course is co-requisite to the ARC201 Design Studio. Students integrate what they discover in the Design Studio projects. Site design is a focus of this class. Students are instructed that every building exists on a site – a physical place with unique properties. The class focuses on qualities of environment that affect architectural design and we integrate site characteristics into various design projects. Students design structures that utilize sunlight, earth, wind, and water. They apply passive lighting, heating, and ventilation strategies and integrate renewable resources into the designs.

These two courses build their knowledge and skill in environmentally sustainable design. They present a beginning point for design that creatively and responsibly responds to the natural environment.

Design assignments from this point on include specific site design requirements, culminating in the ARC 405-406 Comprehensive Design Studio sequence where students work on two design projects with significant site design requirements.

C.3. Client Role in Architecture: No evidence was found of work showing that all students understand their responsibility to reconcile the client, owner, user group, public, and community domains. The team did find a program in ARC 405: Advanced Architectural Design Studio VIII that illustrates an understanding of client needs, owner needs, and user groups.

The requirement in this 2008 SPC was later included in the 2014 SPC D-1, Stakeholder Roles in Architecture. This SPC has been a focus in ARC 303-304 (third Year, Intermediate Design Studio), ARC 405-406 (fourth year Comprehensive Design Studio).

ARC 303-304: The outside mentor group provides support, acting as client groups and user groups and sharing community concerns based on selected sites. In ARC 303 and 304, students work directly with community organizations and developers to design affordable housing units. The design program requires students to respond to the growing threat posed by the flooding created by global climate change. Projects are reviewed by and presented to community groups, user groups, and owners. Students work with zoning and code officials.

ARC 405-406: Students work directly with client groups and community organizations in the completion of projects. For the past 5 years, the ARC 405 studio projects have included a 6-week design problem to design a K-8 school. The cities of Norfolk and Newport News, VA have both served as the client for these projects, providing programming information and access to zoning offices. Local architecture firms have also provided support, serving as mentors and assuming the roles of clients and end users.

Although this has always been a unique strength of our program, we recognize, as a result of the Visiting Team Report, that it has been poorly documented. To that end, we are strengthening grading rubrics and expanding the level of process work documentation to allow students to demonstrate their understanding of the Architect's role in navigating diverse project interests.

As indicated above, our design studio courses are centered around community projects. Our students, beginning at the second year, work on projects with real clients that have real consequences. That was the case when the Visiting Team observed our program in 2015 and is more evident today. For example:

ARC 303-304, third Year Intermediate Design Studio: This course includes multiple studio design projects. Each one has a client from the Hampton Roads community. Students interact with the client and, where possible, the client's actual architect, to understand project parameters including project scope, budget, program, site limitations, and other constraints. Final project submissions are presented in public forums.

ARC 405-406 Comprehensive Design Studio: Projects each year have included a school project, a design competition sponsored by the Virginia Association for Learning Environments. Students meet with members of a local school division (usually Newport News, VA), and design firm mentors to develop a school project focused on concerns of an area. Additionally, their comprehensive project, for the past three years, has been the City of Richmond Slavery Museum, a project they are conceptualizing in concert with Smith Group in Washington, DC. This project spans the latter half of ARC 405 and all of ARC 405. In 405, students work in groups to develop site solutions. In ARC 406, students develop individual solutions for the sites that their groups developed. They work through the many charrette outcomes to develop design solutions that respond to a variety of community concerns, as well as local zoning and code criteria.

In 2020, students worked with the HU Office of the University Chaplain to develop an Ecumenical Center for Spiritual Development. They held numerous meetings with the Chaplain to develop programming requirements, site selection and, ultimately conceptual design solutions. We have also increased the students' awareness of the importance of the owner, client, and user roles in our instructional delivery. As stated before, we believe that this has always been a strength of our program.

3. Causes of Concern

A. "Right Size" for the Program: On the one hand, the current building constrains the maximum size of the student body. On the other hand, the student body needs to be large enough to support a faculty, staff, and physical resources/equipment to deliver the core curriculum as well as electives, research, extracurricular projects, etc. The program needs to find the right balance between the capacity of the building, the capacity of the faculty, and the size of the student enrollment.

The challenges faced by our institution regarding enrollment and retention were the basis of this concern raised by the VTR. The significance of this issue relates to available space and staffing (faculty appointments and staff support). Previous Visiting Team Reports challenged our overcrowding, while that was not an issue during the latest visit. In 2008-2009, the program had an enrollment of 192. That was due to several factors including Tuskegee University's loss of accreditation (many of their students transferring to Hampton to receive accredited degrees). This boosted our enrollments beyond the capacity of the program and consequently created a temporarily overcrowded facility. Immediately afterward, the enrollment numbers leveled off to be commensurate with prior year averages (1998-2008) of approximately 130 students, while awarding no more than 20 degrees in any of those years (as few as 7 in 2004).

After the Great Recession, between 2012 and 2017, enrollments across the campus and across the nation reduced, devastating architecture programs. Our enrollment dipped to 99 in 2016, prompting the University to seek specific plans by the department to develop and implement initiatives to raise our enrollment. This is further exacerbated by the impact of the COVID pandemic. The Department chair, faculty members, and student leaders contacted those students who were accepted into the University to encourage them to close the deal. We have also established a faculty-led recruitment committee responsible for connecting with the guidance counselors of all high schools in the region.

We invite schools to visit us. We also have annual visits from Tidewater Community College students (with whom we have an articulation agreement), which has also yielded positive results. Our students have developed an outreach program that invites children to

visit our building and engage in design related activities. We are beginning to see the fruits of this program certainly, as enrollment for the past two years has improved dramatically. The feedback from parents about their children's interest in the program and in the profession is encouraging.

All of these factors are helping us determine the appropriate future enrollment expectations of the program which will allow decisions to be made based on the "right size" of the program. Our goal is 130 students. We have sufficient physical and human resources to accommodate that enrollment. Our current enrollment is approximately 115 students. We had an extremely low (14 students) first year class in Fall 2020, the result of many students opting to delay enrollment due to the pandemic. Our past two first-year classes averaged over 30 students and will raise our current enrollment to approximately 120 (if all returning students were also able to attend).

For the current student population, the physical resources are properly sized. The human resources are stretched to capacity. For our current student population and course offerings, eight full-time faculty members is needed. There is a hiring freeze as a result of university financial challenges brought on by the pandemic, the economic crisis and its impact on the university endowment. We lost two faculty members (one retirement and one relocation) and were authorized to replace those positions. We were able to hire Profs. John Nolis and Farzaneh Soflaei to our team (resumes included herein). The University has also installed new classroom furnishings, including desks for the design studios sufficient for 120 students. New office furniture is slated to be installed in December. We have requested and had approved, the installation of 120 seats.

B. Building Security and Safe Access: The building is open 24/7 to everyone, and the security person makes periodic visits during the late evening hours; however, the building is secured and access is made at the main entry through the use of working card readers.

The entry doors and card readers at the entry have been repaired. This system is managed and monitored by the University Police. They have provided card access to all architecture students. Additionally, the building is closed between the hours of 2:00 a.m. and 7:00 a.m. to encourage students to get rest.

C. Mandated Research: Currently, there is a mandate for full-time faculty to propose and apply for two grants per term. The university achieved, but lost its Carnegie campus-wide research-based classification. The faculty expressed a lack of research support and a lack of time to support the mandate. Moving forward with the research-based status application will require additional faculty time as well as administrative support for research.

The University acquired, and then lost its research status. The requirement for research and grantsmanship still applies. Faculty are PI's or Co-PI's or are collaborators on active grants. Additionally, faculty are involved in developing grants or participating in developing proposals. This includes Dr. Soflaei, one of the new faculty members, has several current research grant proposals being considered.

D. Lack of Specific Site Design and Topography: The influence of physical site features on overall project designs is uneven. These features include the existing conditions, topography, vegetation, and built context. The advanced projects after the third year do not seem to build on previous site analysis skills.

Our projects are generally located in the Hampton Roads area, which is relatively flat. Many sites have topography variations of less than one foot. Our major topographic concern is sea level rise, which, because of the flat region, affects most, if not all, projects completed by our students. Through their efforts, and those of our faculty, local jurisdictions are making alterations to zoning criteria to address flooding. In 2017, the fourth-year studio began working with the Smith Group on a museum design on a site in Richmond, Virginia that includes topographic issues (includes a flood-way and interstate embankment).

E. Rainwater Infiltration: The interior space of the fifth-year studio experienced a serious leak in 2013 and 2015. The interior finishes have been repaired; however, the extent of the repair has not been tested. The studio may still leak.

As indicated above, the roof has been replaced and leaks are being repaired under the roof warranty. The rooms were renovated during the Summer 2022 (new flooring and wall repairs). Much of the water on the north side of the building was coming through improperly installed windows. The university is correcting this issue as part of a renovation occurring during the Summer 2022.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The *Conditions for Accreditation* have changed significantly. The SPCs are now PCs and SCs. The Department began to address the transition to the 2020 *Conditions* at the conclusion of the Spring 2020 semester. The urgency to reorganize resources in response to remote teaching due to the pandemic delayed this process. However, we are meeting in the final week of the Fall 2020 semester to discuss the impacts of the 2020 NAAB *Conditions* on our program, the adjustments that will be made to the curriculum and to reporting and record keeping processes. The University has provided digital storage capacity for student work. Our inability to meet has delayed this process. However, we met in the final week of the Fall 2020 semester to discuss the impacts of the 2020 NAAB *Conditions* on our program. In the 2021-2022 year, we began planning adjustments to the curriculum to address faculty concerns and evolutions in the industry.

As indicated earlier, our 2015 visit was under the 2008 *Conditions*. In the 2014 *Conditions*, B-6 Comprehensive Design was removed and replaced with Realm C, Integrated Architectural Solutions. In 2014, the University, in response to the new conditions, approved our program's curriculum modification that added ARC 516, Integrated Building Systems Workshop, to facilitate instruction in this area. This is a co-requisite course with ARC 405 Comprehensive Design Studio.

The two courses work in tandem to allow students to develop design solutions that provide an in-depth understanding of the interrelationship of structural, mechanical, electrical/ lighting, building envelop/façade and environmental/ sustainable design systems. Students develop a design as part of the studio class (ARC 405) and continue with a semester long analysis of the design to examine each building system and its impact on the overall design. Additionally, site analysis and site design are given a more comprehensive review. Projects are located in communities that have flooding and other terrain challenges.

This course was developed by Dr. Jeehwan Lee, whose expertise falls in this area. He began the instruction in 2017 and taught for two semesters before leaving our program to return to his family in South Korea. The course teaches students to use building analysis and modeling and simulation tools such as Climate Consultant, Sefaira, DesignFlow, Opaque, and PVwatts. It requires students to perform systems analysis on design solutions. We have also restructured the fourth-year studio (ARC 405) to address the SCs and PCs in the 2020 *Conditions*.

The student work evidence includes work performed by students in two courses: ARC 405-406, Comprehensive Design Studio and ARC 516, Integrated Building Systems Workshop. There are two design projects that are used to satisfy this criterion. Project 1 was a six-week student design competition problem. Students are assigned to design a school in

ARC 405. Concurrent with this six-week design problem, students work in ARC 516 to dissect their understanding of the design solutions in six modules. Those include:

1. Site and Environmental Considerations
2. Structural
3. Building Envelop
4. Mechanical Systems
5. Lighting analysis (using Safaira)
6. Renewable Energy Applications

The adjustments that will be made to the curriculum and to the reporting and record keeping process. The University has provided digital storage capacity for students but during the pandemic, faculty (including the program administrator) did not have access to the campus or these resources. Major changes made as a result of the changes in *Conditions for Accreditation* include:

1. **Concentration on Adaptation to Sea Level Rise**: The Hampton University Department of Architecture has established one of the first programs devoted to design solutions adapting coastal urban communities to the challenges posed by coastal flooding as a result of sea level rise. An emerging field of inquiry, a knowledge base in and completion of the requirements for a concentration in the field should provide an advantage to graduates seeking employment. Further, as the program is rooted in an active collaborative process with policy makers, area professionals, and engineering students from other state universities, potentially employers will recognize the special skills required for successful collaboration.

   Since its inception, students in the program have been active in community engagement processes, have been invited participants in an international design program, amd have been speakers before municipal and state officials, and at regional and national conferences.

   The Department of Architecture has been named one of six programs nationally to form the National Resilience Initiative, created by the Clinton Global Initiative and the Rockefeller Foundation's 100 Resilient Cities program and overseen by the American Institute of Architects (AIA).

   The concentration is an available addition to the Master of Architecture degree, requiring completion of two courses offered in the Department, one offered by the university's Marine Science Program, and one offered online by Old Dominion University's Department of Civil and Environmental Engineering.

2. **Integrated Path to Architectural Licensure (IPAL)**: In summer, 2022, the HUDA applied to the National Council of Architectural Registration Boards (NCARB) to be an IPAL program.

3. **Curriculum Changes**: We are exploring options for improving the integration of our instruction, including a primary focus on the introduction of digital design tools at an earlier level. Historically, our first-year students focus on hand drawings, and they move to digital design tools during the second year. We are investigating ways to introduce these tools earlier and are expanding the number of tools available to students.

   Our program has intentionally placed an emphasis during the first two years of studio, on hand drawings and sketching. As our profession becomes more digitally dependent, we understand that the profession and the marketplace demand that they are competent in the use of digital tools. In December, a faculty committee was established to review the curriculum and make recommendations to the body regarding changes in the course instruction and course offerings to facilitate these changes. We anticipate those changes being implemented (where no new courses are needed) or new courses developed during the Fall 2022 semester.

Beginning in Fall 2022, students will be introduced to Augmented and Virtual Reality using AudoDesk's XR tools. These will initially be taught as elective courses to determine how they can be integrated into the current course offerings.

UNV 101 – College Life for Architecture Students: Every entering student is required to take UNV-101, University Life course. This course is intended to help student make the transition to the university setting and the rigor and demands necessary for success. In Fall 2020, the University allowed the HUDA to offer its own version of the course, allowing the HUDA to provide students with background on the profession and the demands of a professional education. We are using this course to introduce our students to the architecture profession and basic principles of a design education. The impact of those changes is described in Section 3 of this document.

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NARRATIVE TEMPLATE

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.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Hampton University, founded in 1868, is a multicultural, historically-black, privately endowed university located on 314 acres of Virginia's Peninsula at the mouth of the Chesapeake Bay. With noted buildings listed with the National Register of Historic Places, the university is within 40 miles of Jamestown, Yorktown, and Colonial Williamsburg. It is the oldest nonsectarian, co-educational, postsecondary institution in the Commonwealth of Virginia. Hampton University ranks high when compared with institutions in the South and Southeast due to its selectivity in admissions, high standards of teaching, rigorous curricula and professional activities of the faculty.

Hampton University is a comprehensive institution dedicated to the promotion of world-class learning, building of character, and preparation of promising students of all backgrounds for positions of leadership and service. Placing its students at the center of its planning, the University provides a holistic educational environment. Admission to Hampton University is selective and competitive. There are nearly 4,000 undergraduate and nearly 900 graduate and professional students. Approximately 90% of the students are African American, 7% are Caucasian, and the remaining 3% are from other ethnic groups; 37% of the student population is a Virginia resident. The average freshman who enrolls at Hampton University has a cumulative grade point average (CGPA) of 3.2 and scores 1015 on the SAT (Math and Critical Reading only) or a 21 composite score on the ACT. The University has a Test Optional Policy. Students with a CGPA of at least 3.3 or rank in the top 10 percent of their class have the option to choose whether or not to submit standardized test scores (SAT or ACT). Applicants with a cumulative GPA below 3.30 must submit standardized scores.

In achieving its mission, Hampton University offers exemplary programs and opportunities, that enable students, faculty and staff to grow, develop and contribute to society in a productive, useful manner. Its curricular emphasis is scientific and professional, with a strong liberal arts undergirding. Research and public service are integral parts of Hampton's mission. To enhance scholarship and discovery, the faculty is engaged in writing, research and grantsmanship. Learning is facilitated by a range of educational offerings, a rigorous curriculum, excellent teaching, professional experiences, multiple leadership opportunities, and an emphasis on the development of character, which values integrity, respect, decency, dignity, and responsibility. From its humble origins, Hampton University has evolved into a prestigious, nationally acclaimed university that sets The Standard of Excellence in education.

Our program is small, intimate and nurturing. We build on the collective strengths of faculty, staff and students who bring a broad range of experiences to not only measure student performance, but to also motivate, model, and mentor young aspiring architects. We focus on community-based design that has a social impact. Our faculty are embedded in the community and strive to engage our students in design projects that are culturally significant and sensitive to diverse communities. As the only accredited program on the

east coast of Virginia, we also have a unique opportunity to study the impacts of global climate change and sea level rise on the development of Virginia's Hampton Roads region.

We offer in-class instruction for our students. The university made a significant investment in a teaching tool called *Blackboard* and provided intensive instruction for faculty on the use of its remote learning tools as the pandemic necessitated the closing of the University for the latter half of Spring semester 2020, and the entire 2020-2021 school year. In Fall 2021, we returned to on-campus instruction. The university mandated that all students, faculty, and staff be vaccinated and implemented periodic testing to ensure the safety of all persons on campus. There were only minor outbreaks during the school year. No virtual instruction is allowed, but remote access to outside collaborators is encouraged. We anticipate the same restrictions being imposed in the near future.

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.

Program Response:

It is within the context of that history and mission that form the foundation of the Hampton University Department of Architecture (HUDA). Research indicates that course work in architecture drafting was being offered to students in Industrial Arts Technology and Building Technology as early as 1889. Many of the old buildings on campus, including Bemis Laboratories, Memorial Chapel, and Ogden Hall Auditorium were either designed by faculty or built by faculty and students.

The HUDA benefits from a unique setting. It is the only architecture program in the Hampton Roads area, and indeed within a 150 to 200 mile radius. The Department is located on "the water's edge," near the mouth of the Chesapeake Bay, in a region formerly known as "Tidewater." This offers a variety of settings not found in many areas. The program is situated in a student-focused HBCU (Historically Black College and University).

HUDA offers a professional degree program that supports the education and the preparation of students for professional positions of environmental design practice, leadership, and service. The HUDA is committed to the development of critical inquiry and the pursuit of life-long learning necessary for participation in a changing society and profession. Education in the HUDA, as a connection with engineering, the fine arts, the humanities, and social sciences, strives to provide an important synthesis of pragmatic, technical, and theoretical learning. The HUDA sets the framework to explore the roles of African American identity in design and other cultural, technical, and social factors in architectural education. The Department is dedicated to promoting a global environmental sensitivity and to developing an ability and desire in students to help bring about important social and environmental change, especially in transitional urban areas and communities of color.

HUDA, as a separate and distinct study, has its beginning in the 1930's, when the Division of Technology added course work in architectural design to the technical courses already offered in mechanical drawing. It is now one of four departments within the **School of Engineering & Technology,** joined by the Departments of Aviation, Chemical Engineering, and Electrical and Computer Engineering.

We have active and working collaborative relationships with these programs as well as other programs across the university.

1. AVIATION: Our program collaborates with the Department of Aviation to offer an "Airport Design" class, an elective for architecture students and a required course for aviation students. The class, taught by Prof. Easter, who has experience with the design work at three airports, includes field visits and submissions to the annual student design competition sponsored by the FAA.
2. ENGINEERING: We have collaborated on multiple efforts with the Electrical Engineering program.
3. MARINE SCIENCE: Our academic concentration in Adaptation to Sea Level Rise includes courses with the Department of Marine Science.
4. OTHER: Our Adaptation to Sea Level Rise Program also involves collaboration with the Civil Engineering program at Old Dominion University.

We also have ongoing collaborations with the Performing Arts department through a grant with the National Endowment for the Humanities.

The Department of Architecture provides significant benefits to the university. Most significantly is the public relations benefit derived from the myriad of activities of our faculty and students. Recent news includes:

Architecture Barbie: The student organization planned and implemented a program to introduce the practice of architecture to young girls between the ages of 5 and 12. This program has been awarded honors by AIAS for Community Service Programs.

Solar Decathlon 2017: After a four-year hiatus, the HUDA teamed with the electrical engineering students in the HU School of Engineering & Technology to enter the US Department of Energy's Solar Decathlon. The HUDA was the lead institution in this effort. The faculty sponsors were Laura Battaglia and Jeehwan Lee, who expanded the involvement to include the HU Electrical Engineering program.

Solar Decathlon 2019: In 2019, HUDA teamed with the Engineering School at Old Dominion University to compete in the 2019 Solar Decathlon. Our students, under the leadership of Profs. Battaglia and Lee, competed in the Urban Single Family Housing Division. The Solar Decathlon is an international collegiate competition, comprising two Challenges – Design Challenge and Build Challenge – through which student teams design and build highly efficient and innovative buildings powered by renewable energy. Since its inception in 2002, the competition has engaged tens of thousands of students around the world. For their efforts, our student team received recognition for Outstanding Undergraduate Achievement in the Urban Single-Family Division in the U.S. Department of Energy Solar Decathlon Design Challenge.

In addition, there are advantages that our program provides the community because we are do community-level design. There are many civic agencies, non-profits organizations and government agencies that have used the academic and student creative resources of the Department. The work is sometimes incorporated into the design studio work and is monitored by the professors. At other times, it is the result of student led action. Some examples of recent activities include (this list is, in no way exhaustive).

Richmond Slavery Museum: Design concepts have been developed as part of the fourth-year design studio in concert with SmithGroup Architects for the development of a museum being proposed by the City of Richmond. There is a mutual benefit derived from SmithGroup's involvement in the project and our ability to provide assistance to the community in the development of the project program and design concepts.

Airport Design: In Spring 2012, the Department of Aviation developed a program in Aviation Management. One of the required courses was AVN 409, Airport Design. Because the chair had experience with the design of airport facilities, we developed the course to coincide with our required architectural electives. The result was a course with aviation students and architecture students who learn about the challenges and abilities each discipline contributed to the design process. The class will be offered annually for both programs. A benefit of the surrounding community is the presence of three airports (one regional and two International). These facilities allowed our students access to remote and secure areas of the airport so they could learn the intricacies of the design program. Airport employees have also enrolled in the course.

Version Innovative STEM< Achievement Camp (Summer 2016-2022): Prof. Marci Turner, in collaboration with the Electrical and Computer Engineering departments received an annual grant from Verizon to

US National Park Service Camp (Summer 2022): Through Prof. Ron Kloster's advocacy, our students were able to secure nine of eighteen internship positions with the National Park Service to receive training at their center in Wyoming and work on historic preservation projects on park sites throughout the country.

Adaptation to Sea Level Rise (2014-present): Growing from our relationship with Old Dominion University, Prof. Mason Andrews created a collaborative program to introduce resilient solutions in communities in the Hampton Roads region impacted by sea level rise resulting from climate change. Though now retired, Andrews is working with Prof. Soflaei to continue the program.

There are multiple advantages and benefits that our program derives from its setting within the University:

Within the School of Engineering & Technology, are the departments of Engineering, Aviation and Architecture. The School provides a significant resource for funding support as well as instructional and planning support.

The program is provided with a budget to operate administrative functions, to operate one of only two independent program libraries, and to operate a building that is open 24 hours. Institutional policy is that university facilities close at 12:00 midnight. The University allows the program to maintain full access to students.

The University provides significant resources to assist in the upkeep of the building.

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).

Program Response:

There are multiple opportunities for our students to be involved in external learning activities.

1. **Professional Organizations**: We have affiliations with the American Institute of Architects (AIA), the National Organization of Minority Architects (NOMA). Two of our faculty (Robert Easter and Stanford Britt) are past NOMA presidents.
2. **Field Trips**: Our students are required to participate in the annual conference of AIA-Virginia (Architecture-Exchange East) each year. AIAVA has offered one-day free admission to students since 2010 and students are able to participate in any of the seminars and exposition. They are also able to travel to the NOMA and AIA national conferences. Student leaders are able to attend AIAS's Grassroots.
3. We have a combined AIAS/NOMAS chapter, as well as a chapter of Tau Sigma Delta National Honor Society.
4. **Annual Lecture Series**: As part of the Department of Education's Title 3 grant to the University, we receive $10,000 each year to conduct a lecture series. One of the primary purposes of this series is to introduce our students to a diverse range of practitioners and industry leaders. Our lectures have included AIA Gold Medal winners (most recently Marlon Blackwell, in April 2022), AIA Firm of the Year award winners (most recently Jonathan Moody of Moody Nolan), AIA Presidents (including Marshall Purnell, Helene Dreiling, Raj Bar-Kumar and Marshall Purnell), NOMA Presidents (including Kimberly Dowdell, William Stanley, Steven Lewis). A primary focus is on presentations by African American and women architects. Pascale Sablan, Kathyn Prigmore, (recipients of the 2021 and 2022 (respective) Whitney M. Young Award) along with Roberta Washington, Kemper Award Winner Carole Wedge, Renee Kemp Rotan are also recent lecturers.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The Department of Architecture, one of seven HBCU accredited programs in the United States, has as its focused mission to prepare students to enter professional practice or related fields of architecture as critical and creative thinkers and problem solvers. To accomplish this, we commit to the do the following:

- Apply mentorships, internships, and full-time employment opportunities with local and national practitioners that introduce students to the rigors, challenges, and opportunities of the profession.
- Apply an understanding of the historic, material and cultural impacts of environmental issues with a focus on sustainable urban settings, both locally and abroad.
- Engage the culture of community within the unique program setting on our historic, waterfront campus.
- Explore applications of student driven design research that propels them to be thought leaders in the design profession and opens doors to post-graduate education.
- Offer an integrative approach to educate a broad and diverse student body, through open enrollment.
- Increase the number of licensed architects who are African American by exposing our students to the path and process of professional registration.

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.

strengths

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.

Program Response:

The Hampton University Department of Architecture (HUDA) embraces design as a value and ethic. We teach our students that design is a mechanism that allows them to transform communities. Design thinking is at the core of our curriculum, which is centered around 11 consecutive design studio courses.

The core of the architecture curriculum is the design studio. Students at Hampton University complete 11 sequential design studios where they study design through an interactive work environment. Those studios are supported by a series of lecture courses that provide instruction on a myriad of technical and theoretical topics, including building materials and construction methods, structural, mechanical and electrical engineering systems, environmental and sustainable processes and site design. Each studio builds on the principles of the design process, teaching students to integrate increasingly complex and comprehensive aspects of building design in urban contexts.

Studio instruction is intended to match a professional work environment. Students learn that design is a collaborative process that includes multiple disciplines. They learn that as architects lead the design process, they must be familiar with the value of their collaborators, including owners, building users, engineers, builders, and others.

Because Hampton University is uniquely located on the edge of the Hampton River, a focus of our program is design at the water's edge, looking at the implications of the built environment on low lying coastal communities. It has resulted in many collaborations with other institutions and the designation of our program as one of six national accredited programs as a part of the National Resiliency Network. Through additional coursework, students can receive a Concentration on "Adaptation to Sea Level Rise."

Our graduates receive a Master of Architecture (first professional) degree which enables them to be eligible to take the Architecture Registration Exam (ARE) administered in each state by the National Council of Architectural Registration Boards (NCARB). Many go into private practice as interns in large and small offices. Others pursue additional post professional education in related areas, including Interior Design, Urban Design, Urban Planning or Construction Management. Others pursue work in government at local, state or Federal agencies including the Army Corps of Engineers (USACE), Navy Facilities Command (NAVFAC), the US Parks Service or the National Institutes of Health (NIH). Our graduates also make significant contributions to their communities, serving on city or county councils, School Boards, Planning Commissions, or as Building Commissioners.

Design is also the focus of our curriculum. There are six levels of design studios in our program. A brief description of the course descriptions are:

First Year, Architectural Acculturation: We introduce students to basic free hand and orthographic drawing, three-dimensional modeling, and verbal/written communication skills. Introduction to principles and theories of abstract design, conceptualization, and fabrication, with an emphasis placed on design analysis and "process of design."

Second Year, Architectural Identification: This course builds on the issues of design elements, process, architectonics, construction, ethics, and environmental sustainability developed in ARC 101/102. It helps students achieve synthesis in their design by a thoughtful and iterative design process.

Third Year, Architectural Understanding: In these courses, students discover new sets of parameters that impact design problems: structure, mechanical and electrical engineering systems, building codes and zoning ordinances, community stakeholders and clients – all bringing restrictions and opportunities.

Summer, Global Urban Design: Students are introduced to urban design elements that shape building design in the urban space. They study design as a process that is global.

Fourth Year, Comprehensive Design: Prepares students for practice in the profession of architecture. Professional design practice requires the architect to understand the sequence of design and to provide leadership to the various people who work together on each building project (client, community members, code and zoning officials, builders, etc.). Thus, the ARC405-406 studios stress professionalism in the design of buildings and in facilitation of the design process itself.

