University of North Carolina at Charlotte
School of Architecture

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [preprofessional degree + 30 Undergraduate Credit Hours]

Master of Architecture [non-preprofessional degree + 96 Graduate Credit Hours]
or [preprofessional degree + 60 Graduate Credit Hours]

Year of the Previous Visit: 2010

Current Term of Accreditation: Bachelor of Architecture / Master of Architecture “were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2010. The programs are scheduled for their next accreditation visit in 2016.

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Table of Contents

		Page
Section 1	**Program Description**	
I.1.1	History and Mission	5
I.1.2