Fifth Year, Graduate Level Design Research: In the ARC 601 Studio a design issue and its context are researched, analyzed, and interpreted architecturally from a personal, visionary, and meaningful perspective. A design research proposal is generated to be implemented in ARC 602. The proposal must reflect on contemporary issues in relation to architecture. We encourage students to pursue design investigations related to the themes identified in the mission of our professional architecture program: sustainability of resources and communities, universal accessibility, waterfront and waterways, and place-making dealing with the urban, the environmental, and the historical. The proposal is presented in written form, orally, and visually. Research in ARC 602 is guided by the proposal produced in ARC 601. This student-directed inquiry to articulate a proposal followed by applied research is created within the collaborative frame provided by the studio setting.

Our design studios seek to collaborate with industry leaders with participating / sponsoring firms providing assistance to design instructors through desk crits, project reviews, and mentoring.

Our non-studio courses seek to provide clarity to the technical and environmental issues that students must address in the development of design solutions. Specifically, students learn the following:

ARC200:The Architectural Ecology course teach our students to address the building site in its context, understanding adjacencies and the impact of climate, topography and vegetation.

ARC 213/314: The Building Assemblies sequence teach our students how to compose building envelop systems that are aesthetically pleasing, thermally efficient, and watertight.

ARC 309/310/411: The Building Structures sequence teach our students about the forces that impact the structural integrity of the building.

ARC 315.516: The Building Systems sequence teach our students to evaluate building performance as a criteria for making sound design decisions.

ADDRESSING THIS VALUE IN LONG-RANGE PLANNING: Our curriculum is outcome based. At the conclusion of each academic unit, we evaluate the work of our students and the success of our courses in meeting the outcomes. At the conclusion of each year, we assess the outcomes to ensure they remain relevant to current practice and academic requirements, including NAAB *Conditions*. Our program is structured around the design studios, which are at the forefront of our internal planning conversations. It is in the studios where students learn and demonstrate their abilities in design thinking, decision-making, and integration. Part of that evaluation is understanding the value of the non-curricula components of our program (lecture series,

professional organizations, etc.) and their contribution to teaching our students the value of design and design thinking.

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.

Program Response:

Environmental stewardship is a central focus of our program. Our program is situated in the Hampton Roads region of Virginia. In the United States, we area the second most impacted by sea level rise after New Orleans. In recent years, areas in our community have begun to flood when they receive normal rainfall. As a result, our program has developed an academic concentration in Adaptation to Sea Level Rise, partnering with the Civil Engineering program at Old Dominion University.

Within the required courses, several classes address specific issues related to environmental stewardship. Those include:

Design Studios: Our studio projects are often located in the Hampton Roads area where a response is required to flooding. Additionally, our students are required use building / system tools to analyze energy use and performance. Many of our studio projects are located in the Hampton Roads area and sites are subject to flooding, forming a design challenge students must address.

ARC 200 – Architectural Ecology: This course teaches our students the elements of site analysis that impact building placement, energy usage, and design strategies for passive design solutions that can generate power, light and heating/cooling to the buildings they design.

ARC 315 – Environmental Systems: This is an introductory course that is followed by **ARC 516 – Building Systems Integration** to teach our students about the responsibility of architects to understand multiple methods of delivering environmental human comfort to buildings using both active and passive sources. This course teaches our students about the critical challenges created by global climate change and the need for building design to provide solutions for reducing carbon emissions.

ARC 617: The course offers a forum to research, analyze and discuss contemporary issues in architecture dealing with new types of building, construction, materials, assemblies, building systems (structure, environment, and life safety), approaches to site, improved performance, and ecological design worldwide. Among the issues considered are water, energy and waste net zero, carbon and ecological footprint, and green building rating systems such as LEED, Green Globes and Living Building Challenge.

ARC 618 – Community Issues Seminar: The purpose of this course is to encourage critical inquiry exploring the definitions of community and sustainability, community participation, planning and design through written and verbal discussion and reflective analysis of current cases. It considers the political, economic, historical, cultural, and sociological dimensions, as well as the provision of tangible and intangible resources. The historical and contemporary communities and regions studied vary from semester to semester. Examples in the U.S. are Chinatown in Manhattan New York, Overtown and Wynwood in Miami, Gullah Islands in Georgia, and South Carolina. Examples abroad are Cairo, Egypt, Qatar in the Emirates, and various cities in China The course follows a seminar format. It is based on student-driven discussions and written response to subjects introduced in class, assigned readings, and focused research on selected topics.

Additionally, our Adaptation to Sea Level Rise concentration has become a focal point of our program. While we include instruction on the issues affecting building design and performance, addressing the impacts of and the results from sea level rise. Professsor Andres has participated as presenter in a number of conferences and won the Buell Center Architecture, Climate Change and Society 2020 Course Development Prize for the Adaptation to Sea Level Rise course. Also Dr. Carmines (Humanities/English Literature) and Dr. Sanchez received a mention for the 2021 Course Development Prize for our collaboration with our students on the “Living by Water” micro-seminar.

ADDRESSING THIS VALUE IN LONG-RANGE PLANNING: Environmental stewardship is critical to our identity. With the addition of our Sea Level Rise Adaptation program and degree concentration, we have hired a new professor, Dr. Farzaneh Soflaei, with extraordinary credentials, to continue that work begun by Prof. Mason Andrews. Additionally, retiring Prof. Andrews will remain active with our department to continue the work and the external relationships that she forged to make it successful. Additionally, as part of the current discussions about our course content, we are seeking ways to embed the learning outcomes of the SLRA coursework into our curriculum.

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.

Program Response:

Within our studio culture Handbook states that our program seeks “to foster a productive and enjoyable work environment for our students, faculty, and staff, we must work together to respect each other, our space and our belongings. Communication between students, faculty and staff should be respectful at ALL times.” We promote an environment of inclusion, acceptance and accountability.

As part of a distinctive HBCU, the Department is committed to inclusion and cultural awareness. Our student body is diverse ethnically, culturally, in gender and social status. We have students from five continents (North and South America, Africa, Europe, and Asia). Those from the US hail from thirty states. Many of our students come from urban areas. 45% of our students are women.

Additionally, our faculty is very diverse, including a gender split that is nearly half. There is also racial and ethnic diversity including one Latina, three African Americans, and two European Americans, and one of our most recent additions, Dr. Soflaei, is from the Middle East.

Hampton University has been at the forefront of issues in our profession related to justice, equity, diversity, and inclusion (JEDI). This is a preeminent emphasis for our entire university culture. Within our department, HUDA has taken a leading role in promoting JEDI issues within our profession.

Internally, our program strives to ensure that our faculty and student body reflect the diversity of our nation. Our student body is nearly 50% women, over 85% African American and has included persons from multiple ethnic and religious background from every gender, sexual orientation, and national origin.

In our design studios, our students are exposed to work that impacts marginalized and underserved communities or addresses socially relevant issues. For the past two years, the second-year studio has developed design solutions for a memorial recognizing the enslaved Africans and African Americans that built the College of William and Mary. For the past 4 years, our fourth-year studio has developed design solutions for an National Slavery Museum, documenting the interstate slave trade in the United States. This project, located in Richmond,

VA, is being designed by SmithGroup, a national design firm that mentors the students and provides crit assistance to the class.

However, what is most important is not where our students come from, but what level of cultural and social enrichment they receive once in the program. A major component of our 5-½ year program is a summer international urban design study during the summer between the third and fourth year of our curriculum. During this course, students travel internationally (during the past five years those travels have been to Italy or France) where they experience the art, architecture, and culture of historic places. The most recent travel studios have been in Europe, most notably France.

Students travel to study urban design concepts and work on a project in a city within the country visited. This year there were two studios traveling to France visiting multiple cities, including Aix-en-Provence, Nimes, Montpellier, Marseille, Carcassonne, and Paris with a study focus in Toulon. This was an effort to get the travel program back on schedule after two years where no travel was allowed because of the pandemic.

These classes have been taught by one of our faculty members, with the assistance of Ray Gindroz, an architect and urban designers who was a founding principal with Urban Design Associates in Pittsburg, PA, and a former faculty member at Carnegie Melon University.

The students analyze classically designed buildings and urban spaces, documenting site conditions and building elements. At the conclusion of the three-week travel period, students return to the University to participate in a six week design studio to address a design problem studied during their travels. During the travel, most of the in-city travel is by foot, and one of the challenges is for students to learn to pack for a 3-4 week excursion with one carryon bag.

In 2017, Prof. Easter attended the AIA Large Firm Round Table's (LFRT) Dean's Forum at Tulane University in New Orleans. As a result of his participation in the Forum, the entire leadership team of the Consortium of HBCU Administrator's was invited to the 2018 LFRT Spring business meeting to discuss ways for firms and HBCU architecture programs to partner to create a pathway to increased licensing of African American architects. The HUDA was selected to host the 2019 LFRT Dean's Forum and Prof. Easter was made an ad hoc member of the LFRT-DF planning committee and the LFRT Justice, Equity, Diversity, and Inclusion (JEDI) Committee. The result of this work is an increased network of support for all HBCU programs and students, providing access to mentoring and internship opportunities, as well as increased donations from those firms.

In 2018 we co-founded the Equity in Architecture Education Consortium (EAEC with the architecture programs at Florida A&M University, Florida International University, Howard University, Morgan State University, Tuskegee University, University of Oklahoma, and the University of Michigan. The University of Michigan funds most of the initiatives. Since then we have collaborated on a number of initiatives including the 2020 Schools of Thought "Rethinking Architectural Pedagogy" conference hosted by the University of Oklahoma, the University of Michigan "Under Consideration" seminar, a panel discussion in the ACSA 2022 annual conference, and the 2021 and 2022 "Stack Mentorship: Doctoral and M. Arch Mentoring. This last initiative is a collaboration between U of Michigan and U of Oklahoma doctoral students, and Hampton University and Morgan State University M. Arch students

ADDRESSING THIS VALUE IN LONG-RANGE PLANNING: As indicated, social justice, diversity, equity and inclusion are central to our university and to our program. It is embedded in our mission and is central to our recruiting and hiring. As we are hired new faculty for the 2022-23 academic year, central to our exploration was the ability of candidates to relate to diverse communities and populations, as well as broadening the pool of applicants to help diversity our team.

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.

Program Response:

A central component of our program is its focus on research. As a Master of Architecture program, our students are engaged in design research. There are two required graduate-level seminar courses our students must successfully complete.

ARC 617: The course offers a forum to research, analyze, and discuss contemporary issues in architecture dealing with new types of building, construction, materials, assemblies, building systems (structure, environment, and life safety), approaches to site, improved performance, and ecological design worldwide. It aims to support the students' thesis studio work by developing their research and critical thinking skills and augmenting their knowledge about current advances in building technology and construction materials and systems.

ARC 618: The purpose of this course is to encourage critical inquiry exploring the definitions of community and sustainability, community participation, planning and design through written and verbal discussion, and reflective analysis of current cases. The course follows a seminar format. The seminar includes the study of contemporary community engagement practices, s well as designs.

We encourage our students and faculty to engage in state-of-the-art research. We have been actively engaged in research on sustainable design. For the past eleven years we have competed in the US Department of Energy's Solar Decathlon Design challenge. In 2019, our students, under the tutelage of Profs. Battaglia and Lee, were awarded 1st place in the Division for Undergraduates, competing with 37 other university teams.

Our faculty created a concentration in "Adaptation to Sea Level Rise" that collaborates with local professionals, local communities, and local area academic institutions to explore innovations that address the challenges facing the Hampton Roads region with resilient responses to rising tidal elevations.

Our students are also at the forefront of technology, learning advanced methods of building analysis using Climate Consultant, Sefaira, DesignFlow, Opaque, and PVwatts. This year we will introduce AutoDesk's Insight as an additional modeling tool.

ADDRESSING THIS VALUE IN LONG-RANGE PLANNING: The university requires faculty to engage in research and grant writing. This is a metric used to assess faculty performance and determine salary increment increases and promotion each year. Student research requirements are a part of our curriculum.

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.

Program Response:

Leadership, collaboration and community engagement are central to our university and fundamental to the mission of our department. The following describes some of the opportunities provided within the HUDA for students, staff, and faculty to achieve their goals.

Leadership: The Hampton University Department of Architecture strongly believes in the architect as a leader who must bring together a broad range of skills to solve building design, urban design, and community development problems. The Department of Architecture is fortunate in being a strong professional program, offering a professional degree, located within a small liberal arts-oriented university. Nurturing future leaders is a hallmark of Hampton University. Within our program, it is exhibited through our student's involvement in AIAS, AIA, NOMAS and

Tau Sigma Delta. Students compete for leadership opportunities within these organizations that include positions of leadership at the studio and school level.

In studios, students work in groups where leadership opportunities are promoted and leadership qualities are exhibited.

Collaboration: We partner with firms, other Hampton University programs and other academic institutions to provide our students with a wide breadth of resources and knowledge. For example, our design studios partner with local and national firms who assist in developing project briefs; provide mentoring and design crits; and conduct workshops, lectures, and seminars on wide ranging topics.

Our studio work balances individual project preparation with group dynamics. Portions of many design assignments begin with group research and design methodology assessments. Our faculty collaborate with firms to provide design instruction to students. For the past three years, our third-year studio has been supported by Gensler and our fourth-year studio has been supported by Smith Group (Washington and Detroit offices). The details of this engagement are discussed further in SC-1.

Within the culture of our program, collaboration is engrained through our Big/Little Program. First year students are assigned student mentors from upper levels to help them navigate the challenges of architectural education and adaptation to campus life at Hampton University.

Community Engagement: Our program is community focused. Our design studios, particularly second through fourth year, work on real world projects with “real” clients. They learn to engage with users, building owners, governing agencies, and engineers to understand the integrated nature of the building design process.

We are a part of several communities seeking to assist our program and our students, including:

AIAS/NOMA: In 2014 and 2015, our students won the AIAS Community Service Award for their “Architecture Barbie/Young Men in Architecture program.

AIA Virginia: Each year, the annual AIA VA conference (Architecture Exchange – East) is open to students from the accredited schools throughout the Commonwealth of Virginia.

Consortium of HBCU Architecture Administrators: The Administrators of the seven HBCU programs have created this organization to facilitate collaboration between and among the programs. Monthly meeting have resulted in several initiatives, including:

1. AIA Large Firm RoundTable Initiatives: The 60 firms in the AIA’s LFRT have partnered with the HBCU programs to assist in a variety of challenges and opportunities.
2. Design Studio Collaborations.
3. The IPAL initiative: Each HBCU is submitting an IPAL application to NCARB.
4. HBCU Student Architecture Forum: This is an annual event organized by a host school (each school rotates) that brings students together to advance new learning.

AIA Large Firm Round Table (LFRT): In 2017, R. Easter, as department chair, was invited to participate in the AIA Large Firm Round Table’s Dean’s Forum. This biannual event brings the leadership of the largest architecture firms in the country with the senior administrative officers of the largest academic design programs. The HUDA was invited by the dean of the host school, Tulane University. The primary discussion focused on increased diversity within the profession. The results of the meeting were an increased emphasis on the seven HBCU programs, a relationship that Easter continues to oversee.

Consortium of HBCU Administrators: This group of leaders seeks to enhance the outcomes for all of our students and faculty through collaborative learning, competitions, and grant research. The effort is led by the senior administrators of the seven HBCU accredited architecture programs (Hampton, along with Florida A&M University, Howard University,

Morgan State University, Prairie View A&M University, Tuskegee University and the University of the District of Columbia). An annual student led forum is held, rotating among the campuses (for the past three years it has been virtual). This past year it was hosted virtually by Hampton University.

HUDA URBAN INSTITUTE: The Urban Institute at Hampton University is the Department of Architecture's service-learning component consisting of professional projects, workshops and research that contribute to the exploration and development of the local urban environment. The mission of the Urban Institute is to fuse progressive environmental design education and student development with community service and urban environmental action.

The Department of Architecture at Hampton University continues efforts to increase and enhance its community design activities with the Urban Institute. The Urban Institute was founded in 1998 with initial support from the Fannie Mae Foundation and is housed within the Bemis Laboratory Building on campus where we often function as a "Community Outreach Partnership Center." As a Partnership Center, we make connections with local and national communities, agencies, and professional firms to become a vehicle for citizens, groups, and municipalities in collaboration with professors and students to explore and respond to pressing urban environmental design problems. The Urban Institute as the community service arm of the Department of Architecture has focused primarily on three specific environmental design issues: 1) Community design awareness and education (including public outreach and participation); 2) Urban and community revitalization, and preservation (including historic building surveys, neighborhood physical planning and transportation planning); and 3) Assistance in the development of accessible and affordable housing and neighborhoods (including architectural design, specifications and details).

ADDRESSING THIS VALUE IN LONG-RANGE PLANNING: Our program strives to be a leader among academic institutions. That is only possible when we contribute to the wellbeing of our community. Our Urban Institute provides opportunities for local agencies and non-profit organizations to work with our students through studio assignments, elective courses or other opportunities, that serve our community. Over the past twelve years, there has been a focus on projects in the City of Norfolk; we are beginning now to develop a relationship with the City of Hampton's Department of Community Development, the Hampton Redevelopment and Housing Authority, and the Ft. Monroe Authority to provide services that help these entities to envision opportunities for community development while providing our students with meaningful projects that will impact the community.

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.

Program Response:

In addition to our required curriculum, our students are exposed to practitioners and design process participants through our Lecture Series, funded each year by the University's USDOE Title 3 grant.

Faculty are engaged in AXP Advisor training by NCARB. We take advantage of online and face-to-face learning opportunities presented by various organizations in our industry including the AIA (local, state and national), NOMA, ACSA, and NCARB, attending conferences as presenters and participants. Most of our faculty are licensed architects required to complete a number of Learning Units to maintain the active registrations. Each year, the AIA Virginia conference (Architecture Exchange – East) is held in Richmond, Virginia. Students and faculty are able to attend this conference at reduced rates (or at no cost, depending on the year).

In addition to the core curriculum, faculty work to provide an array of broader learning opportunities in the field. Elective courses are offered within the department, based on the research and interest of a particular professor or a desired topic of the students. The undergraduate level ARC 430 (architectural elective) classes have in recent years included a travel program to the New Urbanist town of Seaside, Florida and a Beaux Arts Atelier taught by student alumni of the Institute for Classical Art and Architecture's Winterim Intensive in New York.

Graduate level 530 classes have included study in digital fabrication, mapping historic districts, methods of the Historic American Building Survey program, writing for architects, and classes organized to enter local and national competitions, including a design for a First Landing Memorial, a Martin Luther King Memorial for the City of Hampton, and proposals for the Walt Disney Corporation.

Students also find courses on campus offered by other departments to meet both their curricular requirements in art, social sciences, humanities, math, and physics and also their interests in other disciplines.

ADDRESSING THIS VALUE IN LONG-RANGE PLANNING: We continue to explore avenues for expanding connections between the practice community and our program. The programs described above are cornerstone, but we have regular discussion at our meetings to introduce new opportunities.

ADDRESSING EACH OF THESE VALUES IN LONG-RANGE PLANNING: In general, students, faculty, and staff are able to present ideas, thoughts, and recommendations about the direction of our program in each of these areas. We hold weekly faculty meetings, attended by student leaders, to insure open, transparent, and honest dialog so that our program continues to excel.

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.

Program Response:

There are a several activities in the program that introduce students to the range of available career opportunities that utilize the discipline's skills and knowledge. Some of those activities are embedded into our curriculum. Others are a part of the discipline required assignments mandated by NAAB. Others are a part of the culture of our program as we seek to prepare students for practice as registered / licensed architects. The following describes each of those activities and how they contribute to student understanding.

AXP Advisor: At Hampton University, the AXP Advisor (AXP-A) performs multiple roles. First the AXP-A is responsible to attend training provided by NCARB on the changing requirements for licensure. For the past four (4) years, Prof. Battaglia has served in the primary role as AXP-A, with Prof. Easter serving in a backup capacity (he served as the primary AXP-A for his first years as Chair). There are two programs the AXP-A is responsible for managing. As she is departing, Prof. Stanford Britt is taking on this assignment.

Mentoring Program: Each first-year student is assigned a student and a professional mentor. The professional mentors are from three primary sources. First, the AIA-Virginia has a statewide mentoring program. NOMA has a Professional Development Program that assigns mentors to upper-level students who are pursuing internship opportunities and permanent placement after graduation. Finally, the AIA-LFRT provides mentors to fourth-year students while they are in the ARC 517-518 Professional Practice sequence. This is coordinated with the assistance of the professional staff of Shepley Bulfinch, a Boston, MA based firm, via its former CEO, Carole Wedge, FAIA.

Career Fair: Hampton University, through its Career Center, holds two career fairs each academic year. We have found that architecture firms are reluctant to participate because they do not get enough traffic. In 2018, the HUDA held a separate career fair, called Architecture Pop-Up Week, and invited firms to Bemis. When confronted with the pandemic, the task of planning this event virtually was given to the AXP-A and we contracted with Career Fair Plus to coordinate the input of students and firms. In the first year (Spring 2021) 27 firms participated. This past year, we used the same model, with over 40 participating firms. We were able to get the University's Career Center to assist with the planning. They now use Career Fair Plus to do their two career fairs, but also plan the separate Architecture Career fair using the same firm.

Lecture Series: Each year we have a lecture series, funded by a Department of Education Title 3 grant. One of the lectures each year focuses on licensure requirements. We have lecture presented by Michael Hammon, AIA, our State AXP Advisor, assisted by our Faculty advisor, Laura Battaglia (now Stanford Britt).

Within Curriculum Required Coursework: The following classes educate our students about employment and career opportunities, while promoting licensure:

1. **UNV 101 – The Individual and Life Program for Architecture Students**: Hampton University introduced University 101- in 1989. It is a required orientation course designed to improve the quality of the freshman year experience. This course provides freshmen with a common core of experiences to facilitate their transition to the college environment. Topics for the course include Character Development, Hampton University History, African American History, Liberal Arts and General Education, Education Planning, Campus Safety, Health Awareness, Relationships and Stress, Time Management, Academic Excellence, Financial Literacy, English Literature, African American Literature, African American Art, and Beyond the Classroom Activities.

   In 2020, the University allowed the HUDA to offer its own version of the course, giving students background on the profession and the demands of a professional education. One of the lectures in this one-credit course introduces students to the process of becoming an architect and discusses the other disciplines that use architectural education.

2. **ARC 101/102** – **Introductory to Communication and Design Fundamentals Studio**: During the class meetings, the chair (Easter) visits this studio weekly and discusses a variety of topics related to the practice of architecture. When lecturers visit the program, they spend time speaking with these students discussing their experiences and their progression from education through their current assignments.

3. **ARC 305-306 / ARC 317** – During our International Urban Design Travel Studio, the follow-up ARC 306 and the ARC 317, Global Theories of Urban Design, our students are introduced to Urban Design as a career path for architects. A number of our students continue their education at schools offering advanced degrees in Urban Design, including Carnegie Mellon University, Columbia University and the University of Miami.

4. **ARC 517-518**: Professional Practice: In these courses, students learn, through lectures, readings, and videos, about the requirements of the practice of architecture. They learn the distinguishing characteristics of professions and the specific requirements to become licensed to practice architecture in the United States. They are introduced to NCARB and the state licensing boards and are required to establish an NCARB file to begin recording their Architectural Experiences credits (AXP).

5. **ARC 618**: This course provides material to advance discussions initiated in the ARC 317 Global Theories of Urban Design, ARC 305-306 International Travel/Urban Studio, It gives students an opportunity to understand the roles and responsibilities entailed in careers in planning and community design.

External Reviewers in crits: We solicit and receive the engagement of studio crits from a diverse range of professionals including landscape architects, engineers, urban designers, interior designers, and community planners.

IPAL Program: In July 2022, the HUDA submitted its application to offer IPAL. This program has received tremendous support from our LFRT Partnerships, promising opportunities for students to complete their licensing requirements as part of their degree.

Our students have opportunities to continue their education at universities with programs in Landscape Architecture, Urban Design, and Sustainability. Many of these programs visit our school to recruit students who have been introduced to these disciplines through our curriculum.

Through these programs, our students have found success in a variety of career opportunities including construction management with General Contractors, Project Managers with local, state and federal government agencies, Building code officials, real estate development, interior designers / interior architects, urban designers and teachers (K-12 and collegiate).

ASSESSMENT: At the conclusion of each academic year, the faculty meet to discuss each course and evaluate whether it has met the associated outcomes. We also discuss the success of other programs. Students are able to evaluate faculty and course performance online with

anonymity. Where outside partners assist in program offerings (the NOMA Professional Development Program (PDP), Firm engagement in Studios, the Career Fair and other mentoring activities), there are meeting with participants (students, faculty, staff and outside groups) to assess how well they are meeting objectives.

Student success in the above referenced courses is determined through the grading rubrics. However, faculty also review student work at the end of each year to discuss the effectiveness of the instruction and make recommendations to improve the outcomes.

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.

Program Response:

Design is the unique problem-solving process that architecture contributes to the built environment. As a process, it is critical that our students understand that it is a critical, cyclical and analytical process that requires internal and external feedback. The HUDA includes eleven (11) successive design studios. In addition to the information discussed in PC-1: Design, we also offer:

ARC 101/102 – Design Studio 1/2: The **Introduction to Communication and Design Fundamentals Studios** introduce students to the elements of architecture and the language and vocabulary of architectural expression, basic free hand and orthographic graphic drawing, three-dimensional modeling and verbal/written communication skills. An introduction to principles and theories of abstract design, conceptualization, and fabrication, emphasis is placed on design analysis and "process of design." These courses serves as an introduction to principles and theories of basic architectural design, and organizational/spatial relationships. Various design determinants are considered, including environmental influences, material systems and sensory determinants.

ARC 201/202 – Design Studio 3/4: The **Basic Architectural and Environmental Design Studios** introduce students to the elements of buildings and site. Projects are small but connected to real challenges in the Hampton Roads community. Our students work on projects that are of interest to citizens, organizations, and agencies in local communities. They meet with client groups to incorporate programming, context, and scale to the creation of space and place. They are introduced to the elements of ecology: light, air, water, energy, topography, climate, and human comfort and the responsibility and capacity of architectural design to provide those services and improve those conditions. The focus is on urban theory, buildings, and building patterns through physical documentation, drawings, models, and urban theory readings. Architectural design projects invole a variety of urban conditions. The course begins with small-scale structures that introduce basic tectonic issues and include site analysis and basic programming. ARC 202 projects increase in scale, complexity, and level of detail. Studios include required field trips to various local, regional, and national sites.

ARC 303/304 – Design Studio 5/6: Our students are introduced to architecture at the urban scale in our **Intermediate Architecture Design Studios**. Integration of material, systems, and spatial elements of architectural design through projects of varying scales in the community context. Deepening understanding of site planning and tectonic issues. Projects are of a larger scale but the focus on client and user needs and contextual impacts are emphasized.

ARC 305/306 – Design Studio 7: The **International Urban Design Studio** is designed to teach students to view the building design process through a lager contextual lens. This studio, having two (2) parts, provides an internationally based experience in design, theory, and the history of architecture and urbanism. Topics include theories of urban form, design in the historical context, architectural histories particular to location, the relation of architecture and urbanism to the social and cultural setting, and freehand drawing and sketching. The first part

of this experience is an international trip to study architecture at an international level. For the past 12 years, those trips have been to France (with one class going to Canada as a result of international tensions).

ARC 405/406 – Instruction in the **Comprehensive Design Studio** provides an opportunity to teach students the fundamentals of integrated design, incorporating site, building envelope, and building systems (structure, mechanical, electrical/lighting, and plumbing), and challenge our students to demonstrate their understanding of the lessons learned in through their first years of instruction.

ARC 601/602 – Design Studio 10/11: Our emphasis on design culminates with our **Design Research Studio,** which is a graduate level course. In the last year of the professional program, students explore an architectural problem of current relevance. They conceive a proposal for change through design that is put into test in the second part of the academic year. Students' involvement in the thesis studio advances their design knowledge and skills, and builds research skills through hands-on engagement. Students are also well prepared for post-graduate studies if they choose to combine their professional education with another area of knowledge.

LFRT Partnerships: In each of the studios, our students work with design professionals (alums from local and national firms) to broaden the perspectives of design. As indicated above, we have partnerships with multiple design firms, most notably 17 firms from the AIA LFRT. These firms participate in design instruction, partnering with studio professors to develop design briefs that meet course objectives and outcome requirements. They also participate in studio critiques, as project designs are developing, and at formal presentations at the completion of courses.

ASSESSMENT: Student success in these courses is determined through the grading rubrics. However, faculty also review student work at the end of each year to discuss the effectiveness of the instruction and make recommendations to improve the outcomes.

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.

Program Response:

Environmental sustainability and responsiveness is another core mission of our program. As mentioned earlier, our program is located on the southeast Atlantic coastline of the Commonwealth of Virginia. Under the direction of the recently retired Prof. Mason Andrews, we have developed a collaborative partnership with Old Dominion University to create a concentration in **Adaptation to Sea Level Rise** (this program is discussed in greater detail on page 9 of this report). While participation in this program is not mandatory for all students, the basic tenets of resilience that have grown from this study have filtered into our studio and lecture courses.

ARC 200 – Architectural Ecology: This course is intended to provide students with a broad, generalized understanding of the environment; to develop a framework for seeing and evaluating the natural and built environment; and to understand the ecological inter-relationships between people, buildings, and nature. The stated objectives of this course include the following:

1. Ability to read and understand ideas related to environmental theory and environmental science.
2. Ability to explain basic principles of the following, in words and diagrams:
    a. Topography

b. Climate (micro and macro climate; climatic zones)

c. Natural ventilation and thermo-siphoning

d. Ability to map the path of the sun at a particular location, and to utilize sun shadow study as a design tool.

3. Basic understanding of human thermal comfort including heat transfer and sensory qualities
4. Basic understanding of hydrology and basic drainage issues with a focus on sustainable approaches to storm water management
5. Basic understanding of site circulation issues, including pedestrian paths and vehicular parking
6. Ability to explain basic principles of a range of passive design strategies
7. Ability to conduct a site inventory including regulatory measures
8. Understanding the conventions of parking including circulation, configuration, etc.

The objectives are met and assessed through project-based assignments, supplemented by examinations. The assignments for the past two years have included:

1. Seasonal Sun Angle Study of studio project; this project will measure understanding of how the path of the sun affects the quality of interior space at various times of the day.
2. Site Analysis: Re-envisioning the campus at William & Mary; this project measures the ability to analyze a given site and present the analysis as a site inventory.
3. The midterm and final exam will each include: (1) a multiple-choice and/or short-answer section focused on scientific aspects, and (2) essay. The course teaches students to conscientiously compile an Ecology Sketchbook to ensures success in this course.

ARC 303/304 – Intermediate Design Studio: Successful understanding of the learning objectives of the ARC 200/201/202 are prerequisites for taking the next level studio courses. This course, with its focus on the challenges of designing livable districts within historic port cities addresses both the core and subsidiary missions directly. As such, special attention is devoted to the specific seal level rise challenges of the Hampton Roads region.

ARC 315 – Building Environmental Systems: This introductory course addresses human needs and comfort in relation to the natural and man-made environments. Specific topics include: climate and weather; environmental health; indoor air quality; thermal comfort; passive and active systems and design strategies for heating, ventilating, and air-conditioning; daylighting; electrical lighting systems; electrical power distribution systems; alternative energy sources; mechanical noise control; and building acoustics. Students are introduced to tools for evaluating building performance and adjusting building designs to achieve specific environmental and energy consumption goals.

ARC 516 – Building Systems Integration: This course is an advanced level course in building science that consolidates the fundamentals established in ARC 315 and ARC 401 through an integrative understanding of building systems in the sustainable building design. It explores the integration of site, environmental benefits, structural systems, building envelope systems, mechanical systems, interior systems, renewable energy systems, automation systems, other sustainability considerations in architectural design. The core of the course is placed on appreciating how systems are related to each other in the context of aiming for a high-performance building and human comfort in various categories of major use. The pilot project will be adopted to illustrate the concept and practice. We develop a critical awareness of performance issues related to façade systems, efficient active and passive building systems, the opportunities for enhanced performance, and core skills necessary to evaluate, determine, and integrate

building systems to meet spatial, structural, and energy needs, and in response to a changing context and environment.

ARC 617: Advanced Building Technology Seminar: This course is an examination of theories, concepts, and mechanics of emerging technology in architecture focusing on materials, construction, and building systems [including green building, sustainable systems, and historical preservation and rehabilitation]. Intensive reading, speculative and critical writing, research, drawing, and diagramming are required for description, analysis, evaluation, and discussion. The ARC 617 course is the last in the sequence started with ARC 200 Architectural Ecology, and provides a space to consider advances in structures, materials, construction systems, and environmental systems, as well as the ethical research and implementation of such materials and systems.

ARC 618 – Architectural Seminar on Community Issues: This course provides material to advance discussions initiated in the ARC 317 Global Theories of Urban Design, ARC 305-306 International Urban Design Travel Studio, and ARC 405-406: 4th year studio on the relationship between architectural design and urban design, urban planning and community design. It expands students' knowledge about participatory design and community engagement,, other ways to practice architecture, and cultural, social and economic sustainability and environmental stewardship.

ASSESSMENT: Student success in these courses is determined through the grading rubrics. However, faculty also review student work at the end of each year to discuss the effectiveness of the instruction and make recommendations to improve the outcomes.

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.

Program Response:

Students are required to successfully complete multiple courses on architectural history and theory. These courses are integrated into the design instruction to help students understand the impact on history and theory on current trends in design thinking and philosophy. Our program focuses on history and theory at multiple levels, and projects that our students are assigned require them to discuss the social, political, and economic factors that frame architectural solutions. This discussion is a constant component of our studio and lecture courses. Courses that introduce students to history and theory include:

ARC 201/202 – Basic Architectural and Environmental Design Studio: The class introduces students to an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales. The principal areas for this studio deal with general building and site accessibility. Students are introduced to the conventions of accessibility including ramps, clearances, and bathroom layouts.

There is a heavy emphasis on studying existing works (precedent); the best way to learn the language of architecture is to study worthy examples. An extended analytical project will lead to a design project based on transformation of given forms and compositions. The class explores a design process that studies existing forms, analyzes, and transforms them to make something new. This process is accompanied by critical assessment of changes in meaning resulting from these formal operations.

ARC 207/208 – Architectural History 1 & 2: These courses teach the history and development of architecture as a social, cultural, and spatial expression. The first course, ARC 207, ranges from Prehistory to the Renaissance period. History 2, ARC 208, presents the survey of the architecture history of civilization from Renaissance through the 21st century. These courses are offered to the students as part of their first year of matriculation so that elementary levels of historic precedent are introduced during the first-year studios (ARC 101/102).

ARC 301 – International Travel Prep: This course, as a pre-requisite to our Urban Design Travel Studio, presents an overview of the history (political, architectural, artistic, and urban) and culture of the country to be visited in ARC 305. The course also includes some instruction in the language and customs of the country to be visited, urban analysis of cities to be visited, guidance on packing, documentation, and equipment for travel.

ARC 305/306 – International Urban Design Studio (Design Studio 7): An internationally based experience in design, theory, and the history of architecture and urbanism. Topics include theories of urban form, design in the historical context, architectural histories particular to location, the relation of architecture and urbanism to the social and cultural setting, and freehand drawing and sketching.

ARC 317 – Global Theories of Urban Design: This course presents an overview of a variety of historical and contemporary issues in urban design and architecture from the theoretical and design perspective.

ARC 411 – Contemporary Architecture Theory: This course presents an overview of the history of architectural thought and theories by looking at ideologies, process, and synthesis, including post-colonialism, race, gender, subjectivity, and ethics, in preparation for thesis research and design.

ARC 617 – Seminar – Advanced Building Technology Issues: Examination of emerging technology in architecture focusing on materials, construction and building systems with global perspective. Requires intensive reading, speculative and critical writing, research, drawing and diagramming for description, analysis, evaluation, presentation, and discussion. Requires case study analysis. The seminar furthers students' knowledge about building technology and systems, performance and impact on the environment, and supplements thesis studio work.

ARC 618 – Seminar - Community Issues: Exploration of contemporary issues in environmental and community design from a global perspective with emphasis on sustainability. Requires intensive reading, speculative and critical writing, and research. The seminar adds depth to students' knowledge about the collective built environment.

Design Studio Instruction: At the early stages of design instruction, students study the importance of precedent. In the second year, for example, a stated "intended study learning" includes KNOWLEDGE/CRITICAL THINKING SKILLS (Critical Thinking, International Diversity, Information and Technology Literacy, Quantitative Reasoning, Scientific Reasoning): with a focus on the analysis of a seminal work of architecture considering elements and principles of architectural design, as well as: program, enclosure, structure, circulation, and construction system/materials.

ASSESSMENT: Student success in these courses is determined through the grading rubrics. However, faculty also review student work at the end of each year to discuss the effectiveness of the instruction and make recommendations to improve the outcomes. Many of the outcomes discussed above were initiated through the review of student work, particularly after the most recent NAAB Team visit and subsequent Team Report.

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.

Program Response:

Research, design research in particular, is a unique strength of our program. As noted in the two past NAAB Visiting Team Reports, where SPC A.11, Applied Research was listed as a Condition Met with Distinction, "The team found this SPC to be met at a level of ability to apply research rather than just at a level of understanding."

ARC 516 – Building Systems Integration: As a co-requisite with our fourth-Year design studio (ARC 405/406) our students learn to evaluate building performance using multiple programs. In

general, ARC 516 is a workshop to exercise the order of building technology in architectural design. Applied scenarios are used to discover the cause and effects of form, comfort, and safety.

School Competition in Fourth-Year Design Studio: Each year ARC 405 participates in the statewide school design competition sponsored by the Virginia Chapter of the Association for Learning Environments. This competition "challenges students to explore innovative techniques and strategies to PreK-12 academic facility planning and design." In the past four years, school types have included e new "Performing Arts Center" is a collaborative environment intended to enhance learning opportunities for high school students aspiring to further their career in the performing arts arena, a PK-12 Education Center to deliver academic content during a pandemic, a middle / high school for education center for Sea Level Rise and Climate Change Research (this program has been used twice).

ARC 601/602 – Design Studio 10 and 11 (Graduate Design Research Thesis): The work produced in ARC 601 and ARC 602 form the 5th year thesis and is where design skills are further tested and honed, and critical thinking and research skills are further developed. Knowledge about architecture history and theory, representation, building science and systems, materials and construction, human conditions and environmental science in relation to design are expected.

The very idea that the design process can be a form of research is highly polemical. Some contend that it is not as rigorous as other methods for research, such as those found in the natural sciences, because it is too subjective. We agree that not all design efforts are research, but argue that approaches to design that interrogate the terms, the context, and the applications can be. Design is research when its relevance extends beyond the architect's or client's personal realm; and is systematic, coherent, accurate, verifiable, and documented. These studios' main goal is to encourage thinking, designing, and making. The consequent products are evaluated with explicit criteria. This approach to architectural design may result in a better-built environment for a higher quality of life. However, we acknowledge the architect's work alone is not all that is necessary to improve our living conditions.

The student-directed inquiry to articulate a proposal followed by applied research is created within the collaborative frame provided by the studio setting. In these thesis studios, each student pursues an area of personal interest by identifying and characterizing a pressing architectural design issue, hypothesizing on how to resolve it, articulating a proposal to test it, putting the claim into action, and evaluating its results.

ARC 601 the inquiry is guided by a humanistic research approach based on documentation, analysis and interpretation to form an argument. The proposal developed provides the background knowledge, the theoretical framework (the argument), and detailed plan for design as research. The claim of the proposal is the concept, the innovation, the architectural proposition.

In ARC 602 the mode shifts to an experimental hands-on one, requiring direct engagement with the materials of architecture, requiring design as making, and making as research. ARC 602 is a series of focused design investigations planned by each student. All or parts of the claim are tested by the student's exploration of the field of possible design solutions. All design products are assessed against predefined criteria. The studio's requirement is that each student engage in an in-depth design exploration of their claim at three scales: the scale of the whole (all spaces), the room (one of many), and the detail (such as a chunk of space/corner/joint, for example foundation to roof section).

ARC 617 – Seminar – Advanced Building Technology Issues: This course is an examination of emerging technology in architecture, focusing on materials, construction and building systems with global perspective. Requires intensive reading, speculative and critical writing, research, and drawing and diagramming for description, analysis, evaluation, and discussion. The seminar furthers students' knowledge about the most recent research and practices on building technology and systems, performance and impact on the environment, and supplements thesis studio work.

ASSESSMENT: Student success in the coursework is assessed through the grading rubrics. Faculty success is determined by the number of grants sought, articles or books published, or papers and lectures presented. This is also a part of the annual assessment of faculty by the administration (through the chair).

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.

Program Response:

As described above, nurturing future leaders is a hallmark of Hampton University. Within our program, it is exhibited through our student's involvement in AIAS, AIA, NOMAS and Tau Sigma Delta. Students compete for leadership opportunities within these organizations that include positions of leadership at the studio and school level.

Students are also exposed to leadership within the profession in multiple settings:

1. Each year, design professionals who hold leadership roles in firms and at the national and local level of professional organizations participate in our Lecture Series. AIA and NOMA presidents, and firm principals participate.
2. The HUDA participates in the AIA-VA Emerging Leaders in Architecture program (ELA). Started in 2009, ELA is an intensive program of educational sessions structured around presentations, discussions, team exploration, analysis, consensus-building, collaboration, and case study activities undertaken over the course of a year by a small cadre of participants (16) selected for their potential to be outstanding contributors to the profession and the community. This program identifies young leaders in education and practice who are teamed for one year devoted to addressing challenges in a problem within the Commonwealth. The HUDA representative to the program makes regular presentations to the student body.

DESIGN STUDIO INSTRUCTION: Group learning components are a part of many of the studio assignments. Research, programming, and site analysis are generally conducted in group settings, providing students with an opportunity to display and develop their leadership skills. Equally important, our students work with civic and corporate leaders in the development of many of their studio design projects. As a program focused on community engagement, our studios work with representatives from government, civic organizations, social and health service delivery agencies, and professional organizations. They learn the balance between the users of architectural design and those paying for the services. They learn collaborative skills in the production of their work and in the development of programmatic requirements.

AIAS/NOMAS: Students have opportunities to develop their leadership skills in practical ways through their involvement in AIAS/NOMAS. At HUDA, we have combined the two organizations into a single entity, allowing the national dues for each student to be paid by the University through the Professional Fees paid by the students. This increases the level of participation by the student body. In addition to the leadership positions with the organization (President, Immediate Past-President, Vice President, Secretary, Treasurer, Student AXP Representative), each studio level has a representative to the student Board.

ASSESSMENT: Each of these program is assessed by participants. Student leadership opportunities in classroom project assignments is assessed through the grading rubrics.

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.

Program Response:

The objective of our program is to be a community of enthusiastic learners who are encouraging, respectful, and innovative. Our program seeks to amplify that community environment in our administration and classroom delivery.

The initial Studio Culture Handbook was crafted by a committee of faculty and students in 2007. In 2009, the faculty committee completed the initial Studio Culture Handbook. In 2017, a committee of students and faculty were tasked to amend the document again. This document is considered an appendix to the University's student handbook, with specific requirements as pertains to architecture students. After its review and adoption by the HUDA faculty and students it was submitted to the Dean for review. It is now a formal requirement of the program and is distributed to all students electronically, through Blackboard.

Attached, in the appendix, is the Studio Culture Handbook that is made available to all students when they enter the program. Each academic year at one of the Friday lectures, faculty and student leaders review the content and discuss how they are applied and the implications.

Our university Student and Faculty handbooks, as well as our department handbook stress the importance of maintaining a respectful and professional decorum within the program. The University has a Code of Conduct for both students and faculty and syllabi contain the following:

> *"This is a professional degree program and students are expected to maintain high standards of behavior and professionalism as well as neat, professional attire. These expectations are part of the Professional, Engaged Participation grade. Joining the Hampton Family is an honor and requires each individual to uphold university regulations and civil laws. The University reminds us that "an atmosphere of mutual respect and support" is essential for maintaining the high quality of our education. Students are encouraged to participate in cultural events that the University offers. The University requires that we maintain the University Dress Code in the academic setting. Each member is also required to adhere to and conform to the instructions and guidance of the department, school, and university leadership.*

Specifically, each member of the Hampton Family is expected:

1. *To respect themselves.*
2. *To respect the dignity, feelings, worth and values of others.*
3. *To respect the rights and property of others and to discourage vandalism and theft.*
4. *To prohibit discrimination, while striving to learn from differences in people, ideas, and opinions.*
5. *To practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the Code of Conduct.*
6. *To foster a personal and professional work ethic within the Hampton Family.*
7. *To foster and open, fair and caring environment.*
8. *To be fully responsible for upholding the Hampton University Code."*

These conditions characterize our instructional offering as well. The first year in the program provides pre-professional foundation for the professional component, as well as the beginning of the University's General Education core courses. The curriculum requirements escalate in complexity, through to five years, culminating with the design research thesis in the fifth year.

The coursework balances professional core offerings with courses in general education, math and sciences, fine arts and humanities, social sciences, professional, and free electives.

Our program is small, contained in a community with a hierarchy of leadership tempered by a nurturing, compassionate and respectful relationship between students, faculty and staff. Our student handbook contains the student-adopted “Studio Culture” and sets the foundation for the interrelationships between all parties within the program.

We seek to learn to effectively, share ideas, and to do so in an ethical manner. We expect the highest personal and professional standards that reflect the objectives of our profession and our graduate program. Students are reminded of the high ethical and moral standards established by the University and expected of those in the architectural profession, including the requirement that the work that they submit must be their own.

ASSESSMENT: These policies are reviewed by students and faculty. Some are mandated by the university. Where there are violations, our policies provide remedies that range from reprimand to dismissal.

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.

Program Response:

Our objective is to be a program that is diverse in its makeup: student population, faculty, and staff. We also strive to engage our program, students, and faculty, in activities that promote diversity and cultural awareness. Finally, we aim to expose our program in projects that teach our students about diverse cultures and social constructs.

The projects in our studios are intentionally community based focusing on community needs for a variety of community settings. They are not homogenous; we deal with universal accessibility, social justice, and memorializing history of marginalized communities. Students study relevant historical contexts to learn the impacts of these projects on the local, regional, and national communities that they will serve. This is achieved through the selection of projects, such as Africa Town, the William & Mary slavery memorial, the National Museum of American Slavery in Richmond, VA.

Issues of social equity and Inclusion are also achieved through our lecture series. This program is conducted on Friday afternoons at 1:00 pm, where attendance is required for all students. Architects and community leaders from across the nation present work that impacts communities. Our lecture series focuses on work performed by persons of multiple cultures and backgrounds.

As part of a distinctive HBCU, the Department is committed to inclusion and cultural awareness. Our student body is diverse ethnically, culturally, in gender and social status. We have students from five continents (North and South America, Africa, Europe, and Asia). Those from the US hail from thirty states. Many of our students come from urban areas. 45% of our students are women.

However, what is most important is not where our students come from, but what level of cultural and social enrichment they receive once in the .program. A major component of our 5-½ program is a summer international urban design study. During this course, students travel internationally (during the past five years those travels have been to Italy or France) where they experience the art, architecture, and culture of historic places.

When issues arise that suggest that additional reinforcement is needed, students or faculty will make recommendations to the faculty and receive action from the Chair. Procedures for addressing the effectiveness of policies within the department are regularly discussed. The University’s hiring policy is implemented at the Department level and we have been very successful ensuring the diversity of our workplace.

Hampton University is an HBCU with a global mission of equity and inclusion to foster diversity and inclusion. In addition, in our hiring, we stress to potential faculty applicants that it is important to us that faculty have an awareness of, familiarity with, and, where possible, experience in teaching students from diverse populations including those categories listed above.

Within our curriculum and embedded in our syllabi is the language of this criteria.

ASSESSMENT: Our success is measured by the level of diversity in our program and in our project outreach.

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.

Program Response:

Beginning at the first year, we stress to our students that one of the critical things that differentiates our profession is the professional duty and responsibility of the architect to protect human health, safety, and welfare (HSW). Students learn that it is the basis for licensure and the reason the HUDA offers a professional degree. Students learn this at the basic level in UNV 101 – College Life for Architecture Students, and during informal presentations to the first-year studio. However, it is emphasized in several courses where it is presented and student understanding is assessed. Below is a description of the courses that have significant focus on HSW instruction. The descriptions of the instruction and subsequent work performed in each course is generally, extracted from the course materials (syllabi and project assignments).

ARC 200 – Architectural Ecology: This course introduces students to the analysis of physical environmental elements such as topography, hydrology, sun, wind, and climate, as well as basics of site design. This course, in combination with studio courses, enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Theoretical components of the class explore how people behave in and perceive space. They are designed to help students understand the importance of addressing these issues as a central part of the design process. Scientific components of this course provide students the basic understanding of how to achieve this. In the theoretical side of this class, we discuss ways humans conceptualize, value, and respond to the natural and built environments. In the scientific side, students learn essential aspects an architect must understand to design effectively. They learn to orient buildings to harvest sunlight, air, and water; provide shade and shadow; and recognize climate, precipitation, views, vegetation, and existing landforms.

In our review of this course, we recognize that site design applications must be further explored. As such, issues related to site accessibility are being added to the course description and outcome requirements.

ASSESSMENT: Students develop sketchbooks to probe and record ideas (thoughts, information, ideas, diagrams, etc.) related to this course and ideas related to studio work. The sketchbook requirements include: architectural sketches, drawings, and notes regarding key points from the readings; discoveries from research; and questions generated through reading, research, and design.

Projects: There are two project assignments in this course:

1. Seasonal Sun Angle Study of studio project; this project will measure understanding of how the path of the sun affects the quality of interior space at various times of the day.
2. Site Analysis: Re-envisioning the campus at William & Mary; this project will measure the ability to analyze a given site and present the analysis as a site inventory.

In addition to in-class assignments, students take a midterm and final exam that includes: (1) a multiple-choice and/or short-answer section focused on scientific aspects, and (2) essay. Conscientiously compiling the Ecology Sketchbook ensures success in this

course, since students are allowed to use this tool in completing parts of all tests. Application of those ideas is also incorporated into the ARC 201/202 studio assignments.

ARC 201/202 – Basic Architectural and Environmental Design Studio: The class continues to introduce students to an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales. The principal areas for this studio deal with general building and site accessibility. Students are introduced to the conventions of accessibility including ramps, clearances and bathroom layouts.

The primary objectives for the course are twofold: first, for students to become skilled at generating an appropriate conceptual framework for their design work; and second, to become skilled in the process of developing this work guided by concept and responding to the myriad influences and limits inherent to architecture. We will focus on how to make appropriate design choices about site as well as spatial and functional (i.e., programmatic) needs. Site design is a focus of this class. Every building exists on a site – a physical place with unique properties. Before an architect can begin designing a building, s/he must study the given site, analyze its characteristics, and determine how the new structure will fit into its context. As such, we will focus on qualities of environment that affect architectural design and we will integrate site characteristics into various design projects. We will design structures that utilize sunlight, earth, wind, and water. We will apply passive lighting, heating, and ventilation strategies and integrate renewable resources into our designs.

ASSESSMENT: Among the skills that are required outcomes for this course are, students learn to develop a site design for different types of sites considering: area, orientation, vegetation, hydrology, topography, circulation, and universal accessibility and to generate multiple concepts based on interpretation of program and site, testing them through design.

ARC 303/304 – Intermediate Design Studio: ARC 303 comprises a bridge between basic architectural design (second-year design studio) and comprehensive building design (fourth-year design studio). Moving toward design and professional competence, students will begin to discover new sets of parameters that have impact on each design project.: structural and mechanical engineering systems, building and zoning codes, community stakeholders and clients - all bring restrictions and opportunities. The focus of this year will be to learn to understand and embrace these new parameters, finding opportunity as well as restriction in them, and to learn to synthesize them into formal ordering systems.

The making of a building is a complicated endeavor; it is the goal of the program to habituate students to embrace researching the many parameters affecting a design (precedent, typology, zoning and building codes, site conditions, accessibility, climate, structures and materials) and to extract opportunity as well as constraint in design. A further focus of the course is on understanding a building's role in the making of urban spaces; urban design considerations and development of skills are integral to both the design of any building within an urban context and to the course.

ASSESSMENT: Studio projects are assigned and reviewed using rubrics that detail the code requirements that are critical to design success. Primary code issues for this level include interior layouts with compliant dead-end corridors, placement of building egress, and general site and building accessibility. Projects are assessed for their contribution to the urban precinct in which each is located.

The work in these studios is assessed through the completion of design assignments. They are graded using rubrics that assess student proficiency for meeting outcomes. There are typically two projects given each semester with increased rigor and complexity.

ARC 305/306 – International Urban Design Studio: ARC 305 and 306 visit French cities to understand the patterns by which cities have been developed well and then apply these lessons to work on a site in Toulon. This understanding is based on lessons learned from touring and from making significant observational drawings and measured drawings of successful urban

spaces and streets. Course work also involves engagement with community and civic leaders as well as professional designers in Toulon, to better understand the concerns and aspirations of the community.

Familiarity with basic sounds of French language, overview of history and culture. Analysis and report preparation on prior projects in the program. Drawn analysis of assigned urban areas and streets. Preparation of report template for ARC 305/306 design report.

The primary objectives for this course are for students:

1. to experience and critically analyze urban spaces located outside the United States.
2. To conduct pre-design research (individually and collaboratively) for use in ARC306 Urban Design Studio.
3. To integrate knowledge, techniques, and skills gained thorough Urban Design Theory (ARC 317), France Prep (ARC 301), and third year design studios (ARC 303 and 304).
4. To apply existing theories of human behavior, urban design, and basic environmental sustainability in the analysis of urban places.
5. To identify, analyze, and incorporate relevant historic precedents in the beginning stages of urban design.

   ASSESSMENT: Through the ARC305 course, students must demonstrate basic understanding of urban theory. They further develop and demonstrate this understanding through on-site discussions, and by producing thoughtful analytical sketches, photographs, text, diagrams, maps, sections, and the like that both record and analyze existing site conditions. Analysis should be conducted through an iterative process that builds deep understanding of the existing conditions. On-site analysis of urban fabric will include:

   1. Identifying important urban streets, public plazas, and built relationships in the urban core.
   2. Understanding and documenting these spaces by drawing details, building facades, sets of buildings, and spaces created by buildings.
   3. Mapping conditions and analyzing patterns in plan view.
   4. Comparing and contrasting conditions in various public spaces using ideas from ARC317. ARC 305 Summer 2013 On-site analysis of our specific site will include:
   5. Creating diagrams, plans, sections, perspective sketches, charts, and narrative text to describe current conditions at our project site.
   6. Collecting information necessary for building an accurate model in SketchUp.
   7. Identifying strengths, opportunities, weaknesses, and threats evident in and around the project site.
   8. Analyzing conditions and opportunities related to the natural environment (topography, climate, sunlight, hydrology, etc.) using analysis methods learned in ARC200.
   9. Begin to consider possible design strategies for the site throughout the travel program

ARC 405/406 – Advanced Architectural Design Studio: This course sequence prepares students for practice in the profession of architecture. Professional design practice requires the architect to understand the sequence of design and to provide leadership to the various people who work together on each building project (client, community members, code and zoning officials, builders, etc.).

ASSESSMENT: Studio projects are assigned and reviewed using rubrics that detail the code requirements that are critical to design success. Primary code issues for this level include interior layouts with compliant dead-end corridors, placement of building egress, and general site and building accessibility. In collaboration with the ARC 517 and 518 coursework / assignments, students must complete projects describing the code implications (usually through the development of Life Safety Plans) and must indicate zoning constraints that were encountered and mechanisms, where necessary, to overcome or modify those requirements.

ARC 517/518 – Professional Practice 1 and 2: In this sequence of courses presents lectures on the primary regulatory components that are designed to protect public health, safety and welfare. In ProPrac 1, students are introduced to the history of building regulations. They learn about the application of the building codes using the International Building Code (IBC) as the foundational document. They learn the history and development of the American's with Disabilities Act (ADA). Multiple copies of these documents are available to student in our library. Additionally, the Commonwealth of Virginia adopts the ADA with amendments, and makes its version available online at no cost to users.

ProPrac 2 provides students with the requirement to prepare construction documentation that includes Life Safety Plans. These courses are co-requisite with the design studios (they are taught to the same students at) and the required material is cross-referenced between the classes. Specific lectures presented during these classes include:

ASSESSMENTS: Students are required to prepare and present the following:

1. Code Analysis Worksheet for a design studio project using the IBC in conjunction with ARC 517/518.
2. Zoning Worksheet for a design studio project in conjunction with ARC 517/518.
3. Prepare a Life Safety Plan for a design studio project
4. Design the accessible public toilet rooms for a design studio project meeting the requirements of the ANSI 117.1 Accessibility Standards.

ARC 601/602 – Graduate Design Research Studio: Critical thinking and research skills are further developed in conjunction with design skills. Knowledge about architecture history and theory, building science and systems, materials and construction, human conditions, and environmental science in relation to design are expected. Each thesis student pursue an area of personal interest by identifying and characterizing a pressing architectural design issue, hypothesizing on how to resolve it, articulating a proposal to test it, putting it into action, and evaluating its results. The proposal is implemented in the Spring semester in ARC 602. The studio requires that each student engage in an in-depth design exploration of their claim at three scales: the scale of the whole (all spaces), the room (one of many), and the detail (i.e. chunk of space/corner/joint, foundation to roof section). All design products are assessed against predefined criteria. Students must include among the criteria those associated to health, welfare, and safety as applicable to the focus of their investigation.

ASSESSMENT: Students work is assessed using rubrics. It is reviewed individually, in small groups, and collectively through peer reviews throughout the semester, and in public presentations at midterm and final week. Guests reviewers are invited to the public reviews.

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.

Program Response:

As indicated in our Mission Statement (page 13), one of the core missions of the HUDA is to prepare students to enter professional practice or related fields of architecture as critical and creative thinkers and problem solvers applying mentorships, internships, and full-time employment opportunities with local and national practitioners that introduce students to the rigors, challenges and opportunities of the profession. One of the requirements of our program is that each student complete an internship that gains AXP credit towards licensure. Those internships can be in any form that allows students to fulfill the requirement of obtaining the credits. To facilitate this requirement, we have collaborated with the university's Career Center, under the direction of Mrs. Bessie Willis (Bessie.willis@hamptonu.edu). This office works with our Faculty AXP Advisor to provide several services to assist our students. First, Mrs. Willis works with the Professional Practice class in the development of resumes and portfolios (see assessments in ARC 517/518) below.

Secondly, we work together to put on a Job Fair specifically targeted to architectural firms (and allied disciplines) in the early Spring. In 2018, we held our first Architecture Job Fair, calling it Firm Pop-Up Week. This event drew less than 15 firms but was the catalyst for a more robust program. After our engagement with the AIA's LFRT, we held a more rigorous program for two years. This was challenged in 2021 by the global pandemic. Our Faculty AXP Advisor, Laura Battaglia, developed a relationship with Career Fair Plus, an online provider of career fairs, at the recommendation of one of our sister programs at Morgan State University. Our fair participation increased to over 30 firms. In Spring 2022, the Career Center partnered with our department to provide much needed human resources and coordination (they also saw the benefits of Career Fair Plus and engaged them to be the university provider as well). We are now positioned to have the Career Center run the program while we provide the firm contacts. We currently have approximately 40 firms attending the session and in the past year, all of our third- and fourth-year students were successful finding internship employment.

Finally, as indicated above, we stress to our students that Architecture is a professional curriculum. Below is a description of the courses that have significant focus on Professional Practice. The descriptions of the instruction and subsequent work performed in each course is, generally, extracted from the course materials (syllabi and project assignments).

> **ASSESSMENT**: This program is assessed by students presenting their updated AXP files to the Faculty AXP Coordinator. Students also present their summer internship experiences at one of the Friday Lecture events.

Finally, as indicated above, we stress to our students that Architecture is a professional curriculum. Below is a description of the courses that have significant focus on HSW instruction. The descriptions of the instruction and subsequent work performed in each course is, generally, extracted from the course materials (syllabi and project assignments).

ARC 303/304 – Intermediate Architectural Design Studio: This studio introduces students to the concept of working in an office environment. The class will be run as a cutting-edge professional entity called Studio 3. Studio 3 will be further divided into student work groups, designated ateliers. A variety of sites, within the cities of Hampton and Norfolk, will challenge students to calibrate responses to varying urban environments.

Students work with community organizations, government agencies, private developers and user groups to establish building programs and project criteria. The attend public meetings and engage with professional firms.

For off-campus site visits and meetings, a dress code of business casual is to be in effect, which means collared shirts for gentlemen, no denim, and subdued street (rather than athletic) footwear; women should dress professionally which is generally considered to mean an absence of denim and of exposed parts of their persons generally reserved for the inspection of close relationships and medical personnel.

> **ASSESSMENT:** Student assessment include their response to the above written criteria.

ARC 405/406 – Advanced Architectural Design Studio: This studio advances the concept of the class being conducted as a firm. Students are placed into studio team groups of 3-5 students. They sign "employment contracts" that highlight the responsibilities of the "Student Employee" and those of the "Design Studio Firm." Thus, the ARC405-406 studios stress professionalism in the design of buildings and in facilitation of the design process itself. In preparing students for the technical and social roles of the architect, ARC405-ARC406 exercises the practical skill and professional deportment of each student. Professors operate the ARC405 studio like an architecture office – we expect students to demonstrate the type of professional work ethic, commitment, and attention to detail required in the professional office setting.

> **ASSESSMENT:** Twenty (20%) of the student grade is based on professional deportment. Eighty percent (80%) of the grade is based on the completion of design work. Students are required to attain 75% of the the 80% in order to be eligible for the remaining 20% grade (they cannot fail the design work and still pass the class, but they can pass the design work and fail the class).
>
> During the Fall semester (ARC 405), students receive 3 design assignments. The first project is intended to establish the basis for design and includes videos and papers describing the design process. They create a document (usually in the form of a comic book) illustrating their understanding of the process.
>
> The second assignment is a school, orchestrated as a design competition. Each year, the fourth Year Studio (ARC 405) participates in the statewide school design competition sponsored by the Virginia Chapter of the Association for Learning Environments. This competition is designed to challenge students to explore innovative techniques and strategies to PreK-12 academic facility planning and design. In the past four years, school types have included e new "Performing Arts Center" is a collaborative environment intended to enhance learning opportunities for high school students aspiring to further their career in the performing arts arena, a PK-12 Education Center to deliver academic content during a pandemic, a middle / high school for education center for Sea Level Rise and Climate Change Research (this program has been used twice). Students meet with design professionals and members of school districts, are engaged in project programming, site analysis and selection, and make a formal presentation.

ARC 517/518 – Professional Practice 1 and 2: This course sequence prepares students for practice in the profession of architecture. ARC 517 focuses on the principles and history of professional and ethical conduct, architect-client-contractor relationships, contract documents related to practice, office procedures, relationship to disciplines of engineering, planning and urban design, readings in architecture and related subjects, and the architect in environmental design leadership roles.

Professional design practice requires the architect to understand a variety of issues related to the actual performance of design work as well as the business nature of architecture. Students must understand the professional criteria imposed by states and the legal and liability issues that govern the conduct and performance of architects in society. The fall semester begins with an overview of the profession, what it means to be a professional and how the profession of architecture manages the process of entry. Students learn about the many forms of practice in architecture, focusing primarily on private practice and the development and management of a firm.

There will be three components of each class. The first hour includes a topical lecture, followed by one hour of group or individual research on that topic and concluding with presentations on the primary topic by selected groups or individuals. This process varies as topics dictate. Using *The Architecture Student's Handbook of Professional Practice* as the primary text, the lecture topics include:

1. Introduction and Role of the Professional
2. Professional Life and Legal Dimensions of the Practice
3. Professional Development

4. The Firm – Running a Practice
5. The Work – Defining the Project
6. Project Development
7. Project Delivery
8. Project Management
9. Regulatory Project Controls (Codes and Ordinances)
10. Contracts and Agreements
11. AIA Documents

ASSESSMENTS: There are multiple assignments given in this sequence of courses designed to familiarize students with the complexities of practice in the United States. Many of the projects in this course are group projects, as described below. The assignments in ARC 517 include:

1. Firm Site Visits: Student teams visit firms with a list of required questions and meet with principals to learn about the firm's history, administrative procedures, marketing strategies, and hiring practices.
2. Open and Maintain NCARB Files for AXP Credits (an Individual project): Students, with the assistance of Mrs. Bowers, the department secretary, set up NCARB files to record internship credits. The department, using the funds in the student fees, pays the initial $100.00 filing fee. This assignment corresponds with the classroom instruction about the process for licensure.
3. Developing materials for internship (resumes and portfolios): We work with Mrs. Willis, Director of the Career Office, who presents a lecture on the qualities of a good resume. Students present their resumes to this office for review. Students also refine portfolios. The portfolio process begins during the first year in the program. Students are required to store their work product at the conclusion of each academic term. In this class, they are required to prepare one page "teaser" sheets and full electronic, paper and/or web versions of their portfolio for review. They are required to present those to their faculty advisors prior to turning them in for grade.
4. Developing a Firm Work Plan for a Firm Start-up: Student groups create a firm and develop business plans.
5. Developing a Firm Marketing Strategy and Associated Materials: Student groups prepare marketing material (brochures, web designs, business cards) for their group firm.
6. Preparing and Presenting a Firm Competitive Project Proposal: Student groups prepare a proposal based on their team strengths to secure a project.
7. Mid-term and final examination are included.

The assignments associated with ARC 518 include:

1. Zoning analysis: Students are given a worksheet to complete a zoning analysis of their project site.
2. Code Analysis: Students are given a code analysis to complete the code assessment for their project. They are taught how to use the code to the benefit of their design and how to make adjustments as the project evolves.
3. Environmental Design Planning using LEED Worksheets: Students prepare a LEED strategy for their studio project using the LEED forms.
4. Wheelchair Race: Students organize a wheelchair race between Bemis Laboratory and an adjacent (poorly accessed) building to learn the challenges of navigating sites and accessing buildings.
5. Development and presentation of "office-type" Continuing Education Learning: There are three presentations that students are required to prepare:

a. Accessibility: Student invite persons representing one or more communities with physical challenges to discuss the importance of the ADA and its application to universal design.

b. Emerging Trends in the Profession: Students invite alums from multiple job settings to discuss current opportunities in architecture and associated fields.

c. Professional Ethics: Student invite presenters (a list is provided, but students have options) to discuss the importance of professional ethics and expectations for ethical behavior.

6. Final Examination in written form.

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.

Program Response:

Much of this will repeat material presented earlier, particularly in SC 1 Health, Safety and Welfare in the Built Environment. Within our curriculum, the constraints and opportunities imposed by the regulatory controls that impact building design is embedded in our studio assignments. This instruction is progressive, with students being given elements of the Building Code, Zoning Ordinance, or other component, at the earlier stages of their matriculation, and, ultimately becoming responsible for researching that information as it relates to project assignments in the advanced courses.

Our program focuses on real projects for real people in real settings, usually urban. Those projects are constrained by municipal and state mandated regulations, codes and ordinances. The clients involved in these projects often bring additional regulatory constraints associated with unique building types. Below is a description of the courses and how they focus on the regulatory content. The descriptions of the instruction and subsequent work performed in each course is, generally, extracted from the course materials (syllabi and project assignments).

ARC 303/304 – Intermediate Design Studio: ARC 303 comprises a bridge between basic architectural design (second-year design studio) and comprehensive building design (fourth-year design studio). Moving toward design and professional competence, students will begin to discover new sets of parameters that have impact on each design project: structural and mechanical engineering systems, building and zoning codes, community stakeholders and clients - all bring restrictions and opportunities. The focus is to learn, understand, and embrace these new parameters, finding opportunity as well as restriction in them; and to learn to synthesize them into formal ordering systems. Projects are assessed for their contribution to the urban precinct in which each is located.

ASSESSMENT: Studio projects are assigned and reviewed using rubrics that detail the code requirements that are critical to design success. Primary code issues for this level include interior layouts with compliant dead-end corridors, placement of building egress, and general site and building accessibility.

Studio projects are situated in local urban communities. Students are given information from local zoning ordinances and project designs must comply with those requirements.

ARC 405/406 – Advanced Architectural Design Studio:

ASSESSMENT: Studio projects are assigned and reviewed using rubrics that detail the code requirements that are critical to design success. Primary code issues for this level include interior layouts with compliant dead-end corridors, placement of building egress, and general site and building accessibility.

Studio projects are situated in urban communities. Students are required to research and document local zoning ordinances and project designs must comply with those requirements.

ARC 517/518 – Professional Practice 1 and 2: This sequence of courses presents lectures on the primary regulatory components that are designed to protect public health, safety and welfare. In ProPrac 1, students are introduced to the history of building regulations. They learn about the application of the building codes using the International Building Code (IBC) as the foundational document. They learn the history and development of the Americans with Disabilities Act (ADA). Multiple copies of these documents are available to students in our library. Additionally, the Commonwealth of Virginia adopts the ADA with amendments, and makes its version available online at no cost to users.

ProPrac 2 provides students with the requirement to prepare construction documentation that includes Life Safety Plans. These courses are co-requisite with the design studios (they are taught to the same students at) and the required material is cross-referenced between the classes.

ASSESSMENT: Students are required to prepare and present the following:

1. Zoning Worksheet for a design studio project in conjunction with ARC 517/518.
2. Code Analysis Worksheet for a design studio project using the IBC in conjunction with ARC 517/518.
3. Prepare a Life Safety Plan for a design studio project showing how the building design complies with the building code analysis.
4. Design the accessible public toilet rooms for a design studio project meeting the requirements of the ANSI 117.1 Accessibility Standards.

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.

Program Response:

Our program prepares students to understand the large swath of available technologies available for improving the quality of design. Design tools that allow for multiple methods of architectural communication are a focus in our representation sequences. Assessment tools to help students analyze the performance of building composition, orientation / siting, material selection, and systems for human comfort are also taught.

Additionally, students learn how buildings are constructed through site visits and in-class presentations. The courses responsible for providing this instruction are:

ARC 203/ARC 204 – Architectural Representation 1 and 2: This sequence of courses teaches our students how to use technology to represent their work. ARCH 203 presents an overview of architectural representation media (theories, methods, and materials) used for documentation, analysis, visualization and presentation. It requires hands-on engagement for mastery of basic skills both in 2D and 3D with emphasis on the digital tools and building a theoretical foundation. ARC 204 provides further development of architectural representational skills focusing on digital 3D modeling, parametric modeling, and building information modeling. Work generated is of moderate complexity, at various scales and levels of resolution.

ASSESSMENT: The work required of students in these courses includes the vignettes and small project exercises demonstrating an understanding of the tools.

ARC 213 – Elements of Building Assemblies and ARC 314 – Building Assemblies: This sequence of courses provides an introduction to the tangible and physical world of architecture. It uses an interactive approach through lectures and lab assignments to teach the properties of materials and the principles of their application to the overall process of building construction. Two consecutive semesters are dedicated to integrating building science into the architectural design process. This semester exposes students to the materials used in modern construction: wood, steel, concrete, and masonry. Emphasis on sustainable design, ecology, and economics are a recurring theme throughout the course. Case studies and historical solutions are used as needed to reinforce the importance of innovative processes that enhance the health, safety, and wellbeing of the general public.

Students visit construction sites to witness construction means and methods, sketch details based on their observations, and discuss building components, materials, and assembly methods with construction team members.

In the ARC 314 session, more advanced systems are presented comprehensively via lectures and lab exercises rather than independent and focused lectures on specific materials and methods of assembly to produce desired results, both aesthetically and in performance. Various building case studies are used to present architectural precedents as they apply to advanced construction assemblies and environmental systems. The purpose of this course is to provide a more detailed awareness and understanding of building construction that is needed for the health, safety, and wellbeing of the public in architectural design.

The objectives of these courses are to:

1. Introduce students to the materials that are used in the design and construction of buildings.
2. Increase students' awareness of building materials that can be used to support design decisions in their studio projects.
3. Develop a working vocabulary of construction terms and processes particular to common materials
4. Build understanding of wall / roof / floor construction and its influence on energy transmission.
5. Build understanding of structure, envelope, and ornament.
6. Develop the ability to graphically represent specific building assemblies.
7. Build understanding of construction sequencing and scheduling.
8. Build understanding of material costs and labor time in basic construction technology.

   ASSESSMENT: The work required of students in these courses includes the development of construction details and an investigation of building materials including emerging trends and cutting-edge materials.

ARC 315 – Building Environmental Systems: This introductory course addresses human needs and comfort in relation to the natural and man-made environments. Specific topics include: climate and weather; environmental health; indoor air quality; thermal comfort; passive and active systems and design strategies for heating, ventilating, and air-conditioning; daylighting, electrical lighting systems; electrical power distribution systems; alternative energy sources; mechanical noise control; and building acoustics. Course objectives include:

1. To introduce students to the principles of thermal comfort, indoor air quality, thermodynamics, building electrical systems, lighting systems, mechanical noise control, and building acoustics.
2. To provide students with a basic understanding of passive and active environmental control system, passive and active lighting design strategies and systems.

3. To increase student awareness, understanding, and appreciation of the role that environmental control systems have on the design and performance of a built environment.

   ASSESSMENT: Students have six (6) assignments introducing them to PVwatts solar energy calculator, Daylighting performance using Sefaira, Thermal comfort and the Psychrometric chart, and passive and active mechanical systems using the "Climate Consultant software." These assignments are introductory in nature to prepare for more in-depth study and analysis in ARC 516 (described below).

ARC 309/310/414 – Structure 1, 2 and 3: These courses assess aspects of architectural practice related to health, safety, and welfare. Specifically, they focus on areas that affect the integrity, soundness, and health impact of a building as well as an architect's responsibilities within firms such as managing projects and coordinating the work of other professionals.

After completing this sequence of courses, students should understand:

1. The principles of statics and strengths of materials.
2. The knowledge of the mechanics of timber, steel, and hybrid systems (how to find information about and select systems using charts and diagrams).
3. The process for selecting structural systems to support building design.

   ASSESSMENT: Students demonstrate understanding through technical application via model-making. There are approximately three (3) to four (4) test(s) covering the textbook lessons, quiz(s), and class lectures.

   ARC 414 is also an introduction to construction and evaluation, Division 6 of the Architect Registration Examination (ARE).

ARC 516 – Building Systems Integration: This course is an advanced level of course in building science which consolidates the fundamentals established in ARC315 and ARC 401 through an integrative understanding of building systems in the sustainable building design. It explores the integration of site, environmental benefits, structure systems, building envelope systems, mechanical systems, interior systems, renewable energy systems, automation systems, and other sustainability considerations in architectural design. The core of the course is placed on appreciating how systems are related to each other in the context of aiming for a high-performance building and human comfort in various categories of major use. A pilot project (usually a design studio project) is adopted to illustrate the concept and practice. Students work to develop a critical awareness of performance issues related to façade systems, efficient active and passive building systems, the opportunities for enhanced performance and core skills necessary to evaluate, determine and integrate building systems to meet spatial, structural, and energy needs, and in response to a changing context and environment.

Course Objectives: Students, at the completion of this course should be able to:

1. Understand how integrated building systems constitute a building design (site, structure, building envelop systems, building services, and environmental controls, space, and finishes, etc.) with a view to achieving a high-performance building;
2. Understand the fundamental principles of integrated building systems;
3. Understand the fundamental relationships between the environment and building enclosure;
4. Utilize appropriate modeling and analysis software (Climate Consultant, Sefaira, DesignFlow, Opaque, PVwatts) ;
5. Develop core skills to evaluate, determine and integrate appropriate building systems in response to a changing context and environment;
6. Develop the analytical skills of high-performance façade and building systems;

7. Develop a framework for further ongoing research on the subject for professional communication and technical documentation

   ASSESSMENT: This course involves six (6) major project assignments using simulation and analytical tools to evaluate elements of building performance. The course is taught concurrently with the fourth-year architecture design studio and uses the design projects in that class for study.

ARC 518 – Professional Practice 2: Professional design practice requires the architect to understand a variety of issues related to the actual performance of design work as well as the business nature of architecture. Students must understand the professional criteria imposed by states and the legal and liability issues that govern the conduct and performance of architects in society. The fall semester overviews the profession, what it means to be a professional, and how the profession of architecture manages the process of entry. Students learn about the many forms of practice in architecture, focusing primarily on private practice and the development and management of a firm.

There are three components of each class. The first hour will include a topical lecture, followed by one hour of group or individual research on that topic and concluding with presentations on the primary topic by selected groups or individuals. This process will vary as topics dictate.

In association and collaboration with the fourth-year design studio, this course will teach the principles and practice of managing projects in an office, including the development of a set of construction documents for a small architectural project. This class will continue the work that began in ARC 517.

The following lectures are presented each week:

1. Introduction to Construction Drawings and Drawing Conventions
2. Setting up Documents
3. Building Codes and the ADA
4. Life Safety Drawings
5. Drawings: Plans, Elevations and Sections
6. Laying Out Construction Drawings
7. Construction Drawings Details
8. Schedules in Construction Documents
9. Construction Details
10. Specifications – Types and Principles
11. Specifications – Writing the Sections
12. Redlining
13. Professional Ethics

ASSESSMENT: Associated with the presentations are assignments associated with ARC 518, which include the development of a set of Construction Documents including drawings and specifications. A small part of an ongoing or complete design studio project is used to facilitate a group effort to produce construction drawings and specifications. This is a group assignment and is graded based on the level of understanding and completion achieved by the student groups. Students learn the process of developing construction documents.

There is also a final examination testing the materials discussed in the lectures.

ARC 617: Seminar – Advanced BuildingTechnology Issues: The course follows a seminar format. offering a forum to analyze and discuss contemporary issues in architecture dealing with new types of building, construction, materials, assemblies, building systems (structure, environment, and life safety), approaches to site, improved performance, and ecological design worldwide. It focuses on new and emerging materials, assemblies, and systems, approaches to design production and fabrication, building performance assessment processes, and parameters for green building ratings. It aims to support the students' thesis studio work.

ASSESSMENT: It is based on student-driven presentations of graphic and written analysis and discussions on assigned case studies of architectural projects, and research of selected topics related to building programs, systems, components, and materials that challenge the capabilities of architectural design to provide for pressing needs. The seminar requires assigned and impromptu writing, diagramming, drawing and modeling for analysis, analysis and evaluation of projects, components, and materials, presentation and discussion of individual and teamwork. Examples of topics of team projects are ventilation and COVID, earthquake/flood/wind proof systems, living walls and roofs, 'green' materials and assemblies, lightweight high-strength structures, reuse and recycle, net and triple zero, water and energy cycles. These focused investigations consider work produced globally. All the work is presented in class and discussed. Rubric and comments are used to review and assess analytical, explanatory and technical diagrams, drawings, models; free-writing, short research reports, graphic and oral presentations, team work, and video.

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.

Program Response:

From the time our students enter the program, they receive design instruction that teaches them that the art of making buildings beautiful must be equally tempered by a clear understanding of how buildings perform. Our design instruction is intended to provide increasing complexity to the problem solving process. In the first year, students are introduced to the process of design thought. In the second year, issues of site, the environment, and accessibility are added, with additional focus on materiality. In the third year, building users and clients, along with building systems (structural, mechanical and electrical) and regulatory requirements are imposed. All of these culminate in the fourth year as students learn to conduct analysis of their design solutions in our comprehensive studio. The following courses are a part of the sequence of classes assigned to fulfill this criteria:

ARC 101/102 – **Introductory to Communication and Design Fundamentals Studios**: The class 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.

The primary objectives for the course are twofold: first, for students to become skilled at generating an appropriate conceptual framework for their design work; and second, to become skilled in the process of developing this work guided by concept and responding to the myriad influences and limits inherent to architecture. We focus on how to make appropriate design choices about site as well as spatial and functional (i.e., programmatic) needs.

Site design is a focus of this class. Students are reminded that every building exists on a site – a physical place with unique properties. They are taught that before an architect can begin designing a building, s/he must study the given site, analyze its characteristics, and determine how the new structure will fit into its context. As such, students focus on qualities of environment that affect architectural design and integrate site characteristics into various design projects. Students design structures that utilize sunlight, earth, wind, and water and apply passive lighting, heating, and ventilation strategies and integrate renewable resources into designs.

Representational skills and design processes are introduced in this studio, in unison with the Architectural Representation courses. Our goal is to help students assemble a rich and agile repertoire of strategies for exploring and communicating architectural ideas … and the ability to know which ones to use when.

ASSESSMENT: Small projects are assigned to students to introduce design thinking and design skills. Most of the work at this level teach students sketching and drafting techniques and conventions. Project are designed to teach a basic understanding of space, scale and iteration.

ARC 201/202 – Basic Architectural and Environmental Design Studio: The ARC 202 architecture studio will undertake a rigorous, fast-paced exploration of a variety of issues, skills, and methodologies. This course is intended to help students become critical thinkers and to apply critical thinking to architecturally oriented projects and to help them achieve synthesis in their designs by a thoughtful and iterative design process: a cyclical process of prototyping, testing, analyzing, and refining a product or process. Students will practice various methods of creative problem solving through projects which increase in scale and complexity throughout the semester.

The primary objectives for the course are twofold: first, for students to become skilled at generating an appropriate conceptual framework for their design work; and second, to become skilled in the process of developing this work guided by concept and responding to the myriad influences and limits inherent to architecture. Students focus on how to make appropriate design choices about site as well as spatial and functional (i.e., programmatic) needs.

In assessing the quality of design work this course considers such aspects as concept, craft, process, technical competence, and communication. Additional consideration is given to adherence to deadlines, completeness, research, analysis, and synthesis, and visual and verbal presentation.

Specific intended learning outcomes for this course include the following design skills:

1. Generate multiple concepts based on interpretation of program and site, and test them through design.
2. Develop a site design for different types of sites considering: area, orientation, vegetation, hydrology, topography, circulation, and universal accessibility.
3. Design for a variety of rudimentary architectural programs and sites considering various scales: site, building, and room: building, room, wall.
4. Apply basic passive environmental performance principles when designing architectural projects on a given site.
5. Use iterative design process considering conceptual diagramming, spatial configuration (parti), architectonic elements, solid/voids, circulation and material quality (transparent/translucent/opaque, thick/thin, rough/smooth, soft/hard) using architectural conventions and orthographic, axonometric, and perspective drawings.
6. Use iterative design process considering basic structural systems (size, number, proportion, thickness, and basic construction systems (frame, shear walls, membrane), and circulation (including universal accessibility), using architectural conventions and combining a variety of representation devices: diagrams, freehand sketches, architectural orthographic drawings, axonometric, and perspective.

   ASSESSMENT: The success of these objectives are measured through the assignment of three design problems each semester. The outcomes are measured through daily design desk critiques using rubrics developed by the instructor.

ARC 303/304 – Intermediate Design Studio: The ARC 303/304 sequence comprises a bridge between basic architectural design (second year design studio) and comprehensive building design (fourth year design studio). Moving toward design and professional competence, students begin to discover new sets of parameters that have impact on each design project: structural and mechanical engineering systems, building and zoning codes, community stakeholders and clients - all bring restrictions and opportunities. The focus is to learn to understand and embrace these new parameters, finding opportunity as well as restriction in them, and to learn to synthesize them

into formal ordering systems. Projects are assessed for their contribution to the urban precinct in which each is located. The class is run as a cutting-edge professional entity called Studio 3. Studio 3 is further divided into student work groups, designated ateliers. A variety of sites, within the cities of Hampton and Norfolk, challenge students to calibrate responses to varying urban environments.

The intermediate architectural design studio year (comprised of ARC 303 in the fall and ARC 304 in the spring) is conceived as a bridge from basic design concepts and skills learned in introductory studios and comprehensive building design in the fourth year of the program. The making of a building is a complicated endeavor; it is the goal of the program to habituate students to embrace researching the many parameters affecting a design (precedent, typology, zoning and building codes, site conditions, accessibility, climate, structures, and materials) and to extract opportunity as well as constraint in design. A further focus of the course is on understanding a building's role in the making of urban spaces; urban design considerations and development of skills are integral to both the design of any building within an urban context and to the course. Decisions about building materials and construction assemblies should become integral to the creation of frameworks for the development of a design. Increasing facility with the development of formal ordering systems is a further objective.

Course Objectives:

The objectives enumerated below are crucial elements students must understand synthesize into an architectural design proposal. These design proposals, the content and grading of which are distributed separately and made a part of the course documents, are the devices to measure student achievement of understanding.

1. Conduct a site documentation and analysis – for a variety of sites - in a team and individually that considers zoning and built context. Site design is emphasized in ARC 303-304. Measure: scaled context drawings, analysis, and models.
2. Collaborative skills are emphasized in ARC 303-304. Measure: quality of team assignments assessed by product and rubric.
3. Conduct research, on-site analysis, and interview prospective client to gather information to develop moderately complex architectural program including egress and accessibility. This is measured by the program developed by each student for each project.
4. Human behavior and client role are emphasized in ARC 303-304. In initial project, assessment by client at final review.

   ASSESSMENT: Students receive two design projects to address the instructional outcomes. Work is assessed using rubrics and desk critiques / reviews at each class meeting. Specific outcomes for this course include:

   1. Conduct research to consider applicability of structural system and construction/material system to program and site. Assessment: design rubric.
   2. Utilize vocabulary related to building parts and systems weekly sketchbook submissions.
   3. Generate an architectural design for an urban site; projects of different scales: from the architectural artifact (i.e. bus stop), to a multistory building; and buildings systems: wood framing, timber, steel, masonry, and hybrid – short span and long span. Assessment: design projects' rubrics.
   4. Develop a variety of architectural programs of moderate complexity: inherent conflicts, diverse requirements, and use schedules. Pre-design is an emphasis in ARC 303 but is also assessed in ARC 304. Measure: program and precedent analysis exercises.

5. Develop site design incorporating resolution for circulation patterns of various types, parking, and service, as well as responding to other contextual issues such as topography, geographical location, and sense of place. Site design is an emphasis both in ARC 303 and ARC 304. Work must demonstrate competence. Measure: design exercise rubrics.
6. Design architectural project through an iterative process. Process pin-ups.
7. Generate moderately detailed (multivalent), precise, integrated architectural design at scale of: site, building, room, and wall. The aspects to be considered: context, program, spatial components, composition, configuration (parti), planning of basic building systems: structural system, enclosure, passive and active environmental systems (light, air service/served), construction systems and materials (form, size, module, recycled/reuse/etc.); egress (life safety), ADA and accessibility (as defined by NAAB's criterion). Life safety is an emphasis in both ARC 303 and ARC 304. Measure: design project rubrics.
8. Document design process graphically, as well as rationale. Measure: process books.
9. Apply design process guided by precedent analysis. Measure: analysis exercises.
10. Ability to develop a design through a roof-wall-floor section showing multiple systems, assemblies, and materials (structure and envelope). Measure: project rubrics.
11. Graphically, and through a variety of 3D physical and digital models, analyze urban context. Provides support to studio abroad experience. Measure: analysis drawings.
12. Design in plan, section, and elevation. Measure: process work. Apply architectural conventions and utilize a variety of representation devices in the design process: freehand sketches, diagrams, architectural orthographic drawings, axonometric, and perspective using traditional media and digital media. Measure: process work.
13. Generate architectural representations where design information is organized based on importance, category, depth (i.e. line weights, line types, and shading for overhangs, railings, systems, furniture, pavement, etc.). Measure: design rubric.
14. Generate accurate and detailed representation for a design proposal using a variety of scales (site, building, room, corner), showing a density of design information (module, joint, material quality, parts) using traditional and digital media, as well as 3D physical models of parts and whole. Measure: process book, design rubric.
15. Compose a professional quality design presentation using a variety of representation devices and views that show varying levels of design information from conceptual to a high level of detail, organized according to theoretical, geometrical, and spatial relationships, labeled and annotated via traditional and digital media as required by the project. This includes generating high-quality large format plots. Measure: design rubric.
16. Use of wood shop to make parts or full architectural study models of portions, building, and site at the level of detail required in the studio. Measure: design rubric
17. Use tools to develop study models and exhibition-quality architectural models of walls, rooms, building, and site at the level of detail required in the studio. Measure: design rubric.
18. Develop a detailed critique of the designs generated by the studio, including one's own, in writing. Measure: process notebook.
19. Describe and explain rationale for design project in writing. Measure: process notebook.
20. Develop a project brief. Measure: process notebook.

21. Orally and in writing, present design clearly and concisely to a professional audience. Measure: final presentations/rubric.

ARC 305/306 – International Urban Design Studio: The course presents an overview of the history (political, architectural, artistic, and urban) and culture of the country to be visited in ARC 305. Course also includes some instruction in the language and customs of the country to be visited, urban analysis of cities to be visited, guidance on packing, documentation, and equipment for travel. For the past 12 years, ARC 305 and 306 visit French cities to understand the patterns by which cities have been developed well and then apply these lessons to work on a site in Toulon. This understanding is based on lessons learned from touring and from making significant observational drawings and measured drawings of successful urban spaces and streets. Course work also involves engagement with community and civic leaders as well as professional designers in Toulon to better understand the concerns and aspirations of the community.

> **ASSESSMENT**: During the international site visit, students do sketch assignments to understand the language and vernacular of the architectural language in the selected project city. Upon arrival in that city, they also conduct site research. Grading is based on their participation in class discussions, group assignments and sketchbooks. Upon returning to the United States, students meet to complete an in-class design assignment on the site of the selected city. Grades are based on learned urban design outcomes in the class.

ARC 405/406 – Advanced Architectural Design Studio: The fourth-year studios present our final opportunity to make sure that we have provided the necessary design and project related instruction to prepare students for practice in the profession of architecture. This is a comprehensive studio intended to integrate multiple areas of design. The work produced in this studio should demonstrate an understanding of the interrelatedness of site; structure; building mechanical, electrical and plumbing systems; sustainable design; accessibility; building exterior systems; and interior layout.

Professional design practice requires the architect to understand the sequence of design and to provide leadership to the various people who work together on each building project (client, community members, code and zoning officials, builders, etc.). Thus, the ARC 405-406 studios stress professionalism in the design of buildings and in facilitation of the design process itself.

In preparing students for the technical and social roles of the architect, ARC 405 and ARC 406 exercise their practical skill and professional deportment. Professors operate the ARC 405 studio like an architecture office – expecting students to demonstrate the type of professional work ethic, commitment, and attention to detail required in the professional office setting.

Comprehensive design also demands a high level of design synthesis. Students must draw from all prior courses throughout the building design process. Major projects in ARC 405 utilize sites in communities in and around Hampton Roads. These projects are intended to improve professional design abilities and provide design thinking that can enhance the built environment and the quality of life for the community that will theoretically use the neighborhoods and buildings.

Specific intended student learning design skill outcomes include:

1. Generate multiple concepts responding to a complex site and program, and interpretation of building and zoning codes.
2. Conceptualize design based on a theoretical position that relates logically to the project's brief.
3. Document design process in detail highlighting significant milestones and moves.
4. Generate urban design proposal in collaboration and individually considering contextual issues including history, culture, social organization, economy; and environmental sustainability.

5. Develop architectural program considering site constraints and assets, and parameters established in urban plan.
6. Interpret, develop, and evaluate architectural program.
7. Proficient comprehensive design involving iterative design process integrating site, program, universal accessibility, life safety, environmental response, building systems integration, applicable codes, and aesthetics considering multiple and conflicting urban contextual and environmental sustainability issues for a variety of programs and sites.
8. Apply the concept of building systems integration in design.
9. Generate architectural design proposal applying concepts of building information modeling.
10. Competently design for multi-story construction (4 floor minimum), using structural system other than wood framing.
11. Evaluate design proposal to achieve building systems integration.

ASSESSMENT: Students receive three design project assignments for the year. In the first semester, they receive an initial design charrette project intended to familiarize the instructors with the design capabilities, strengths, and challenges of each student.

Fall semester begins with an intense design charrette (work in this charrette helps instructors assess current levels of knowledge and ability regarding building design).

Following the charrette, the second project assignment is a school competition. The final project assignment is an intensive comprehensive design project. In the Fall, the focus of the project is on the development and design of the site. The development of this project continues into the Spring Semester. This project involves programming the building, analyzing codes and zoning ordinances, developing construction documents, and estimating basic construction costs.

In addition, the process of schematic design, design development, and preparation of a full set of basic construction documents in the ARC 406 and ARC 518 course with one of the design projects will stress the careful integration of building systems (i.e., mechanical, electrical, and structural systems). The work also involves spatial planning and envelope design.

All projects integrate issues of economic and environmental sustainability. We discuss environmental issues, including passive environmental controls and sustainable building materials. We also discuss how buildings can provide economic stimulus within a community.

ARC 516 – Building Systems Integration: Design synthesis in the Comprehensive Studio is supported in the ARC 516 course where students learn to evaluate design success using performance metrics.

ASSESSMENT: The school competition design is used as a model for conducting analysis on the performance of the buildings. Students have six assignments using a variety of software to record their assessments, including site analysis, structural design, lighting, mechanical system design, solar panel distribution and performance and building envelop performance

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.

Program Response:

Integrating the many facets of building elements, systems, and assemblies is introduced to third-year students. As they receive classroom lecture instruction on these components, they learn how to integrate those components into design at an introductory level in the third year studio. The work is accelerated in the fourth-year studio where students are required to demonstrate proficiency in the process of integrating systems and assemblies, structural systems, and environmental controls systems while meeting code and zoning constraints in a building that has performance standards they must meet. Courses that contribute to Building Integration instruction are:

ARC 303/304 – Intermediate Design Studio: The intermediate architectural design studio year (comprised of ARC 303 in the fall and ARC 304 in the spring) is conceived as a bridge from basic design concepts and skills learned in introductory studios and comprehensive building design in the fourth year of the program. The making of a building is a complicated endeavor; it is the goal of the program to habituate students to embrace researching the many parameters affecting a design (precedent, typology, zoning and building codes, site conditions, accessibility, climate, structures, and materials) and to extract opportunity as well as constraint in design. A further focus of the course is on understanding a building's role in the making of urban spaces; urban design considerations and development of skills are integral to both the design of any building within an urban context and to the course. Decisions about building materials and construction assemblies should become integral to the creation of frameworks for the development of a design. Increasing facility with the development of formal ordering systems is a further objective. To achieve these objectives focus is placed on:

> **ASSESSMENT**: Students receive two design projects with increasing levels of complexity. Eighty percent (80%) of assessment of student progress toward course goals is made principally by evaluation of design projects. A rubric is distributed for each project assigned, outlining basic criteria of assessment of final project. For the two principal design projects, which are each worth 40 points of the total grade, 15 are based on depth and consistency of the student's exploration during the design process, completion of interim assignments, as well as full participation and attendance in the studio during the design process (Were assigned pinups met? Were they met well? Did they engage in critiques? Respond to advice? Explore?) and 25 points based on the evidence presented at the final design. The remaining 10% of total course assessment is based on professional demeanor and behavior, including attendance at Friday lectures.

ARC 405/406 – Advanced Architectural Design Studio: The fourth-year studios present our final opportunity to make sure we have provided the necessary design and project related instruction to prepare students for practice in the profession of architecture. This is a comprehensive studio intended to integrate multiple areas of design. The work produced in this studio should demonstrate an understanding of the interrelatedness of site, structure, building mechanical, electrical and plumbing systems, sustainable design, accessibility and building exterior systems, and interior layout. Successful design solutions require that all of these components are considered and appropriately incorporated.

The ARC 405-406 sequence is intended to build each student's abilities in multiple areas defined by the Program Criteria (PC's) and Student Criteria (SC's) as established by the National Architectural Accrediting Board (NAAB). As a comprehensive course, students are required to show an understanding of all of the student criteria. Equally, the program must demonstrate that at the level of this studio, all of the program criteria are met.

Students learn that professional design practice requires the architect to understand the sequence of design and to provide leadership to the various people who work together on each building project (client, community members, code and zoning officials, builders, etc.). Comprehensive design also demands a high level of design synthesis. Students must draw from all prior courses throughout the building design process.

Some of the intended student learning design skill outcomes include:

1. Generate multiple concepts responding to a complex site and program, and interpretation of building and zoning codes.
2. Conceptualize design based on a theoretical position that relates logically to the project's brief.
3. Document design process in detail highlighting significant milestones and moves.
4. Generate urban design proposal in collaboration and individually considering contextual issues including history, culture, social organization, economy, and environmental sustainability.
5. Develop architectural program considering site constraints and assets, and parameters established in urban plan.
6. Interpret, develop, and evaluate architectural programs.
7. Proficient comprehensive design involving iterative design process integrating site, program, universal accessibility, life safety, environmental response, building systems integration, applicable codes, and aesthetics considering multiple and conflicting urban contextual and environmental sustainability issues for a variety of programs and sites.
8. Apply the concept of building systems integration in design.

ASSESSMENT: Students receive three design project assignments for the year. In the first semester, they receive and initial design charrette project intended to familiarize the instructors with the design capabilities, strengths and challenges of each student.

We begin the fall semester with an intense design charrette (work in this charette helps instructors assess current level of knowledge and ability regarding building design).

Following the charrette, the second project assignment is a school competition. The final project assignment is an intensive comprehensive design project. In the Fall, the focus of the project is on the development and design of the site. The development of this project will continue into the Spring Semester. This project involves programming the building, analyzing codes and zoning ordinances, developing construction documents, and estimating basic construction costs.

Additionally, the process of schematic design, design development, and preparation of a set of basic construction documents in the ARC406 and ARC518 course with one of the design project, we will stress the careful integration of building systems (i.e., mechanical, electrical and structural systems).

All projects integrate issues of economic and environmental sustainability. We discuss environmental issues, including passive environmental controls and sustainable building materials. We also discuss how buildings can provide economic stimulus within a community.

ARC 414 – Structure 3: This course is designed to teach students to assess aspects of architectural practice related to health, safety, and welfare. The structures courses teach students how to develop apply structural strategies to their design requirements. It is taught concurrently with the ARC 405 course and the instructor participates in the review of student design development to assist in the development of rational, buildable design solutions.

After completing this sequence of courses, students should understand:

1. The principles of statics and strengths of materials
2. The knowledge of the mechanics of timber, steel and hybrid systems (how to find information about and select systems using charts and diagrams).
3. The process for selecting structural systems to support building design

ASSESSMENT: Students demonstrate understanding through technical application via model-making. There will be approximately three (3) to four (4) test(s) covering the textbook lessons, quiz(s) and class lectures.

ARC 516 – Building Systems Integration: This course is an advanced level course in building science that consolidates the fundamentals established in ARC 314 and 315 concurrent with ARC 405 through an integrative understanding of building systems in the sustainable building design. It explores the integration of site, environmental benefits, structural systems, building envelope systems, mechanical systems, interior systems, renewable energy systems, automation systems, and other sustainability considerations in architectural design. The core of the course is placed on appreciating how systems are related to each other in the context of aiming for a high-performance building and human comfort in various categories of major use. The pilot project is adopted to illustrate the concept and practice. We develop a critical awareness of performance issues related to façade systems, efficient active and passive building systems, the opportunities for enhanced performance, and core skills necessary to evaluate, determine and integrate building systems to meet spatial, structural, and energy needs, and in response to a changing context and environment.

Course Objectives: Students, at the completion of this course, should be able to:

1. Understand how integrated building systems constitute a building design (site, structure, building envelope systems, building services, and environmental controls, space, and finishes, etc.) with a view to achieving a high-performance building.
2. Understand the fundamental principles of integrated building systems.
3. Understand the fundamental relationships between the environment and building enclosure.
4. Utilize appropriate modeling and analysis software (Climate Consultant, Sefaira, DesignFlow, Opaque, and PVwatts).
5. Develop core skills to evaluate, determine, and integrate appropriate building systems in response to a changing context and environment.
6. Develop the analytical skills of high-performance façade and building systems.
7. Develop a framework for further ongoing research on the subject for professional communication and technical documentation.

   ASSESSMENT: The school competition design is used as a case study for conducting analysis on the performance of the buildings. Students have six assignments using a variety of software to record their assessments including site analysis, structural design, lighting, mechanical system design, solar panel distribution, and performance and building envelope performance. The course is taught concurrently with the fourth year architecture design studio and uses the design projects in that class for study.

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

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

Program Response:

As stated on the University website:

> ***"Hampton University is accredited by the Southern Association of Colleges and Schools Commission on Colleges*** *to award certificates and degrees at the associate, baccalaureate, master's, education specialist, professional, and doctoral levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Hampton University. The Commission requests that it be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. The University is also approved by the State Council of Higher Education in Virginia (SCHEV). The University holds membership in the Council of Graduate Schools, the Council of Independent Colleges in Virginia, and the American Council on Education."*

The most recent affirmation of accreditation is dated January 15, 2019, affirming the successful reaffirmed accreditation through 1018, and is attached.

1/23/19 cc: Dr. Haysbert
Dr. Murphy

SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
January 15, 2019

OFFICE OF THE PRESIDENT

JAN 22 2019

HAMPTON UNIVERSITY

Dr. William Harvey
President
Hampton University
100 East Queen Street
Hampton, VA 23668

Dear Dr. Harvey:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 9, 2018:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2028 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2019**, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:ch

cc: Dr. Mary P. Kirk, Vice President, SACSCOC

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

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.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

Hampton University's Department of Architecture offers the Master of Architecture degree. Our offering is unique in that students complete five academic semesters, plus two summer sessions. We call it a 5½ degree. It is unique because there is no baccalaureate degree; after four years, students transition into an 'architectural professional' status.

There are no prerequisite courses for a student to declare architecture as a major and enter the program. Therefore, our program is both comprehensive and intensively rigorous. Our aim is to develop students who are proficient in the work of architecture, no matter their background or preparation.

In recent years, students have completed minors in mathematics, aviation, and graphic design. Students have also obtained concentrations in math.

The program includes 168 credits, of which 123 are major courses, nine (9) are open elective courses, and 36 are general education courses. Six (6) of the major credits are elective credits. These are advanced level electives offered to fourth year and Graduate Professional students. Other electives are offered as open electives and made available to lower-level students.

This information is available in the University Academic Catalog, which can be accessed at the following link: https://www.hamptonu.edu/academics/catalog/ In the most recent catalog, the information begins on page 65, with the curriculum being outlined on pages 67-68. This information is sent to all students via email, from the Department Chair, for those applying for admission to the university when they identify Architecture as their area of interest.

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.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Within the required curriculum is a requirement for each student to earn 36 credits in General Education courses and nine (9) credits of open electives. Those required General Education courses are strategically developed across disciplines based on internal department required courses, and university mandated courses.

As a five-year program conferring the Master of Architecture degree, the General Education courses are undergraduate level courses. The General Education course requirements are:

1.	ENG 101: Written Communications 1	3 credits
2.	ENG 102: Written Communications 2	3 credits
3.	COM 103: Oral Communications.	3 credits
4.	HEA 200 (or PED): Health Education (may be substituted for Two Physical Education classes)	2 credits
5.	ART Electives (two art electives required)	5 credits
6.	MAT 118: Precalculus 2	3 credits
7.	UNV 101: A required orientation course with a focus on the Department of Architecture	1 credit
8.	PHYS 201: Introduction to Physics	4 credits
9.	HUM 201: Humanities	3 credits
10.	HIS 106: World Civilization	3 credits
11.	Social Science Electives (two required)	6 credits
12.	Open Electives	9 total credits
Total		45 credits

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.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

As indicated above, our curriculum requires students to take nine (9) credit hours of open electives and six (6) credit hours of Architecturally related electives. In addition, during the final year, they are taking twelve (12) credit hours, allowing for an additional 10 credit hours of study in areas outside of architecture.

Within the program, we offer a degree concentration, “Adaptation to Sea Level Rise.” This program is a part of the Coastal Community Design Collaborative, a Hampton University and Old Dominion University, “cross-disciplinary program in Adaptation to Sea Level Rise, used green infrastructure combined with other natural solutions to protect coastal communities in Hampton Roads. The impact of this research resulted in a National Science Foundation grant to Hampton University, with ODU as a partner, to move towards a trans-disciplinary, collaborative design course series that includes professionals.” This program was initiated by Prof. Mason Andrews, who recently retired, but will act in an adjunct role to ensure that the courses continue to be offered are the content remains updated while Dr. Soflaei becomes familiar with the course and the external partners that make this program successful.

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.
Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The HUDA offers the M. Arch designation reflecting our Master of Architecture degree program. It is a five-year curriculum. No other architectural degrees are offered. No other architecturally related degrees are offered.

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. Programs must provide accredited degree titles, including separate tracks.

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.

Program Response:

Not applicable.

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.

Program Response:

Our curriculum requires 168 semester credits that include 33 semester credits of graduate coursework. The following chart lists the course numbers, titles and credits for each class.

Course Number	Course Title	Credits
Required Professional Studies Courses – Undergraduate		
ARC 101	Introductory to Communication and Design Fundamentals Studios	5
ARC 102	Introductory to Communication and Design Fundamentals Studios	5
ARC 200	Architectural Ecology	3
ARC 201	Basic Architectural and Environmental Design Studio	5
ARC 202	Basic Architectural and Environmental Design Studio	5

ARC 203	Architectural Representation	3
ARC 204	Architectural Representation	3
ARC 207	Architecture History	3
ARC 208	Architecture History	3
ARC 213	Elements of Building Assembly	3
ARC 300	International Travel Prep	1
ARC 303	Intermediate Architecture Design Studio	6
ARC 304	Intermediate Architecture Design Studio	6
ARC 305	International Urban Design Travel Studio	3
ARC 306	International Urban Design Studio	3
ARC 309	Structures 1	3
ARC 310	Structures 2	3
ARC 314	Building Assemblies	3
ARC 315	Environmental Systems	3
ARC 414	Structures 3	3
ARC317	Urban Theory	3
ARC 411	Architectural Theory	3
405/406	Comprehensive Design Studio	6
405/406	Comprehensive Design Studio	6
Total Number of Credits		**90 credits**
Required Professional Studies Courses – Graduate		
ARC 516	Integrated Building Systems	3
ARC 517	Professional Practice, Readings	3
ARC 518	Professional Practice, Technical Competency	3
ARC 601	Thesis Research Studio I	6
ARC 602	Thesis Research Studio II	6
ARC 617	Community Design Seminar	3
ARC 618	Emerging Technology and Building Systems Seminar	3
Note: Students are required to take 6 graduate level Architectural Elective course credits		
Total Number of Required Graduate Professional Credits		**33 credits**
Total Number of Credits, Professional Studies		**123 credits**

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.

Program Response: Not applicable.

4.3 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.

See also Condition 6.5

Program Response:

The Department of Architecture adheres to the admission requirements established by the University Admissions Office. In addition, the Department restricts enrollment to students with SAT scores of 960 or above, and Math SAT of 480 or above. The University Admissions Office may refer applicants not meeting the above requirements to the Department of Architecture for review.

The first year of the 5-year Master of Architecture program is the foundation/pre-professional year. Enrollment in the first year is open to any student admitted to Hampton University. Because much of the architecture curriculum is sequentially structured, students are screened at the end of the first year and each subsequent year, to assure the prerequisites have been completed with satisfactory grades before advancing to the next level. A portfolio review of the first year studio work is required for admission into the second-year studio. All undergraduate architectural prerequisites must be completed prior to admission to the graduate level in the last semester of the program.

Transfer students seeking advanced placement in the Master of Architecture Program must submit a portfolio of work completed at the previous college or university for review and an official college transcript of all courses obtained at other institutions. No transfer credit will be given for the fifth year Design Research Thesis studio sequence.

We treasure the diversity of our students and faculty and know each, with commitment, can succeed in a rigorous but rewarding area of study.

Our university is open admission, meaning that all students meeting the acceptance criteria for the university and admitted to the University can declare Architecture as their major. Our program assumes that first year students entering our program have varying levels of math, science, or art knowledge and our first year is intended to introduce those students to the necessary background to prepare them for successfully matriculating through an architectural education.

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**.**

Program Response:

Not applicable. As indicated earlier in this document, the HUDA an open enrollment; any student admitted to the University can declare architecture as a major. There is no preparatory education required. It is for this reason that we begin our program, unlike some of our counterparts, with a rigorous design requirement in the first year, intended to introduce students to design and drawing fundamentals.

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.

Program Response:

Hampton University is an open enrollment institution; any student admitted to the university may declare any desired major. The university standards for admission are based on high school performance and standardized test scores, but the university has a mission to extend opportunities to students who do not necessarily meet the minimum requirements but display other qualities of leadership and service that merit a chance to develop their talents through collegiate education. The department of architecture will often receive students who are not academically prepared for the rigors of our curriculum. Remedial courses, particularly in mathematics are generally required.

Our program also includes a small percentage of transfer students (approximately 6-10 of each new class). Most of those students arrive as a result of articulation agreements that we have developed with the Architectural Technology programs within the Virginia Community College System institutions, most notably Tidewater Community College, JS Reynolds Community College, and Brightpoint (formerly John Tyler) Community College. We have worked at length with this program to align our course goals and objectives. Those students enter our program as advanced second-year students, having completed multiple technical architectural and general education courses.

When students transfer into our program from other institutions we assess them based on the education and/or degree program of their former program. Students coming from degree programs with no architectural curricula are required to take all architectural courses in our curriculum.

For those entering with pre-professional degrees, the undergraduate general education sequence is considered to be met. We review their official transcripts to determine which courses that have been successfully completed with a grade of “C” or higher, align with our courses, based on course descriptions and course information available from the schools. Placement in the design studio sequence is based on the work submitted in portfolios.

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.

Program Response:

Our University's governance structure is as follows:

1. Board of Trustees: The Board of Trustees is the governing authority of Hampton University. The Board is comprised of 20 members which includes the President of the University as well as a faculty and a student representative.
2. University President: LTG (Ret.) Daryll K. Williams, Chief Executive Officer of the University.
3. University Governance: The Administrative Council constitutes the main resident body for policy formulation. Various university commissions formulate and recommend policies to the Administrative Council, which in turn makes recommendations to the President of the university. Final authority rests with the President of the university and the Board of Trustees.
4. Dr. Joann Haysbert: Chancellor and Provost, Chief Academic Officer of the University.
5. Dr. Joyce Shirazi, PE, Dean, School of Engineering and Technology.
6. Robert L. Easter, Chair, Department of Architecture.

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.

Program Response:

At the University level, the president is the Chief Executive Officer and the Chancellor/Provost is the chief academic officer. The structure of governance is generally hierarchical, with issues brought to the chair, moving up to the dean, the Chancellor/Provost and then the President. This structure holds true for staff, students and faculty. The faculty senate is chaired by the university president and meetings occur monthly. The Chancellor/Provost holds a joint monthly with program the chairs, and weekly with the Deans on an individual basis. The dean of the School of Engineering and Technology meets bi-weekly with the chairs of the four programs in the school, and with each chair individually once every two months, unless additional meetings are needed (she has an open door policy).

Faculty: The faculty meet weekly to discuss issues relevant to the department, the profession and to our students. Dr. Carmina Sanchez is the secretary of the faculty. We have established a Tenured Faculty committee to provide guidance to the department chair. Otherwise, decisions that require collaboration or discussion often are made through consensus, and, occasionally, through a vote of the majority.

Staff: Our staff is small, but they bring issues directly to the chair for resolution. Again, because of the small size of our staff (4 persons) no formal structure exists.

Students: The department holds town-hall structured meetings with Students at the beginning of each academic term. The AIAS/NOMAS leadership represents the students and is a part

of the weekly faculty meetings where their issues are covered at the beginning of each meeting. Their board includes a student representative from each of the five studio levels, selected by vote by the students.

Program Governance: We have a small faculty and meet weekly to discuss issues affecting the program, the students and staff. The chair has an open-door policy to address concerns and grievances from students. There is also a mandated grievance policy in the university's Student Handbook.

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 multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Our strategic objectives include:

1. To lead in the area of architectural technology instruction.
2. To lead in the study of sea level rise adaptation.
3. To lead in student-centered architectural design research.
4. To maintain an enrollment of 120-125 students.
5. To partner with large firms in order to provide our students with access to mentoring, job opportunities, and supplemental in-class instruction.
6. To provide our students with a world-class architectural education that meets the requirements of our accrediting body, while preparing them to excel in the practice of architecture.

A part of our annual review is to assess our program's alignment with NAAB *Conditions*, including Program and Student Criteria.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: There are several Key Performance Indicators used by the HUDA to assess the success of our program.

1. **Placement**: the percentage of graduating students who are successfully placed in work environments that utilize their degree, or continue to pursue graduate studies at other institutions of higher learning. In the past two years, our placement rate is approximately 95%.
2. **Degree Awards**: It is our aspiration to be the number one producer of African American's receiving a Master of Architecture degree. There are two programs similar to ours that with similar enrollments.
3. **Enrollment / Recruitment**: This determines the level of institutional support we are able to receive. Faculty positions are generally allocated when enrollment demands increases (or decreases).
4. **Student Retention**: Student success is measured by students continuing their pursuit of the degree. Retention factors include financial aid, student satisfaction with the program, and student success in the classroom.

5. **Student Pass/Fail Rates**: This helps us gage the success of our teaching pedagogy and instructional performance.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

As indicated in section 1, our focused mission is to prepare students to enter professional practice or related fields of architecture as critical and creative thinkers and problem solvers.

In the past eight years, we have added or enhanced several programs to assist in the achievement of this mission. They include:

1. The development of a department-focused job fair that continues to grow and provide student access to internship opportunities and permanent placement.
2. Increased partnerships with the AIA, including the Large Firm RoundTable, through which we have secured financial support and classroom instruction support.
3. Increased partnerships with our sister programs at other HBCU's.
4. The creation of our IPAL program that will assist some students achieve more focused access to licensure.
5. The initiation of a graduate scholarship to assist our fifth-year students who are no longer eligible to receive undergraduate financial aid, such as parent plus loans or Pell Grants.
6. The development of our degree concentration Adaptation to Sea Level Rise which addresses a critical need in the Hampton Roads community and provides opportunities to lead in partnerships with other institutions of higher learning.
7. The continuance of our Urban Institute which allows our program to be grounded to our community through service and allows our community leaders and agencies to witness the excellence in our program.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths:

Our principal strengths lie within our human resources: our faculty, our staff, and our students. Our faculty consists of full time, part-time and adjunct members who are collaborative, committed, and creative. They are passionate about the University, the students and architectural education.

The collaborative nature of our team is evidenced in many ways. Critical decisions are made after deliberations that seeks consensus. We work with each other to assist in the preparation of course materials and content. We work across programs to expand the nature of architecture for our students. Collaborations include work with the departments of Engineering (Electrical, Computer and Chemical), Aviation, Marine and Environmental Science, Art, Physics, Fine and Performing Arts, and Math.

The level of commitment is characterized by the level of sacrifice made continuously by our faculty, who often use their personal resources to assist and advance the cause of student learning. This has included providing funds to help support student travel and purchase student supplies.

The nature of creative effort is best exemplified in the level of resourcefulness displayed on a daily basis by faculty and students. Despite limited resources, we have been able to achieve significant accomplishments during the past eight years. Those successes, as described above, are a testament to the level of commitment and passion of those in our program.

Our students are a rare group of diverse individuals who bring a wealth of passion and commitment to the program. The level of diversity crosses age, sex, culture, geographic region, nationality and economic backgrounds. Our students seek ways to make architecture fun. They are engaged in a variety of activities that stimulate growth, cultivate positive community relationships and provide extracurricular growth opportunities.

Challenges:

Our primary weakness is the lack of resources. Human and physical resources continue to challenge our program's effectiveness. At our last Team Visit, there were 8 full-time faculty positions three adjunct faculty and 5 staff positions in our program. The enrollment uncertainty, brought on by national trends and the pandemic, made it difficult for the administration to commit resources to the program at the expense of other needs at the University. At the onset of COVID the University provided made critical decisions to retrench faculty, staff and budget allocations in expectation of a drastically reduced enrollment as experienced at universities across the country. In 2020, we lost one faculty position (Prof. Jehwan Lee who moved to his home in South Korea and was not replaced) and two staff positions (librarian and department clerical staff).

While the university experienced significantly reduced enrollment, the HUDA did not. Upon our return to in-class instruction in Fall, 2021, the university restored the faculty position, and we were able to add Prof. Stanford Britt, FAIA, NOMAC, to our team. In the Spring semester, we were able to restore the librarian position and were able to add Mr. Johnny Cook to the team.

At the end of 2022, two important faculty members left our team; one (Prof. Mason Andrews) to retirement, and another (Prof. Laura Battaglia) relocated to another institution. The university worked tirelessly to help our program recruit and employ new faculty members (Prof. John Nolis and Prof. (Dr.) Farzaneh Soflaei). They bring impeccable credentials and commitment to our program and we are enthusiastic about the years ahead.

The previous Visit Team Report identified weaknesses in fiscal and physical resources. The university encourages units to seek independent outside sources for funding critical functions. Our corporate partners have assisted with the fund-raising efforts to mitigate some of the most profound shortages in professional acquisitions and the university has made substantial investments in building maintenance and renovations as well as furnishings. Our relationships with large national firms has secured approximately $15-20,000 each year in funding support. The university assesses our students a "Professional Fee" in the amount of $400 per semester to provide assistance to meet critical needs. This supports of student travel, and to help maintain, upgrade and supply equipment critical to academic performance.

The challenges in our physical resources are being addressed by our administration. We have been approved to update equipment and outfit a new area of instruction in Augmented Reality / Virtual Reality (AR/VR). We received a grant from AutoDesk and supplemented by our administration to develop a lab for AR/VR instruction. Our building is being renovated.

Finally, a critical challenge is enrollment. Our enrollment is currently at approximately 115 students.

down, our fiscal resources are marginal, our building is in a state of disrepair and our faculty is stretched. Some of these challenges were identified in the 2014 APR.

1. **Facilities**: Recent growth of the student body has pushed an aging building to the very edge of capacity. The administration has been making some repairs, but we are at or past our spatial limits. Studio space is full, and faculty are two to an office. Other issues related to enrollment are discussed in Section 3, “Progress Since Last Visit”.

2. **Human Resources**: At our current program size, based on the SSHU(*) formula of 180 contact hours per full time equivalent FTE faculty position, we are in need of an additional faculty position. Studios optimally require ten faculty (two per class), and there is need in non-studio courses. Salary levels, and the cap on the number of tenure-track positions make it difficult to attract and retain exceptional full-time as well as adjunct faculty.

3. **Course Availability**: Our students are hamstrung by the requirement to follow a specific set of courses that, because of the space and human resource limitations described above, are not offered with any frequency. Failure in one class can result in a student having to spend an extra year in pursuit of their degree. This concern has been reduced significantly through our use of summer school courses. The University allows the department to use summer courses to help students stay on target for a 5½-year tenure. The larger issue are the non-architecture courses.

4. Currently the Architecture Library operates Monday through Friday until 5 pm. The CAD Lab and Model Shop are supervised for only 16 hours per week. There is also no fee in place to cover the requirements for the Department to maintain and support digital operations and currency. The University, through support from the Dean and Provost, are committed to improving the resources for the Department, in concert with the Department’s increased effort to generate outside funding. However, this will take time to materialize and current needs are great.

5. **Financial Resources:** Our Dean made heroic efforts to increase funding for the program.

6. **Visibility**: Previous NAAB reports have highlighted the difficulty in accessing information about the program because it operates as a Department, while the majority of accredited programs in the country operate as schools, or colleges. Our department’s name does not appear in the name of the School, and it is difficult for some prospective students to find the program on the University’s website. Efforts are underway to modify the website, as will be discussed elsewhere in the report.

   We have been able to upgrade our website and make critical changes to the webpages. However, access to the department’s website remains a challenge.

7. **Enrollment**: As is evident in the table in section 1.2.6, page 1-61, enrollment management is a significant challenge. Enrollment has dropped dramatically over the past four years. While this is part of a national trend affecting many programs, it threatens the existence of the program. Many students in the area opt for community college to begin their architectural studies and enter our program after completing some of their courses. Others are finding the growing cost of higher education unaffordable. We must address this issue.

Opportunities:

But with the strengths and challenges, we also have the opportunity to be a truly great program. We have the perfect blend of seasoned faculty and new young teaching minds who invigorate the classroom. We live in an area that will be challenged in the coming years by the effects of climate change and sea level rise. With our colleagues in the Marine and Environmental Science Department, we can develop new ways to look at communities on the water's edge. We remain strong and committed to our mission. We have been able to a tremendous work with the limitations we face, and know that the future is bright.

We have established relationships with regional professional organizations that reinforce our capacity and allow us to have a continuum in project opportunities.

We have strengths via expanded design service and research interest that offer opportunities for future growth of the program.

With the Title III funding support, we also have an opportunity to competitively outfit the program's infrastructure for the foreseeable future.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The HUDA has multiple opportunities to receive input from sources outside of the program. They include:

ADVISORY COMMITTEE: An advisory board initially was constituted in 1998 -1999. It meets annually and participates in discussions about the program, its needs and its has not met as a group in recent years, but members were consulted individually by the former Chair. The current members are:

James Carr (HU alumnus, National Community Reinvestment Coalition, Washington D.C.

Shurmella Condell Aslan, LEED-AP, Assoc. AIA, program alum, Works for the Architect of the Capitol in Washington, DC

Bill Brown, former student and Principal of AE firm in Washington, DC

James H. Carr, former graduate

Ray Gindroz, FAIA, Adjunct professor,

Dale Jackson, AIA, former student, retired architect with USACE

Cheryl McAfee-Mitchell, FAIA, Principal of firm in Atlanta, GA

Dana Nottingham, former student

Kathryn T. Prigmore, FAIA, leading associate in firm in Alexandria, VA

Roberta Washington, FAIA

Atim Annette Oton

ALUMNI: In 2019, the HUDA alumni members of our community established the Bemis U Facebook page as a way of uniting our alum through social media. Managed by Horace Christian (class of 1992), this allows the HUDA and our alum to share news, post job opportunities and to raise funds for the program.

AIA LFRT: Under the leadership of Carole Wedge, in 2018, the LFRT, the 60 largest architecture firms in the United States, created an alliance with the seven HBCU accredited program. Additional information regarding this engagement is included above.

AIA-VA: In 2010, AIA Virginia reached out to Prof. Easter, the department chair, to create a relationship between the organization and HUDA. Subsequently, the university, along with the other accredited programs in the state, was afforded representation on the AIAVA board of directors. Opportunities for students to engage in professional programming has ensued.

1. Architecture Exchange – East: the annual convention is open to students with one day free.
2. Emerging Leaders in Architecture: an annual leadership development program that include
3. Mentoring Program: the AIAVA developed a mentoring program to connect students throughout the state with practitioners.
4. Scholarship support: for the past three years, AIA has contributed to the endowed graduate scholarship program.

Additional information regarding this engagement is included in sections above.

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.

Program Response:

Faculty meetings at the conclusion of each academic term (Fall and Spring). We use the outcome check list (attached to the appendix herein) to review the success of our courses and our teaching. We also use this information to help us determine if our courses are current. We also meet weekly with students to hear concerns and receive feedback / recommendations on ways to improve the program.

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.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The HUDA assesses our curriculum annually. This assessment includes a review of all courses taught and a metric for the success of the course. An internal check-sheet is used to address the outcomes for each course.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

The HUDA developed a list of outcomes that are critical for each course being taught within the Department.

Curricular development is a function of emerging trends and the need for adjustments (addition or deletion) of courses to meet the needs of our students in their preparation for professional practice. It is also a response to changing accreditation criteria and the expectations of our profession. Our faculty is comprised of practitioners and educators who have deep ties to the work of firms and the courses offered at other institutions to help meet those needs.

We have a committee comprised of Profs. Sanchez and Turner who are reviewing our digital technology instruction to determine if changes can be made to the curriculum to give students earlier access to the coursework. Profs. Easter and Kloster are evaluating the theory and history

instruction, while Easter and Prof. Brown are reviewing the structures instruction. This evaluation is ongoing and results in recommendations that are subsequently reviewed by the entire faculty.

Annually, the faculty or the University will review the curriculum and recommend modifications. In the past eight years there have been five major occasions for curriculum modifications. We have added three courses (creating a two course sequence for Building Assemblies, creating a two course sequence for Architectural Representation, and adding the ARC 516, Integrated Building Systems Workshop); we have added our Adaptation to Sea Level Rise concentration; and we have added a track for the IPAL program. Additionally, the University made adjustments to the General Education requirements.

Process

Need Determined: The need for adjustments or amendments to the curriculum can be offered through a number of initiatives. As we periodically review our program, recommendations can be made by individual faculty members, including the chair.

They can also be mandated by the administration. One catalyst for a recent change was a directive from the senior academic leadership team that the general education requirements be altered.

Once the need for a curriculum revision has been identified, there are several steps required for a successful approval of the modification:

a. A curriculum revision must be developed by the department. Faculty will meet to discuss the required / requested / recommended adjustments and discuss how those can best be appropriated. Led by the Tenured Faculty Committee, but inclusive of all faculty, multiple meetings occur until consensus is reached.

b. A copy of the modification is submitted to the Dean of the School of Engineering & Technology for review. The Dean will convene an assembly of the school's faculty and the revision is reviewed and a vote for school approval is taken.

c. The Dean submit the modification requires to the Office of the Provost who will review the modification for approval of that office.

d. If successful, the revision is submitted to the University's Long-Range Planning Committee and the Graduate College. The Chair or his/her designee appears before those committees and presents the modification for their review and approval.

e. The modification is presented to the full university faculty senate for review and at one of the monthly meetings, will be voted upon for final approval.

When modifications have fiscal impacts or degree implications, it might also be reviewed by the University administrative leadership, including the Vice President for Financial Affairs and Treasurer and, if need be, the University President.

Recent Changes

The assessments for the courses are based on internally defined outcomes and consistency with NAAB criteria. The NAAB Program and Student criteria are assigned to each course, establishing whether the material is at an introductory level or whether students are to have achieved a demonstrable ability or assessable understanding of the subject matter.

At the conclusion of each semester, faculty meet to assess all courses taught during the term. The assessment matrix includes NAAB criteria and other academic outcomes established by and reviewed by the faculty. These were initially developed in 2012 by our Tenured Faculty Committee and are reassessed each year.

The matrix aligns all courses with the NAAB Student Criteria and Program Criteria they introduce to students, or are responsible for meeting the final outcome requirement expectations of NAAB or internally.

During our annual review each class is assessed based on the following matrix, how it addresses NAAB and internal program criteria, and at what level. In the chart, 1 denotes where information is introduced, 2 identify courses where materials and information are part of specific learning outcomes, and 3 indicated a course where students are required to demonstrate some level of proficiency. This table is reviewed annually and modified based on faculty recommendations.

1. The University reduced the number of required mathematics credits from 6 to 3, allowing students who were able to meet the highest level of math to take only that course (MAT118, PreCal 2 in architecture). They also mandated that all students take HIS106, World Civilization as one of the Humanities requirements.
2. The second modification was the creation of the “Adaptation to Sea Level Rise” concentration.
3. The last curriculum modification was to add the IPAL program to the curriculum, approved in April 2022.

Course Number	Course Title	credits	PC-	PC-2	PC-3	PC-4	PC-5	PC-6	PC-7	PC-8	SC-1	SC-2	SC=3	SC-4	SC-5	SC-6
		NAAB Title	Career Paths	Design	Ecological Knowledge and Responsibility	History and Theory	Research and Innovation	Leadership and Collaboration	Learning & Teaching Culture	Social Equity and Inclusion	Health, Safety and Welfare in the Built Environment	Professional Practice	Regulatory Context	Technical Knowledge	Design Synthesis	Building Integration
ARC 101	Design Studio 1	5	1	1				1	2			1			1	
ARC 102	Design Studio 2	5	1	1				1	2						1	
ARC 200	Architectural Ecology	3			2				2			1			1	
ARC 201	Design Studio 3	5		2	1			1	2	1	1	1	1		2	
ARC 202	Design Studio 4	5		2	1			1	2	1	1	1	1	1	2	
ARC 203	Representation 1	3							2			1				
ARC 204	Representation 2	3							2			1				
ARC 207	History 1	3				1			2	1						
ARC 208	History 2	3				1			2	1						
ARC 213	Elements of Bldg. Assembly	3					1		2					1		
ARC 301	Intl Travel Prep	1							2	1						
ARC 303	Design Studio 5	6		3	2			3	2	2	2				3	1
ARC 304	Design Studio 6	6		3	2			3	2	2	2				3	2
ARC 305	Intl Travel Studio	3				2			2	3					2	
ARC 306	Intl Urban Design Studio	3				2			2	3					3	
ARC 309	Structure 1	3							2		2			2		1
ARC 310	Structure 2	3							2		2			2		1
ARC 314	Building Assemblies	3							2		2		2			
ARC 315	Environmental Systems	3							2		1		1	3	1	1
ARC 317	Global Theories of Urb Design	3				2			2							
ARC 405	Design Studio 7	6			3	2	2	3	2	2	3	1	3	2	3	3
ARC 406	Design Studio 8	6			3	2		3	2	2	3	1	3	2	3	3
ARC 411	Contemp. Architectural Theory	3				3			2		2					
ARC 414	Structure 3	3							2	1				3		2
ARC 516	Building Systems Integration	3							2		2		2	2		3
ARC 517	Professional Practice 1	3	2						2		3	3	3			
ARC 518	Professional Practice 2	3	2						2		3	3		3		
ARC 601	Design Studio 9	6					3	3	2		3					
ARC 602	Design Studio 10	6					3	3	2		3					
ARC 617	Seminar - Tech Issues	3				2			2	2				3		3
ARC 618	Seminar - Community Issues	3				2			2	3						

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.

Program Response:

There are two primary standing department committees and multiple programs:

Tenured Faculty Committee: This committee is currently comprised of the three tenured faculty members (Chair Easter, Dr. Carmina Sanchez-de-Valle, and Prof. Ronald Kloster). They are primarily responsible for review of curriculum related issues.

Technology Committee: Comprised of our senior faculty member, Dr. Carmina Sanchez-de-Valle, and Prof. Marci Turner, who is the principal instructor for representation technology courses.

Additionally, there is an AXP Advisor who is responsible for working with students to meet program internship requirements and coordinate job fair and mentoring programs with industry partners and organizations.

Faculty are assigned to advise student organizations, of which there are two: the AIAS/NOMAS (a single organization combining the two national entities) and Tau Sigma Delta National Honor Society.

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.

Program Response:

The HUDA has seven (7) full-time faculty positions teaching approximately 100-120 students. Two of these have been recently filled to replace recently departing faculty. One of the departing faculty members, Prof. Mason Andrews, retired, but remains involved in our program in order to maintain our Adaptation to Sea Level Rise course work which she introduced to the program.

The University uses a metric to measure faculty productivity called SSHU's, calculated by multiplying the number of students in a class by the number of credit hours. Faculty in the HUDA are required to have 180 SSHU's per semester.

NOTE: SSHU's are computed by multiplying the number of course credits by the number of students in a class. This formula does not take into account the number of contact hours required by a class (studios, for example, meet four (4) hours each day, three days a week, and have six (6) credits, but demand the same amount of time that four three credit courses meeting in one hour each, for the same timeframe, but faculty ultimately receive only half the SSHU credit).

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.

Program Response:

The HUDA program assigns a faculty member as the Architectural Experience Program (AXP) Advisor. Currently, Robert Easter, the program chair, and Stanford Britt, serve in that capacity.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Faculty have the opportunity to attend local, state and national conferences in their areas of interest and expertise. Our travel budget has been eliminated and faculty must attend these meetings at their own expense, but are given time to attend those meetings and conference that are important for their professional development.

The AIA Virginia annual conference, as has been stated previously, is open to our faculty at reduced costs, as are events sponsored by the Hampton Roads chapter of the AIA.

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.

Program Response:

Hampton University provides enormous assistance to support students, including:

Support within the Department:

Academic And Personal Advising: Upon admittance to the program, each student is assigned an academic advisor within the department. That advisement is for both career and academic counseling.

Personal advisement occurs on an ad-hoc basis; no formal program exists within the department. Students are encouraged to take advantage of the Student Counseling Center when issue arise. As a small program, we have a very close community. The chair has an open-door policy and often speaks with students about personal issues. Our department secretary, Mrs. Deborah Bowers, is a trusted advisor to the students. Additionally, incoming students are assigned upper class mentors to help them navigate the challenges posed by university life.

Tutoring: There are two levels of tutoring, inter departmental, and extra-departmental. Within the department, each faculty member is required to have posted office hours where students can get assistance. Externally, we have worked with department chairs to provide tutoring for our students, most notably the Math department. The chair of the math department has conducted tutoring session in our building (Bemis Laboratory). Additionally, we have established a math class that has a required tutoring lab, also held in Bemis.

Job Placement: The department has an AXP Faculty Advisor, Prof. Stanford Britt, who is responsible for coordinating job opportunities between our students and firms/agencies and corporate employers. We collaborate with the university's Career Center, under the direction of Mrs. Bessie Willis (Bessie.willis@hamptonu.edu). This office works with our Faculty AXP Advisor to provide several services to assist our students. First, Mrs. Willis works with the Professional Practice class in the development of resumes and portfolios (see assessments in ARC 517/518) below.

Secondly, we hold an annual Job Fair in the early Spring, called ***Firm Pop-Up Week***. This event partners with our Career Center and Career Fair Plus, an online provider of career fairs. Our fair participation includes over 40 firms. The Hampton University Career Center is centralized and collaborates with campus constituents to design and deliver comprehensive career services that assist students and alumni in developing, evaluating and implementing

career plans that lead to employment and lifelong personal development. The Center is the liaison between the students, alumni, corporations, and government agencies. More information about the Career Center can be found at: https://home.hamptonu.edu/career/.

UNIVERSITY SUPPORT

Student Success Center: The Mission of the Freeman and Jacqueline Hrabowski Student Success Center is to create a healthy, well-rounded experience for all Hampton University Students through the provision of evidence-based educational practice, such as administering the College Student Inventory (CSI) to help new and transfer students to identify their occupational themes and preferred academic major(s) and developing and Individual Plan for Academic Success (I-PASS) to regularly monitor student performance.

Student Success Advisors are assigned to each of the seven schools to provide Registration Support and Mid-Term Deficiency Counseling for their respective cohorts, as well as monitor undecided majors and students on academic probation. Academic Success Workshops on Test-Preparation, Academic Integrity, Developing Effective Writing Skills, Building Rapport with Professors, and Embracing Time Management will reduce the number of students in academic jeopardy. More information is available at: https://home.hamptonu.edu/student-affairs/ssc/.

Department of Freshman Studies: The Department of Freshman Studies/First Year Experience is dedicated to providing a comprehensive core of support services that will influence academic achievement and retention.

In achieving its mission and adhering to the University's mission, the Department of Freshman Studies/First Year Experience assists freshman student's with transitioning from high school to college by providing assistance with advising, registration, academic support and social and adjustment counseling. In addition, they focus on the following areas; freshman merit scholars, freshman on academic probation and freshman on reduced workload. These areas are monitored with bi-weekly advisement and by monthly seminars. More information is available at: https://home.hamptonu.edu/student-affairs/freshman-studies/. Programs that are offered to benefit our students include:

New Student Orientation

Entering freshmen and transfer students are required to participate in an intensive orientation program one week before the beginning of classes. The primary goal of the orientation program is to assist new students in the transition from high school or from another institution of higher learning to Hampton University. Through a program of structured activities, students learn about the University and the University becomes more aware of and responsive to the needs of its new students. There is a deliberate accent on Hampton's values and traditions so that all new students will embrace Hampton's rich heritage and perpetuate its legacy.

University 101 which is discussed above.

Pre-College/Summer Bridge Program

The Hampton University Pre-College/Summer Bridge Program is a five-week, academic enrichment, residential program. The Pre-College/Summer Bridge Program promotes and secures an environment where students have an opportunity to grow personally, while they enhance their academic and leadership possibilities. By attending the program, students will gain exposure to the full range of resources and facilities made available to them by the University.

Student Counseling Center: The Vision of the Hampton University Student Counseling Center is to be the office that leads the way in promoting a culture of mental wholeness and wellness on campus by utilizing individual therapy, group therapy, and strategic outreach

and educational programs that enlighten and empower the student body and Hampton University community. Services offered by this department include:

Mental Health Counseling — A short-term collaborative relationship that strives to improve functioning, assist in resolution of problems, and relieve symptoms.

Individual Counseling — One on One meetings with a therapist to discuss specific problems, concerns, and treatment.

Group Counseling — Small groups of students who meet weekly to discuss specific experiences, challenges, or symptoms. Groups are offered Monday-Thursday on a weekly basis of indicated start date.

Outreach Services — Programs that offer education on a variety of mental health topics and situations.

The HUDA has one Town Hall session with the SCC each year to familiarize our students with the services and encourage those with challenges to take advantage of their assistance. The Student Counseling Center is a multidisciplinary office that is committed to the mental and emotional wellness of Hampton University students. Through individual and group therapy, outreach events, and peer support programs, they strive to support and encourage Hampton University students toward growth and emotional wholeness. Their team consists of Licensed Professional Therapists who each bring diverse perspectives to the work they. More information is available at: https://home.hamptonu.edu/counseling/.

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.

Program Response:

Commitment to Diversity: Hampton University was founded to provide an education to freed Black enslaved persons and Native indigenous members of the Hampton Road region. Its mission has always involved providing educational opportunities to marginalized communities and has an exceptional record of success meeting the demands of those populations largely ignored by, and not included at, other institutions. That has not changed. Today, Hampton University is a bulwark for diversity and inclusion and that is reflected in our administration, student body, staff, and faculty.

Our program has successfully educated students with multiple learning disabilities (dyslexia), emotional trauma, and physical challenges. Because of our location, we are able serve a community of former military (primarily Navy) personnel, some discharged with post-traumatic stress disorder (PTSD) or physical disabilities.

We are committed to providing the tools and resources needed to ensure their success. This is monitored by the university's Office of Compliance and Disability Services. Their website states:

"Hampton University is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students and employees with disabilities.

"The Office of Compliance and Disability Services provides and coordinates accommodations, support services and auxiliary aids for qualified students with disabilities and qualified employees with disabilities. Any member of the campus community in need of disability services should contact the Director of Compliance and Disability Services, located in the Student Success Center and can be reached at 757-727-5493 or via email."

The non-discrimination policy states:

"Hampton University adheres to the principle of equal education and employment opportunity and does not discriminate on the basis of disability. This policy extends to all students and employees and applicants for admission and/or employment. Further, it extends to all programs and activities supported by the University; including the Undergraduate College, College of Continuing Education, College of Virginia Beach and the Graduate College."

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.

Program Response:

Diversity of Faculty: When hiring new faculty and staff positions, notices are posted on the university website. The state AIA and the National Organization of Minority Architects posts our openings. We also send notices to our colleagues at our sister HBCU architecture programs and to the leaders of the accredited programs in Virginia to solicit their support in promoting those opening to their faculty or alum. Among our seven full-time faculty members, the following demographic mix:

Faculty Characteristics - Ethnicity								
Academic Year	Total Full-Time Faculty	Male	Female	African American	Hisp / Latina	Asian	White	Middle Eastern
2015-2006	7	3	4	2	1	1	3	0
2016-2017	7	3	4	2	1	1	3	0
2017-2018	7	3	4	2	1	1	3	0
2018-2019	7	3	4	2	1	1	3	0
2019-2020	7	3	4	2	1	0	3	0
2020-2021	6	3	4	2	1	0	3	0
2021-2022	7	3	4	3	1	0	3	0
2022-2023	7	4	3	3	1	0	2	1

Faculty Characteristics - Professional					
Academic Year	Total Full-Time Faculty	Licensed Architects	Tenured Faculty	Promoted Faculty	Remarks
2015-2006	8	6	3	0	
2016-2017	7	5	3	0	
2017-2018	7	5	3	0	
2018-2019	7	5	3	0	
2019-2020	7	5	3	0	

2020-2021	6	5	3	1	Turner promoted to tenure track
2021-2022	7	6	3	0	
2022-2023	7	6	3	0	

Diversity of Staff: We have four staff members, all of whom are African American, one of whom is female.

Demographic Comparison:

Eighty percent of our students are African American, and half are female.

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.

Program Response:

The program is responsible for recruitment, but the University is responsible for accepting students. Students recruited by the program are generally accepted by the Office of Admissions simply through communications, unless there are academic flags that we are not aware of. This plan has worked successfully for our program's demographics and supports our mission.

Our student body is diverse. As an HBCU, our program draws student interest from across the country. Eighty (80% of our student body is African American. Half of our students are female, 10% of our students are white, and another 10% are foreign nationals (from the Middle East, Caribbean, Europe and Asia). We recruit students from the local high schools, and from community colleges throughout the state and region.

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.

Program Response:

On our website, the following information is found on the "Equal Opportunity" page (https://www.hamptonu.edu/global/equal_op.cfm):

Title IX POLICY STATEMENT

Hampton University adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. Hampton University does not discriminate in its admissions practices [except as permitted by law], in its employment practices, or in its educational programs or activities on the basis of age, sex, pregnancy, sexual orientation, gender identity, race, color, creed, religion, disability, genetic information, national origin, military or veteran status or for engaging in protected activity.

This policy extends to all students and employees and applicants for admission and/or employment. Further, it extends to all programs and activities supported by the University; including the Undergraduate College, College of Continuing Education, College of Virginia Beach, the Graduate College, University sponsored study abroad and University sponsored internships.

As a recipient of federal financial assistance for education activities, Hampton University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes [sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status].

Hampton University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by the Hampton University policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the Hampton University community on the basis of sex is in violation of the Policy and Procedures on Sexual Discrimination and Misconduct.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator. A report may be made at any time (including during non-business hours) by logging on to www.hamptonu.edu then click the TIPS Incident Report icon at the top of the page on the right.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. View a complete copy of the Title IX Policy or contact the Title IX Coordinator.

The Title IX Coordinator for Hampton University is:

Kelly Harvey Viney, J.D.
Wigwam Building – Room 205
Hampton University
Hampton, VA 23668
Telephone: 757-727-5426
Email: kelly.harvey-viney@hamptonu.edu

The Title IX Specialist for Hampton University is:

Terri Haskins
Wigwam Building – Room 205
Hampton University
Hampton, VA 23668
Telephone: 757-727-5426
Email: terri.haskins@hamptonu.edu

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

Program Response:

The building has been modified on multiple occasions to be accessible for those with physical limitations. Most recently, the toilets were reconfigured and upgraded. When special needs have been identified by students, visitors or faculty, the University has made modifications as needed. There are no current accessibility issues to our building which was constructed over 90 years ago, predating the American's with Disabilities Act.

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.

Program Response:

The Bemis Laboratory was built in 1931, for use in developing innovative building materials. The architect was Theo. B. White, a Norfolk native trained in Philadelphia. Today it is home to the Department of Architecture. On the ground floor are the entrance lobby and first-year studio; the art department's ceramic studio is accessed by a separate entrance. On the second floor, a two-story atrium opens on to the main office and provides access to the Moses Library and digital media lab; to the west lies a large meeting room and the third year studio. The third floor houses the second-, fourth-, and fifth-year studios.

Each student level (first through fifth year) has an assigned studio area. Each student in the class has a designated work area that includes a desk and seat. They are able, as space allows, to organize their work environment to meet the needs and desires of the class and instructors, and to add to those amenities as they wish. Studio classroom assignments may vary based on teaching assignments and enrollment. In Fall 2022, the second year studio will be moved to the second floor and the third year studio will be moved to the third floor, adjacent to the fourth year studio.

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.

Program Response:

The William H. Moses Architecture Library is a satellite of the university library system. The collections includes books and journals, as well as digital and video materials. In addition, it houses the Sol Cohen, Architect, archives; Mr. Cohen was a twentieth century architect and benefactor of the Department of Architecture. Additional portions of the architectural book collection are housed at the William R. and Norma B. Harvey Library on campus. Mr. Moses was the first Chair of the Department of Architecture.

Housed within the Moses Library is a digital media lab. The lab is equipped for design input and output with desktop computers outfitted with 2D and 3D drawing and modeling software, an Immersive Multi-touch computer, three large format scanners, and large format plotters. Also available are a laser cutter and 3D printers.

Traditional power and hand building tools and materials are to be found in Model Shop, located in the Armstrong-Slater building, adjacent to Bemis Labs. Armstrong Slater originally housed the building trades program and was designed and built by faculty and students. The Department of Architecture also shares additional computer lab facilities located in the Olin Engineering Building, the School of Engineering and Technology's headquarters.

Classroom Space: In addition to studio space, have a small, medium and large (auditorium) classroom.

Model shop: This space is managed by Robert Johnson, the Director of the Model Shop, and is fully supplied with hand and power tools.

CAD Lab: This space is managed by Charles Cherry, the CAD Lab Manager and is equipped as indicted above.

Library: Students have access to the University's main library and the Moses Library within Bemis Laboratory. The holdings in this space are described in Section 5.8.

AR/VR Lab: This is a new space on the third floor of Bemis laboratory and is still be fitted with equipment.

Digital Fabrication Lab: This is a secured space on the second floor of Bemis Laboratory and is equipped with a laser cutter and two 3-D printers.

Photo Lab: This is a space on the first floor of Bemis Laboratory with controlled lighting for student use in documenting their work and developing materials for portfolios.

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.

Program Response:

Each faculty member is assigned an office. Additionally, there is a faculty conference room available for group or individual meetings.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Architecture students pay a small professional fee annually. With these funds, the drafting supplies (boards, parallel bars, triangles, paper and sketch books, pens, pencils and other supplies) are provided to first year students upon their arrival to the first-year studio. Classrooms are equipped with tackboards, white erase marker boards and Promethean Display panels, with computers. Projectors and screens are also available for use in all classrooms.

Each faculty member is assigned a laptop. There are also desktop computers in the CAD Lab, and laptops in the Computer Lab. In Fall, 2021, Gensler provided 20 computers to our program to outfit our computer lab.

We received a $20,000 grant from AutoDesk to outfit our new AR/VR lab which is being developed in Bemis Laboratory.

The University has invested heavily in Blackboard, an online digital instruction support software that allow all instructional materials to be posted for student access. When the COVID-19 required the closure of the institution, faculty were given mandatory training in the use of this material. Though we have returned to on-campus learning, Blackboard continues to be available for instructional use.

In Fall 2022, the University announced it plan to provide an additional $181,000 in funding to help upgrade our instructional equipment. This funding will provide support for our modeling and fabrication labs (new laser cutter, three new plotters, four 3-D printers, a CNC Router, and computers to support the instruction, etc.) will provide additional resources for our AR/VR Lab and upgrades to our Computer Lab.

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.

Program Response:

During the Pandemic, remote learning was mandated and all faculty were trained in the use of Blackboard, an online education program. These tools remain available to the institution, for both faculty and students.

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.

Program Response:

During the pandemic, our operating budget was adjusted as the university anticipated significant enrollment reductions. Because all instruction was remote, the Library budget was eliminated (including the librarian). While those reductions did occur, they did not significantly affect the enrollment within the department (enrollment dropped from 105 to 97 students). Since instruction returned to the campus, the university restored the librarian position and the library budget. The

operating budget remains at pandemic levels, but we are able to secure needed funding for those resources that are required for instruction. Our current operating budget is as follows:

Dept.	Account Code	Description	2022-23 Total
Architecture	7201	Office Supplies	$ 1,800
Architecture	7210	Other Supplies	$ 4,000
Architecture	7502	Marketing/Advertising	$ 1,000
Architecture	7511	Repairs to Equipment	$ 3,000
Architecture	7517	Copying	$ 900
Architecture	7519	Postage	$ 400
Architecture	7523	Telephone - Toll Charges	$ 200
Architecture	7582	Membership	$ 2,000
Total			$ 13,300

Previous funding for memberships (ACSA and ARC) are now funded through the University. Additionally, the HUDA receives an annual budget of $10,000 to conduct our lecture series.

In July, 2022, the architecture library budget, in the amount of $15,000 was restored.

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.

Program Response:

The Harvey Library, which is a selective Federal Depository Library, collects books, periodicals, and government documents on all aspects of Architecture. It collects materials in print, electronic, microform and audiovisual formats. Its current holdings are in excess of 450,000 volumes. The library acquires current monographic works from a variety of publishers. It purchases periodical subscriptions through a subscriptions agent, EBSCO Inc. Additionally, the library and more especially, the George Foster Peabody Collection, collects and preserves African American materials. The Peabody Collection, a noted research and rare books collection, supports the study of African-American history.

The Harvey Library selects and manages access to a wide array of electronic resources, including 168 databases, as well as electronic journals, and electronic books. These electronic resources greatly expand and diversify the library's offerings to the campus's constituency. Databases of particular interest to the Department of Architecture include: ABI Inform Complete, Academic Search Complete, Avery Index to Architectural Periodicals, Humanities International Complete, INSPEC, JSTOR, Omnifile Full Text Mega, Oxford University Press, Project Muse, ProQuest Dissertations and Theses, Science Direct, and SCOPUS.

The William H. Moses Architecture Library, named after the first Chair of the Department of Architecture, is a satellite library of the university library system. Located in Bemis Laboratories, home of the Department of Architecture, this space provides convenient access to architecture resources for students, faculty, and staff. The collection includes books and journals, as well as digital and video materials. In addition, it houses the Sol Cohen, Architect, archives; Mr. Cohen was a twentieth century architect and benefactor of the Department of Architecture.

Housed within the Moses Library is a digital media lab. The lab is equipped for design input and output with desktop computers outfitted with 2D and 3D drawing and modeling software, an Immersive Multi-touch computer, three large format scanners, and large format plotters. Also available are a laser cutter and 3D printers.

A written collection development policy guides decision-making in the selection of items for the university libraries. The aim in developing those parts of the collection that specifically support the study of architecture is to maintain a diverse yet balanced collection. Through the library liaison program and faculty representation on standing university advisory committee's departmental faculty assist in making and otherwise guiding selections for the library collections. Prof. Easter currently serves in that role.

The following table details library holdings and subscriptions directly relevant to the study of Architecture.

Relevant Holdings: 2022
Monographs (paper): 5616
Monographs (electronic): 811
Periodical Subscriptions (paper): 19
Government Documents: 191
Databases: 13

A collection care unit was established to provide policy and procedure for the care and handling of print and media materials. The efforts of the unit and the Preservation Manager are extended to all university library collections as well.

The materials held within the university libraries have been catalogued to current professional standards. An online catalog using SIRSI software provides access to the material. Records are also found in the OCLC WorldCat database.

Interlibrary loan and formal consortia arrangements with area libraries considerably enlarge the array of library resources available to the Hampton University community. Hampton University's participation in the Virginia Tidewater Consortium for Higher Education (VTC) provides the university faculty and students with reciprocal borrowing privileges at 16 area academic libraries. This membership includes those of Christopher Newport University, Thomas Nelson Community College, the College of William & Mary; Old Dominion University; Norfolk State University; Regent University: Virginia Wesleyan College; and others.

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.

Program Response:

The university libraries encourage and utilize input from faculty, staff, and students in planning the delivery of services and activities. The Library Director serves as chairperson on a standing university committee, the "Advisory Committee on Libraries and Informational Services." Faculty members are appointed to the committee by the School Deans, who work with the Library Director to shape policies and review major actions of the library. The committee also advises the Library Director on questions relating to campus-wide library services and collections. For the past three years, the HUDA Chair has served on this committee.

Each librarian in the Harvey Library is assigned to serve as liaison to one or more academic departments. The liaisons are primarily responsible for assuring that the library's collections and services evolve in accordance with departmental priorities. Additionally, they are charged with building strong relationships to foster collaboration regarding library services to their assigned discipline-specific departments.

The liaison librarian to the Architecture Department works with faculty, staff and students regarding acquisition and review of resources and information literacy instruction. A full-time library assistant provides staffing to the Architecture Library from 9am-5pm Monday through Friday. This position maintains the resources of the architecture library collection and provides customer service to patrons. Additionally, the library assistant works with the Architecture Department faculty and staff to identify needed resources or other materials to support the curriculum. The library is also staffed by a graduate student assistant during the evening hours in the spring and fall semesters. This collective effort between the main library and the Architecture Department provides adequate access to connecting the user community to library and learning resources relevant to the discipline.

In 2020, Mrs. Norma Selman, the HUDA librarian retired. In the Fall 2021, as we returned to on campus instruction, we were challenged to find a replacement. Mr. John Cook, a member of the Main Library staff, was assigned to our department library in a temporary capacity in September, 2021 and in the Spring 2022 was permanently assigned to the department as the Architecture Librarian.

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.

Program Response:

This information is provided.

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)

Program Response:

This information is linked on our website.

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.

Program Response:

The HUDA partners with the University's Career Center under the direction of Ms. Bessie Willis. This is described elsewhere in this report. With their support, we do the following:

a. Career Preparation: Students are required to begin documentation of their architectural work during the first year in the program. In ARC 517 (Professional Practice 1) in the fourth year of study, students receive instruction on employment practices and are required to prepare resumes and portfolios to be used to secure internships.

b. Career Fairs: The university conducts two career fairs, annually (Fall and Spring). In 2016, the HUDA began holding separate events. With the onset of COVID-19. This became a remote/online event. We contracted with Career Fair Plus, an event coordinator that connects students with prospective employers, allowing firms to exhibit information about their companies, while allowing students to upload resumes, portfolios and other information.

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

Program Response:

a. These documents are on our program website. https://home.hamptonu.edu/engineering/architecture-naab/

b. These documents are on our website. https://home.hamptonu.edu/engineering/architecture-naab/

c. These documents are on our website. https://home.hamptonu.edu/engineering/architecture-naab/

d. These documents are on our website. https://home.hamptonu.edu/engineering/architecture-naab/

e. These documents are on our website. https://home.hamptonu.edu/engineering/architecture-naab/

f. No response was submitted.

g. Not applicable.

h. This information is on our website. https://home.hamptonu.edu/engineering/architecture-naab/

i. This information is on our website. http://architecture.set.hamptonu.edu/media/docs/20170130_121803_Architecture%20Student%20Handbook%202015-2016.pdf

j. This information is on the University website. https://www.hamptonu.edu/global/equal_op.cfm

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

Program Response:

a. Admission forms and instructions are available on the university's website at: https://home.hamptonu.edu/apply/

b. As an open enrollment university, all students admitted to Hampton University are accepted into the architecture program. There are no program delineated policies or procedures. The HUDA adheres to the admission requirements established by the University Admissions Office. In addition, the Department restricts enrollment to students with SAT of 960 or above, and Math SAT of 480 or above. The University Admissions Office may refer applicants not meeting the above requirements to the Department of Architecture for review.

The first year of the 5-year Master of Architecture program is the foundation/pre-professional year. Enrollment in the first year is open to any student admitted to Hampton University. Because much of the Architecture curriculum is sequentially structured, students are screened at the end of the first year, and each subsequent year, to assure the prerequisites have been completed with satisfactory grades before advancing to the next level. A portfolio review of the first year studio work is required for admission into the second-year studio. All undergraduate prerequisites must be completed prior to admission to the graduate level in the last semester of the program.

Transfer students seeking advanced placement in the Master of Architecture Program must submit a portfolio of work completed at the previous college or university for review. No transfer credit will be given for the fifth-year Design Research Thesis studio sequence.

We treasure the diversity of our students and faculty and know each, with commitment, can succeed in a rigorous but rewarding area of study.

As indicated on the University website (Hampton University: Admission Requirements), the admissions policies are as follows:

The Office of Admission welcomes applications for first-year and transfer admission. The University seeks students destined to become future leaders in their chosen professions, whether in the arts, business, education, engineering, health, journalism, law, medicine or the sciences. In addition, the University welcomes students who believe in honesty, integrity, respect for self and others, take responsibility for their actions and are seeking opportunities to enhance the development of their character. In reviewing applications for the right fit, the University takes a holistic approach focusing on overall academic achievement, characteristics that demonstrate leadership potential and personal qualities indicative of the highest ethical values.

High School students must complete at least four units of English, three units of college-preparatory mathematics, two units of foreign language, two units of social science, and two units in the natural sciences. The University recommends that candidates take the most rigorous academic program available in their schools, including at least five academic courses each year and AP, IB, and honors courses whenever possible.

Test Optional Admission Policy

Students with a cumulative GPA of at least 3.3 Unweighted or rank in the top 10 percent of their class, have the option to choose whether or not to submit standardized test scores (SAT or ACT).

Applicants choosing not to submit standardized test scores are strongly encouraged to submit at least one recommendation from a teacher in a core subject area. Home-schooled applicants, students attending schools outside the United States, and students wishing to be considered for merit-based scholarships must submit standardized test scores.

If you submit both the ACT and SAT, the University uses the most favorable score. Your SAT is based on a mix and match of your highest Evidence Based Reading/Writing and Math scores. Your ACT score is based on your highest composite.

How to Apply

Freshman Requirements

Students interested in attending Hampton University can apply online. All students must submit for admission consideration the following:

- The signed and completed Signature Page of the online application;
- Application fee of $50.00 (non-refundable). Only cashier's check or money order accepted;
- OFFICIAL high school transcript;
- Standardized test scores-- unless applying using the Test Optional Policy (Reference above);
- One letter of recommendation from your high school guidance counselor or a high school teacher.
- ESSAY (REQUIRED) 500 minimum word count. Character matters at Hampton University. Describe what exhibiting good character means to you and provide specific examples of your demonstrated behavior in this regard.
- Submit all electronic documents to: applicationstatus@hamptonu.edu.
- Please submit all credentials at one time to ensure a timely response.

Transfer Requirements

Transfer applicants are students who have attended another college or university and must apply as a transfer student, not a first-time freshman. Transfer candidates who have satisfactorily completed at least 15 hours of college level courses will be considered. Candidates who have earned a cumulative 2.5 grade point average receive the highest consideration for admission. Any information withheld or falsified may subject a student to dismissal. The following credentials are required for application review.

- The signed and completed Signature Page of the online application
- Official transcripts from all accredited colleges/universities attended
- Application fee of $50.00 (non-refundable) A cashier’s check or money order are the accepted forms of payment. Personal checks are not accepted.
- Official high school transcript (if you have less than 30 credit hours)
- Official SAT or ACT scores (if you have less than 30 credit hours) or for non-U.S. citizens, the Test of English as a Foreign Language (TOEFL)
- One letter of recommendation
- **ESSAY** (REQUIRED) 500 minimum word count. **Character** matters at Hampton University. Describe what exhibiting good character means to you and provide specific examples of your demonstrated behavior in this regard.

c. Student who apply for federal student aid must complete the FAFSA. Students who inquire about institutional scholarship opportunities beyond the point of admission the financial aid counselor or scholarship coordinator will send the application to them directly). Entering students must complete the admission application process. If they are deemed eligible for an admission scholarship, offers of such awards are issued accordingly.

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.

Program Response:

All students (undergraduate and graduate) who apply for financial assistance are assigned financial aid counselors at: hamptonu.edu/studentservices/financialaid/.

Eligible students who are awarded aid can view their status via the University website, Quick Links, at: MyCampus portal and HUnet.

Students can access the current resources and policies pertaining to financial aid programs available at: hamptonu.edu/student/services/contact.

The Department has four endowed scholarships for individual students with another going online in the Fall of 2022. Additionally, there is an endowed fund to support students travelling with our required ARC International Travel Studio. Those scholarships are managed by the University's Office of Financial Aid, and selected by the Architecture faculty. Each scholarship opportunity is publicly advertised throughout the building. The scholarships are as follows:

Cohen, Sol Endowment	Architect	Through Architecture Dept -travel scholarship divided equally among students traveling for ARC305 International Travel Studio course taught in summer. Dept accesses this through the Business Office
Gregory, Johnson Endowed	Architect	Recipient must be a continuing student classified as a Junior or Senior that is majoring in Architecture. Recipient must maintain a minimum GPA of 2.5 or higher and have a financial need Recipient must stay in contact with the grantor
John H. Spencer Endowed	Architect /2yr	The recipient shall be selected from a pool of recommended applicants submitted by the faculty of the Department of Architecture Must be second year student
JW Robinson Architectural End.	Architect third year	Well-deserving students with financial need and majoring in Architecture. The recipient must be a third-year Architectural student who has completed 68 credit hours in the architectural program at Hampton and maintain a GPA of at least 3.2 and be in good standing with Hampton University. The recipient must have demonstrated the characteristics and qualities of leadership, citizenship, diligence and social responsibility. The recipient shall be selected from a pool of qualified applicants submitted by the faculty of the Department of Architecture.

Pearson, Clarence, W.	Architect/ Alumni	Priority shall first be given to students whose major field of concentration is Architecture, then second will those who major in the Fine or Performing Arts, and third will be any field of concentration selected by Hampton. The recipient must have a GPA of at least 2.5. The recipient shall perform four hours of voluntary work per month in the Office of Alumni Affairs.
Department of Architecture Graduate Student Alumni Endowed Scholarship	Architect/ fifth year	For students in the fifth (graduate) year of architectural study, as selected by faculty on the basis of need.

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.

Program Response:

All university related costs, those are provided on the Hampton University website.

To address specialized costs for students within the department, the HUDA requires students in the major to pay a “Professional Fee.” This fee covers the cost of their initial supplies (drafting tools, drafting surface, etc.) and national dues for memberships in AIAS/NOMAS. It also defrays some of the cost for their required international travel studio. Finally, it includes costs for opening NCARB files so that students can record internship AXP hours.

APPENDICIES

1. Faculty Resumes
    1.1. Stanford Britt, FAIA, NOMAC, Associate Professor and Faculty AXP Advisor
    1.2. Sherman Brown, Assistant Professor, Adjunct
    1.3. Robert Easter, FAIA, NOMAC, Associate Professor, Department Chair, alternate Faculty AXP Advisor, Tenured
    1.4. Ronald Kloster, RE, Assistant Professor, Tenured
    1.5. John Nolis, RA, Assistant Professor
    1.6. Dr. Carmina Sanchez Del-Valle, Professor, Tenured
    1.7. Dr. Farzaneh Soflaei, Assistant Professor
    1.8. Marci Turner, Assoc. AIA, Assistant Professor, Tenure Track
    1.9. Charles Cherry, CAD Lab Manager
    1.10. Robert T. Johnson, M.Ed., Ed.S., Director, Model Shop
2. Course Outcomes
3. Letter from SACSCOC re Reaffirmation of Accreditation, January 15, 2019
4. Matrix using the NAAB Template
5. NAAB Virtual Visit Supplement to the 2020 Procedures tor Accreditation

Name: Stanford R. Britt, NOMAC, FAIA

Courses Taught (Four semesters prior to current visit)**:**

Fall 2021 third year Design Studio, Professional Practice and Thesis Advisor
Spring 2021 third Year Design Studio and Professional Practice
Fall 2021 fourth Year Design Studio and Professional Ethics & Practice
Spring 2022 fourth Year Design Studio and Professional Ethics & Practice

Educational Credentials:

Masters of Architecture, Columbia University 1972
Bachelor of Science, Drexel University 1969
Certificate Real Estate Development, Massachusetts Institute of Technology 1989

Teaching Experience:

Ghana at Kumasi Technical Institute in 1971
University of the District of Columbia,
Morgan State University,
Anne Arundel Community College,
University of Nairobi
Hampton University.

Professional Experience:

1975-present: Sulton Campbell Britt & Associates (SCB), President/Treasurer, the Principal-in-Charge of Design and Marketing for 36 years. of He joined the firm in 1975 as manager of the firm's Baltimore branch office, after representing Moshe Safdie in the design and planning of Coldspring Newtown and the Park Heights Urban Renewal Master Plan, in Baltimore, Maryland. He was made a partner in 1978 and in 1985 he assumed his role as president and treasurer of the firm.

Additionally, he has 13 years of experience prior to joining Sulton Campbell with various architectural firms in Philadelphia, PA, New York, NY and Montreal, Quebec, Canada.

Licenses/Registration:

DC, MD, VA, NY, PA, NJ, MA, CT, SC
National Council of Architecture Registration Boards

Selected Publications and Recent Research: None

Professional Memberships:

Maryland State Board of Architectural Review, Member, 1977-1989

National Organization of Minority Architects, 1983-1984 President; 1982 Historian-Parliamentarian; 1981 Vice-President; 1979 -1980 Treasurer

American Institute of Architects: 2000 – 2003 Mid-Atlantic Regional Director on the National AIA Board; 1999 D.C. Chapter AIA, President; 1998 - 1999 Chairman, AIA National Scholarship Committee; 1998 D.C. Chapter AIA, Vice President;

1997 D.C. Chapter AIA, Treasure; 1996 D.C. Chapter AIA, Secretary; 1995 D.C. Chapter AIA, Director

1994-1998 AIA National Scholarship Committee, Member

Name: **Sherman T. Brown**

Courses Taught (Four semesters prior to current visit)**:**

ARC 101 & 102—Grph Comm Basic Design 1; 2019, 2020, and 2021.
ARC 309—Structures 1: Intro to Struc, (Fall 2020, 2021, Spring 2021, 2022)
ARC 310—Structures 2: Interm. Struc. (Fall 2020, 2021, Spring 2021, 2022)
ARC 414—Structures 3: Adv. Struc & Bldgs. Systems; (Fall 2020, 2021, Spring 2021, 2022)

Educational Credentials:

Bachelor of Architecture—Hampton University, 1975

Teaching Experience:

2010-present: Department of Architecture at Hampton University

Professional Experience: I have worked as a Project manager and Construction Manager for the following firms over thirty plus years:

RTKL, Baltimore, MD;
Oliver Smith and Cooke, Virginia Beach, VA;
Livas Design Group, Norfolk, VA;
MMM Design Group. Norfolk, VA;
RRMM, Chesapeake, VA;
WTG Design, Chesapeake, VA.

Licenses/Registration:

Not licensed

Selected Publications and Recent Research:

None currently

Professional Memberships:

Past Associate member of the AIA

Name: Robert L. Easter, NOMAC, FAIA

Courses Taught (Four semesters prior to current visit)**:**

ARC 315: Environmental Systems
ARC 405: Advanced Architectural Design Studio I (Comprehensive Design)
ARC 406: Advanced Architectural Design Studio II (Comprehensive Design)
ARC 516: Building Systems Integration Lab
ARC 517: Professional Practice I
ARC 518: Professional Practice II
UNV 101: University Life, Architecture Section

Educational Credentials:

B.ARCH, Hampton University, 1977
M.ARCH in Urban Design, Virginia Tech, 1979

Teaching Experience:

1981-1983: US Army Corp of Engineers, Officer Engineering School
1983-1985: Northern Virginia Community College, Department of Architectural Technology
2008-present: Hampton University Department of Architecture

Professional Experience:

1977-1983: Ford & Associates, Baltimore, MD
1983-present: KEi Architects (formerly Kelso & Easter, Inc.) Alexandria and Richmond, VA

Licenses/Registration: Virginia, Maryland, North Carolina, NCARB Certificate

Selected Publications and Recent Research:

2017 ***The Creative Class***, a presentation at the 2017 AIA-VA Architecture Exchange – East Conference

2018 **Increasing African American Participation in the Profession Of Architecture**, a paper, followed by a presentation to the LFRT meeting in Los Angeles, CA

2019 **Meaningful Action Toward Minority Inclusion in Architecture & Design,** a presentation at A19, the AIA's 2019 convention in Las Vegas, NV.

2020 ***CAN YOU HEAR ME NOW*****, An Open Memo To My Colleagues in the Community Of Architecture**, in the wake of the murder of George Floyd and the aftermath of civil unrest.

2022 **OVERWHELMED**, a call for unity and collaboration in the new year ahead. (1/22, AIAVA)

GREATNESS AND HEROES, a celebration of the achievements of African American architects while reminding the readers that the bombings at HBCU's was one example of how we continue to undermine equitable outcomes in higher education. (2/22, AIAVA)

EMPOWERED, a celebration of the women in architecture who have made significant contributions to the profession of architecture. (3/22, AIAVA)

LET'S MAKE SOME NOISE, a response to criticism levied at the Institute's focus on issues of equity and diversity. (5/22, AIAVA)

PROUD, a reminder of the struggle for dignity and a celebration of the achievements of design professionals in the LGBTQ+ community and a call for continued vigilance. (6/22, AIAVA)

SUPERSTAR, a tribute to Corey Clayborn as he departed AIA-VA to take a leadership role at AIA National. (7/22, AIAVA)

Professional Memberships: American Institute of Architects (currently president of AIA-VA) National Organization of Minority Architects (national president, 1992-95)

Name: Ronald J. Kloster, Assistant Professor, Tenured, Full Time

Courses Taught:

Fall (2020, 2020)	Spring (2021, 2022)
ARC 101 Basic Design I	ARC 102 Basic Design II
ARC 207 Arch History I	ARC 208 Arch History II
ARC 430/530 Measured Drwg	ARC 411 Contemporary Theory

Educational Credentials:

Bachelor of Arts in Art History, University of Washington, 1976
Graduate Studies in the Master of Architecture Program, University of Washington School of Architecture, 1977-1980
Master of Architecture, University of Virginia, 1988

Teaching Experience:

1991-present Hampton University, Department of Architecture
2007-2008 Acting Chair, Department of Architecture
2006-2009 Assistant to the Dean, School of Engineering + Technology
2016-2017 Interim Assistant Dean, School of Engineering + Technology

Professional Experience:

Williams & Tazewell, Architects, Norfolk, Virginia, 1981-1983
HBA Architects, Virginia Beach, Virginia, 1983-1985
Williams, Tazewell and Cooke Architects, Norfolk, Virginia 1985-1986
Bruce R. Wardell, Architect, Charlottesville, Virginia 1987-1988
Real Escapes Design, Ltd., Duck, North Carolina 1988-1990

Licenses/Registration: 1989 Registered Architect, State of North Carolina

Selected Publications and Recent Research:

2020-present Faculty Advisor to Preservation in Practice, preservation summer field school with Advisory Council for Historic Preservation, National Park Service, and National Trust for Historic Preservation

2012-present, Advisor and Liaison for the Department with the Institute of Classical Architecture and Art. Coordinated workshops with the department in 2017 and 2021.

Honorable Mention, the Charles E. Peterson Prize Competition, 2010, sponsored by the National Park Service and the Historic American Building Survey (HABS.)Faculty supervisor, measured drawing documentation of Clarke Hall on the Hampton University campus.

Moderator, **"The American House,"** a panel discussion at Virginia Design Forum III, sponsored by the Virginia Society AIA, Charlottesville, Virginia, March, 1998 Panelists - Kenneth Frampton, Barry Berkus, AIA,

James Cutler, FAIA, Hugh Newell Jacobsen, FAIA, David Lake, FAIA, Donald McDonald, FAIA

Professional Memberships:

Institute of Classical Architecture and Art
Norfolk Preservation Alliance
ACSA Nominee for NAAB School Visit Accreditation Teams, 1996-2001;
NAAB Accrediting Team Visits to Temple University and Iowa State University
Co-Chair, ACSA SE Regional Meeting, Designing (in) the Democratic City, Hampton University, 1996

Name: JOHN J NOLIS

Courses Taught (Four semesters prior to current visit)**:**

Anne Arundel Community College:
Architecture Design Studio 1& 2, Residential Interior Design Studio, Intro to Kitchen and Bath- ADA Fundamentals, Graphic Communications 2: Graphic Design and Representation – Ink Rendering, Textiles and Textiles Applications, Introduction to Interior Design for Architects and Interior Designers, Interior Design Studio 1

Educational Credentials:

Associate of Applied Science in Interior Design / 2014
Anne Arundel Community College, Arnold, MD / Summa Cum Laude – Phi Theta Kappa
Bachelor of Architecture / 1985 New York Institute of Technology / Magna Cum Laude / Minor in Space Planning and City Planning

Teaching Experience:

2018 – 2022 Anne Arundel Community College Department of Architecture and Interior Design

Professional Experience:

John J Nolis / Architecture & Interiors / 1990- Present

Architect / Owner of High-End Residential Architecture / Interior Design Firm in the Summer Beach Resort Area – "The Hamptons in New York State: Oversaw the Design and Construction of over 60 Resort-Style, High-End Summer Homes & Their Interiors

Blanchards of London : UK / Dominic F.Coyle Architect : Dublin,Ireland / 1985-1986

Architectural Draftsman / Project Coordinator / Furnishings Coordinator for Residential Interiors located in England, Ireland, France, and Dubai / Provided Existing Site Measurements, Existing Drawings, and Design Drawings of Interiors for Team Members and Contractors / Choosing Furnishings and Accessories for Client's Homes.

Licenses/Registration:

NCARB Architect, NCIDQ Certified Interior Designer

Selected Publications and Recent Research:

Residential, Residential ADA – Aging in Place / Residential Space Planning

Professional Memberships:

NCARB Architect
ASID Interior Designer
NCIDQ Certified Interior Designer
LEED AP, NCBA Associate

Name: **Carmina Sanchez-del-Valle,** ACSA Distinguished Professor

Courses Taught (Four semesters prior to current visit)**:**

ARC 601: Thesis Research Studio (6 credits)
ARC 602: Thesis Design Research Studio (6 credits)
ARC 617: Advanced Building Technology Seminar (3 credits)
ARC 618: Community Design Issues Seminar (3 credits)

Educational Credentials:

Doctor of Architecture, Arch. D. University of Michigan, 1991
Master of Architecture, M. Arch. University of Puerto Rico, 1983
Bachelor Environmental Design, B. Env. D. University of Puerto Rico, 1981

Teaching Experience:

Hampton University, Department of Architecture, Professor (Tenured) 1997 – to present
Florida A & M University, School of Architecture, Associate Professor (Tenured) 1994 - 1997
University of Kansas, School of Architecture and Urban Design, Assistant Professor (TT) 1989-1994
University of Puerto Rico, School of Architecture, Adjunct Instructor, Fall 1987

Licenses/Registration:

Registered Architect: Puerto Rico, (1988 - present)

Selected Publications and Recent Research:

Issue Co-Editor w/ Stephanie Pilat and Angela Person. Special Issue: "Inclusive Design Pedagogies and Practices". **ENQ (*Enquiry) ARCC Journal for Architectural Research***. (Forthcoming 2022).

Issue Co-Editor w/ V. M. Price: Issue # 2 "Design: Make me/us see change." ***Mapping Meaning E-Journal***. November 2018.

"Unwrapping the Mystery of a Lost Community and Preserving its Legacy." ***The International Review of African American Art***. Vol. 25, no.2, Winter 2015.

Chapter: "Design Collaborative Learning in the Design Studio". In ***Space Unveiled: Invisible Cultures in the Design Studio***. Carla Jackson-Bell, editor. Taylor and Francis/ Routledge. 2014.

Professional Memberships:

College of Architects and Landscape Architects of Puerto Rico, CAAPPR.

Other Experience:

Director, NAAB Board of Directors. (2021-2024); Team Chair and Member. (2002 -).
AIAS Liaison w/ ACSA, AIAS Board of Directors, (2016-2018)
Secretary, ACSA Board of Directors, (2006-2008)

Name: Farzaneh Soflaei, PhD, Assoc. AIA, LEED AP BD+C, Assistant Professor

Courses Taught (Four semesters prior to current visit)**:**

Courses Taught at SUNY Delhi: ARCH 125 Architectural Design Graphics (Fall 2021); ARCH 330 Architectural Design III (Fall 2021); ARCH 370 Architectural Design IV (Spring 2022); ARCH 345 Sustainable Systems I (Spring 2022). Courses Taught at SUNY Oneonta: ENVS 110 Environmental Sustainability (Spring 2020); ENVS 294-W1 Introduction to Sustainable Design (Fall 2020); ENVS 294-W2 Green Building Design Principles & Practices (Fall 2020, Spring 2021); ENVS 294-W3 Green Roofs/Green Walls for Sustainable Healthy Cities (Fall 2020); ENVS 294-W4 Neighborhood Development & Sustainable Communities (Spring 2021); ENVS 294-W5 Passive House & Net-Zero Buildings (Spring 2021).

Educational Credentials:

Doctor of Philosophy in Urban Design and Theory, Tsinghua University, China (2009-2014); Doctor of Philosophy in Architecture, Azad University, Iran (2001-2006); Master of Architectural Engineering, Azad University, Iran (1999-2001); Bachelor of Architectural Engineering, Azad University, Iran (1995-1999).

Teaching Experience:

Tenure-Track Assistant Professor, Hampton University, VA (2022-); Tenure-Track Assistant Professor, SUNY Delhi, NY (2021-2022); Visiting Assistant Professor, SUNY Oneonta, NY (2019-2021); Adjunct Professor, Morgan State University, MD (2016-2018); Assistant Professor, Azad University, Iran (2007-2009); Full-time Lecturer, Azad University, Iran (2001-2006).

Professional Experience:

Project Manager, Amood-Paya Design and Construction Firm, Iran (2006-2009); Project Architect, Tabdil-Beton Design and Construction Company, Iran (2003-2005); Project Architect, Faza-Zaman Architecture Firm, Iran (2000-2002).

Licenses/Registration

LEED AP BD+C, ID#: 11098039-AP-BD+C (2020); LEED Green Associate, ID#: 11098039-Green-Associate (2018); Associate AIA, ID#: 38551852 (2017); Registered Architect in Tehran, Iran (2002).

Selected Publications and Recent Research:

Presenting an Energy-Efficient Model for the Envelope of High-Rise Office Buildings Case Study: Cold and Dry Climate. *International Journal of Sustainable Energy and Environmental Research*, (**2021)**, 10 (2), pp. 85-100; Bioclimatic passive design strategies of traditional houses in cold climate regions. *Journal of Environment, Development and Sustainability* (**2021**); Assessment of solar shading performance of courtyard houses in desert climate of Kashan, Iran. *Architectural Engineering and Design Management*: (**2020**): 1-20; A Simulation Based Model for Courtyard Housing Design Based on Adaptive Thermal Comfort, *Journal of Building Engineering*. Volume 31, 101335. A comparative study of thermal performance in three generations of Iranian residential buildings: Case studies in Csa Gorgan. *Journal of Building Physics*: (**2020**): 1–38; Integrated parametric design of adaptive facades for user's visual comfort. *Journal of Automation in Construction*, (**2019**) Volume 106, 102857; Middle Eastern Maidans: The Role of Interactive and Integrated Public Squares in Urban Social Sustainability, *EAAE ARCC International Conference Proceedings*, (**2019**) 246-256, Toronto, Canada; Mount Auburn Cemetery in Baltimore: Historic significance and future role in urban social sustainability, *EAAE ARCC International Conference Proceedings* (**2018**) 220-227, Philadelphia, United States.

Professional Memberships:

North American Passive House Network (NAPHN); U.S. Green Building Council (**USGBC Faculty**); Association of Collegiate Schools of Architecture (ACSA); Society for American City & Regional Planning History (SCARPH).

Name: Marci Turner

Courses Taught (Four semesters prior to current visit)**:**

ARC 101 -01 Graphic Communication Basic Design I.
ARC 201-01 Basic Architectural Design ,
ARC 203-01 Architectural Representation,
ARC 303-01 Interim Architectural Design,
ARC 414 Advance Structures and Building Systems III,
ARC 530-03 Furniture Making
Spring,
ARC 202-01 Basic Architectural Design II,
ARC 204-01 Representation II,
ARC 304-04 Interim Architectural Design,
ARC 309-01 Structures I, ARC 310-01 Structures II,
ARC 530-01 Individual Project in Architecture I

Educational Credentials:

B Arch, Hampton University, 2002
MBA, Strayer University, 2011

Teaching Experience:

Assistant Professor Hampton University October 2007- Present

Professional Experience:

Director Verizon Innovative Learning Program Summer 2019-Present
Owner Designers Ink LLC, 2007- Present
Project Designer, RBA 2013-2017

Licenses/Registration:

None

Selected Publications and Recent Research:

None

Professional Memberships:

Associate Member, American Institute of Architects

Name: CHARLES L. CHERRY
Director of Architecture Computer Lab (1996 to Present)

Courses Taught (Four semesters prior to current visit)**:**

None

Educational Credentials:

Applications for Additive Manufacturing, Thomas Nelson Community College, Hampton
AutoCAD I and II, Thomas Nelson Community College, Hampton
AutoCAD 2000 Certified, Brain Bench, Hampton City Schools, Hampton
Bachelor of Science, Vocational Education, Field of Drafting, Norfolk State University

Teaching Experience:

Not Applicable

Professional Experience:

1979 – 2014	City of Hampton Public Schools, Vocational Education Teacher Teaching Technical Drawing and Computer Aided Design and Drafting
2006 – present	Department of Architecture, Hampton University CAD Lab Manager
2001-2005	Department of Architecture, Hampton University Adjunct Professor, teaching ARC 203, Architectural Representation

Licenses/Registration:

Teacher Certification, Commonwealth of Virginia Collegiate Professional License

Selected Publications and Recent Research:

None

Professional Memberships:

None

Name: Robert T. Johnson, M.Ed., Ed.S.
Director, Model Shop, Hampton University Department of Architecture

Courses Taught (Four semesters prior to current visit)**:**

Facilitate model shop experiences to assist students with translating designs into full size projects and models of structures, displays, and furniture, 2013 – Present.

Educational Credentials:

B.S., Hampton (Institute) University
M.Ed., Virginia State University
Ed.S., Old Dominion University

Teaching Experience:

Public School STEM Teacher/Technology Program Coordinator, 1972 – 1994
Supervised and/or taught middle and high school STEM courses and programs to include manufacturing technology, pre-engineering, robotics, and computer-aided architectural and engineering design.

Professional Experience:

Director, Model Shop, Hampton University, 2013 – present
Public School Administrator, 1994 – 2012
Principal and Assistant Principal—coordinated and managed programs of a comprehensive high school offering STEM related courses.

Licenses/Registration:

Licensed in Virginia as Secondary School Administrator

Course Outcomes:

NOTE: This chart is being revised by the Faculty during the 2022 Fall Semester.

Skills	Knowledge	Outcomes
ARC 101/102 **Beginning Design Studio**		
1. Freehand Drawing 2. Orthographic drawings (i.e. plan, section, elevation) 3. Paraline 4. Perspective 5. Diagramming 6. Composition of drawings 7. Modeling 8. Basic Design Process (iterative and cyclical nature, basic problem solving) 9. Develop simple design solutions to spatial problems 10. Verbal presentation / communication 11. Abstract representation (2-D and 3-D) 12. Applying principles of geometry and trigonometry 13. Using architectural tools and conventions a. Drafting tools in intro package 14. Parti as analytical tool	1. Diagramming 2. Purpose of various drawing types 3. Principles of design (composition, rhythm, pattern, texture, color, scale, height, materials, etc.) 4. Architectural vocabulary 5. Architectonic Elements (points, lines, planes, 6. Architectural elements (stair, floor, column, beam, wall, etc.) 7. Precedence (historical references) 8. Understanding studio culture a. Time management b. Commitment 9. Teamwork and team building 10. Being able to identify and apply design tools.	1. Verbal skills 2. Representation skills 3. Design tools 4. Parti as an analytical tool 5. Architectural Terminology and vocabulary 6. Diagramming and dissecting building components 7. Understanding the iterative and cyclical nature of design 8. The ability to self-assess their work 9. Analytical skills: (precedent analysis) Taking a project and breaking it down to make sense of it 10. 3D making (study and analytical models) 11. Introduction to digital tools 12. Design thinking with a focus on iteration 13. Introduction to architecture, the program and the curriculum – not seeking the easy way out 14. Curiosity 15. Analysis
ARC 201/202 **Intermediate Design Studio**		
1. Teamwork and team building (peer learning as a collaborative skill) 2. Basic Design Process (iterative and cyclical nature, basic problem solving) 3. The process of Precedence Analysis and its integration in design 4. Site documentation and analysis 5. Site Design (circulation, site characteristics, etc.) 6. Demonstrate a mastery of the development of drawings and models (study and finished) that effectively communicate design thought 7. Ability to critique and evaluate the work of self and others 8. Use of Part as a design tool 9. Documentation and communication of the design process 10. Apply passive environmental design principles including into building design solutions 11. Student will have an ability to represent design content using traditional and digital media 12. Free hand sketching and drawing,	1. Formal Ordering Systems 2. Principles of universal design (Accessibility) 3. Understanding of context (built, natural and human behavior) 4. Understanding use of Architectural programs as they define the scope of design 5. Impact of site and environmental conditions on building design 6. Understand simple principles of structure (gravity, heavy and light, and how physics and loads / lateral forces affect design) 7. Structure as form giver (weights of materials, rhythm of support systems, at multiple scales 8. Understanding materials (opaque, translucent, transparent, color, texture, weight, size, tactile exposure)	1. Development of design concepts 2. Site design conventions 3. The integration of site and building design 4. The craft of model making 5. Components of constructed assemblies 6. Space planning 7. Scale in space 8. Modeling (physical and digital) 9. Collaborative design

13. Drafting and rendering including hand and digital		
ARC 303/304 (the integration year)		
1. Design Process: a. The art of design – the ability to explore through theory (design inquiry) b. Basic Building Components (bathrooms, door swings, etc.) c. Precision in manipulating building components 2. Team Work: 3. Programming: 4. Strategically research and apply precedent analysis in design 5. To select basic materials and construction assemblies appropriate to design 6. Digital media: ability to 7. Show a mastery in the presentation of a project using an architectural digital medium that correctly communicates design thought, including representation and modeling	1. Digital Media Applications: 2. Expanding the concept of a specific Urban Context: a. Human scale / density b. culture / history / tradition c. physical context 3. The integration and embracing of Building Controls / Restrictions a. zoning ordinances, b. building codes / life safety c. Accessibility 4. Systems Integration (including structural and building assemblies) 5. Sustainability 6. Programming: 7. Understanding the nature and characteristics of teamwork experiences and requirements – types of team make ups. 8. Working at the urban scale of a lot or parcel within a block (including site design)	1. Collaboration as a design process 2. Space planning 3. Analyzing and understanding a building program 4. Real places and real people 5. Teaching compassion and empathy 6.
300 – International Travel Prep		
1.	1. Students will study the language geography and environment of the places to be visited during their travel studio.	
305/306 – Urban Design / International Travel Studio		
1. Documenting the urban context 2. Free hand and analytical sketches 3. Evaluation of urban context 4. Descriptive and reflective writing skills 5. Research on the cultural / historic character and characteristics of the city	1. Team Work as a concept – understanding the dynamics of group work 2. Students will understand principles of urban design, using historic precedence 3. Design intervention of a designated urban area that can scale from a block to a district in a non US context 4. Defining urban form using architecture	1. Understanding of urban context and the design of urban sites 2. Use of and understanding of culture 3. Community based urban design
405/406 COMPREHENSIVE DESIGN STUDIO		
1. Comprehensive proficiency and mastery of the complex design process integrating building systems and aesthetics into a comprehensive design process that will include: a. Urban Design b. Site Plan development including regulatory controls c. Building Programming d. Life Safety and Building Code Analysis e. Integrated Building Design that includes envelop and structure	1. Learning concepts of building information modeling 2. Building Systems integration as a design method 3. Building complexity using multi-story construction (4 floor minimum) 4. Design resolution from site, building, room, wall and detail. 5. Students should understand complexity of building programs with respect to different building functions and types	1. How to successfully building systems design comprehensively, employing site, systems, envelop and space as elements of the building.

f. Environmental Sustainability g. Building Systems, including electrical, mechanical, plumbing, fire protection, lighting, etc.) 2. Students will engage in design research to enhance their knowledge of building materials and systems 3. Presentation of a project using an architectural digital medium		
601/602 **Thesis Research Studio I/II**		
1. Ability to use databases and other sources to research a real world problem related to architecture. 2. Verbal and written communication skills at a professional level. 3. Ability to construct a logical argument that responds to a problem in architecture and is conditioned by theoretical, social, cultural, political, ethical, and economic conditions. 4. Develop and implement a design research proposal. 5. To generate clear, accurate, detailed technical documentation and presentations following architectural representational conventions at a level of mastery. 6. To build and maintain the studio as the place for collective and individual creative reflection and design.	1. Understanding of a research process 2. Understanding of the architectural design process (mode and means) as a tool for generating knowledge 3. Specialized understanding of the critical, contextual, tectonic, and representational implications of a conceptualized architectural "hypothesis" that has been explored through design. 4. The use of 2D and 3D architectural representation tools for analysis. 5. Scholarly writing standards specific to the discipline of architecture.	○ Demonstrate ability to apply **research**, **critical thinking** and **design skills and knowledge** to examine and resolve environmental challenges design in an architectural setting as exhibited in the development, implementation, and presentation of a research proposal. Active and relevant participation in peer review, peer review documentation and scribe notes and observations.
ARC 200 **Architectural Ecology**		
1. Ability to read and understand ideas related to environmental theory and environmental science. 2. Ability to explain basic principles of the following, in words and diagrams: a) Topography b) Climate (Micro and Macro Climate; Climate Zones) c) Sun Angles (Basic Shading Devices) d) Natural Ventilation and Theromsiphoning e) Human Thermal Comfort f) Heat Transfer g) Sensory Qualities h) Vegetation and Water Cycle i) Hydrology and Basic Drainage Issues j) Site Circulation Issues 3. Ability to explain basic principles of a range of passive design strategies. 4. Ability to identify basic aspects of scientific inquiry. 5. Ability to conduct a site inventory.	1. Build a broad, generalized understanding of environment. 2. Develop a framework for seeing and evaluating the natural and built environment. 3. Understand the ecological inter-relationships between people, buildings, and nature. 4. Knowledge of the natural environment and it influences site and building design.	1) Designing sites that include circulation, orientation, placement and adherence to municipal controls. 2) Parking (understanding the conventions including circulation, configuration) 3) Use if landscaping as a design element 4) Passive systems in design 5) Earth wind and fire 6) Site assignments

6. Ability to identify and document important site features.		
ARC 203 **Architectural Representation**		
1. Distinguish and apply appropriate modes of conventional 2D and 3D architectural representation for the purposes of documentation, analysis, visualization, and presentation in digital environments. 2. Build simple structures in a digital 3D modeling environment. 3. Render images of three-dimensional objects and 2D drawings using 2D image editing software. 4. Build simple animations that simulate movement. 5. Digitally layout and compose presentation boards consisting of digitally generated architectural content.	1. Understand fundamental concepts related to architectural representation in digital modeling and animation environments: a) geometry b) object c) layer d) material e) attribute/properties f) projection g) views h) grid i) scale j) import/export k) sequence l) frame m) motion path n) drawing/modeling operations o) group/families/components p) coordinate planes q) units/precision 2. Understand fundamental concepts related to architectural representation in digital image editing environments: a) color b) RGB vs CMYK c) raster vs. vector d) camera/light effects e) import/export f) depth g) transparency h) composition i) guides j) resolution k) image size l) image type m) layers 3. Understand fundamental concepts related to architectural representation in CAD environments: a) Layers b) Units/precision c) Import/export d) Object e) Drawing operations f) Coordinate planes g) scale h) line weight 4. Awareness of various work-flow methods and strategies that require seamless transition between multiple digital environments for optimal representational effect.	
ARC 204 **Architectural Representation**		

1. Working knowledge of conventional 2D and 3D digital modeling environments 2. Precedent analysis 3. Develop technically precise 2D and 3D architectural models from their architectural analysis 4. Develop time based (animation) models	1. Building Information Modeling 2.	1. Use of digital tools as design tools 2. How to discern when to and not to use specific platforms 3. How to develop and digitize a wall section
ARC 207/208 **Architecture History**		
1. To examine architectural issues rationally, logically, and coherently. 2. To use architectural history and theory in the critical observation and discussion of architecture. 3. To bring an understanding of history, theory and principles to bear on the design of buildings and communities. Note: 1. ARC 207 covers pre-history through then end of the Baroque period 2. ARC 208 covers Neo-Classicism (1750) through contemporary (2005).	1. To recognize and appreciate historical movements or styles by its characteristic physical and aesthetic expression. 2. To understand that the spatial, aesthetic and organizational expressions of a given style are the reflections of particular social, economic or cultural backgrounds. 3. To understand the purposes for building and how those purposes are realized and given meaning through architectural form. 4. To understand the significance of historical antecedents as a guiding factor to a systematic evolution of a style for any time-frame. 5. To understand significant design methodologies and their application to architectural design. 6. To understand the use of historic models in the formulation and utilization of architectural criticism. 7. Students will develop a survey of architecturally significant structures and places 8. Current architecturally significant components that were developed in the 20th century including: a. Curtain walls	Buildings from history are available for precedent and use to develop concepts.
ARC 213 **Elements of Building Assembly**		
1. A working vocabulary of construction terms and processes particular to common materials. 2. An ability to safely use standard building tools and manipulate common materials. 3. An ability to translate abstract graphic information into a fabricated form 4. Student can identify, in general terms, the proper types of materials in a variety of uses 5.	1. An understanding of material properties and the nature of their use. 2. An introductory understanding of the difference between Structure, Envelope and Ornament 3. An understanding of finish materials 4. A broad-based survey of the variety of building materials available for use in the design of structures	
ARC 314 **Building Assemblies**		

1. A working vocabulary of construction terms and processes particular to common materials. 2. An ability to safely use standard building tools and manipulate common materials. 3. An ability to translate abstract graphic information into a fabricated form 4. Students can systematically determine proper material selections based on their characteristics 5. How to select and assemble materials to make envelop and finish systems	1. An understanding of material properties and the nature of their use. 2. An understanding of wall / roof / floor construction and its influence on energy transmission. 3. An understanding of the difference between Structure, Envelope and Ornament 4. An understanding of finish materials 5. An understanding of construction scheduling. 6. An understanding of material costs and labor time in basic construction technology.	1. Student will construct a wall section that shows an understanding of the various components of a wall and roof system
ARC 315 **Environmental Systems**		
1. An ability to size room areas and volumes that will accommodate Environmental Systems equipment and devices. 2. An ability to critically analyze various combinations of Environmental Systems and promote best use tactics. 3. A working vocabulary of components and processes of Environmental Systems. 4. Perform analysis, calculations and selections of systems in a 'case study-type' or 'hands-on-type' analysis	1. An understanding of active heating and cooling systems and their mechanics 2. The knowledge of the mechanics of these systems (how to find information about and select systems using charts and diagrams). 3. An understanding of electrical systems for buildings and their mechanics. 4. An understanding of electric lighting for buildings and its mechanics. 5. An understanding of daylighting and its mechanics 6. An understanding of the role passive environmental design systems have on active system selection. 7. An understanding of plumbing systems, their mechanics and building code requirements. 8. An understanding of acoustical design tactics and their mechanics. 9. Life safety systems 10. Elevators and escalators (vertical and horizontal transportation) 11. Fire suppression systems	1. Students will know what active system options are available for heating and cooling 2. Students will know how to do a fixture count 3. Integrate the information into the third year studio. Using the York and Dunmore site
ARC 309, 310, 414 **Structures**		
	1. Students will understand the principles of statics and strengths of materials (309) 2. The knowledge of the mechanics of these systems (how to find information about and select systems using charts and diagrams). a. 310 – timber and steel b. 414 – concrete and hybrid systems	Foundations Columns and beams Illustrations of structural systems in place

	3. Students will understand the process for selecting structural systems to support building design	
ARC317 **Urban Theory**		
1. Ability to read and write the city – to survey, analyze, interpret, and intervene – with respect to its ecological systems, history, heritage, dreams, and aspirations. 2. Ability to analyze existing places through diagramming and other graphic representations. 3. Ability to articulate meaningful responses to reading assignments through informal and formal writing, in class discussion. 4. Ability to conduct, analyze, and present research on existing cities and/or urban conditions. 5. At the end of this course, each student should be able to: a. Define the concepts urban/suburban/rural, polis, city/town, sprawl as well as their origins and derivations. b. Discuss interrelationships between human settlements and technology, culture, economy, and politics. c. Discuss the characteristics and impact of infrastructure on the nature of the urbanscape. d. Identify and explain basic physical planning processes and techniques within the broader planning progress. e. Identify, explain, and compare seminal urban design theories and principles that define urban space and form. f. Identify, explain, and apply basic processes and techniques to document, analyze, and evaluate urban interventions. g. Identify and explain challenges currently confronted by cities in the U.S. and in other major urban centers around the world.	1. Understanding of urban design theories and their evolution through time, focusing on contemporary approaches. 2. Understanding of principles and elements that organize and shape the city. 3. Understanding of the transformation of the idea of city through time, and its relationship to the social, cultural, and political contexts 4. Understanding of various approaches to characterizing and representing the city.	
ARC411 **Theory II**		
1. Examine existing theoretical arguments with critical inquiry 2. Explain basic premises of existing theoretical arguments visually, verbally and through writing. 3. Compare and contrast existing theoretical arguments visually, verbally and through writing.	1. Understanding of architectural theory since the mid-19th century and its impact and/or implications on/for construction, aesthetics, practice, habitation and design process. 2. Understanding of how to contextualize architectural theories since the mid 19th century with	

4. Develop and deliver arguments in reaction to existing theories visually, verbally and through writing.	respect to their cultural, political, philosophical origins. 3. Understand the basic structure of a logical argument.	
ARC 516 **Integrated Building Systems**		
1. A	1. Why are systems integrated and how 2. Case studies and exploration 3. What solutions are used in varying regions 4. Modeling and simulation to test applications 5.	1. Integrate the lecture and course assignments into the studio design work.
ARC 517 **Professional Practice, Readings**		
1. Students will be able to make verbal and graphic presentations in a professional setting 2. Students will develop business plans 3. Students will be able to develop resumes 4. demonstrate an awareness of the issues affecting the future of the architectural practice 5. Code analysis, zoning	1. Students will be familiar with the principles of running a design practice including a) Business development b) Contract relationships c) Relationships with Clients and Contractors d) Professional Development 2. Students will demonstrate an awareness of the issues affecting the future of the architectural practice 3. Students will understand the AXP process and the steps needed to fully enter the profession as a registered architect 4. Students will understand the principles of professional ethics 5. Billing rates, `h	1. Students will have an NCARB file established in order to begin their AXP Process 2. Research from written assignments 3. Develop writing skills
ARC 518 **Professional Practice, Technical Competency**		
1. Students will be able to prepare a set of Construction Documents for a small design project, and coordinating the various components, including the ability to manipulate and customize the following: a) Standard documents b) Architectural Bid documents c) Drawings (including those by engineering disciplines) d) Technical Specifications	1. Students will be familiar with the process of redlining and quality control 2. Students will be aware of the purpose of technical specifications, the primary parts of their construct, and the industry standards for their formulation 3. Students will know the various industry and trade organizations that 4. Students will be familiar with the AIA documents, and how they perform in the profession 5. Students will know the CSI specification divisions 6. Students will know how to coordinate construction documents 6. Students will understand ethics as it applies to the development of Construction Docs 7. Students will understand construction costs	1. Exam Prep

	a. Life cycle costs b. Costs estimating	
Arc 617 **Advanced Building Technology and Systems Seminar**		
1. Critical thinking 2. Verbal communication 3. Research for case study development, and focus topics 4. Analytical writing and reporting 5. Analytical and technically detailed drawing and modeling 6. Teamwork for focus topics	1. Worldwide overview to new approaches in: a) Design production (i.e. building information modeling, parametric design, digital fabrication) b) Building performance (i.e. performance-based design) c) New uses for old materials and systems d) Structural systems e) Environmental control, passive and emission reduction. f) Recycling, reusing, and preserving historical structures. 2. Detailed descriptions of new materials and systems. 3. Relationship between site, form, materials, and construction. 4. Theories about the future of architecture's *constructability* and materiality. 5. Ethical research and implementation of building materials and systems.	1. Conduct research to identify , analyze, and assess in writing and graphically emerging and new construction materials, assemblies and systems. 2. Based on research compose speculative and critical writing on the potential of new and emerging building technology and systems and their impact of the environment (human, natural, built). 3. Complete in collaboration with peers research, analysis, assessment and presentation on focused topics. 4. Ability to engage in hands-on exercises and research in class to complete goals.
Arc 618 **Community Design Seminar**		
1. Critical Thinking: analysis, evaluation. 2. Research for analysis 3. Analytical writing and reporting 4. Graphic and Verbal communication	1. Human settlements and the principles, organizations, processes that give them shape. 2. Participatory and non-participatory community design theories, processes and practices, including approaches to community engagement in the U.S., as well as in other countries. 3. Ethical responsibility of architects involved in urban and community design. 4. Contemporary approaches to 'community design,' in particular the cultural, social and ecological imperatives which are subsumed under the concept of sustainability.	1. Ability to research and to articulate in writing and graphically the description, analysis and presentation of community structure, processes, and participatory practices. 2. Ability to list, describe, and evaluate the resources available to a community based on the characteristic of the built environment in conjunction with historical, social, cultural, economic information. 3. Ability to engage in hands-on collaborative exercises in class to complete goals.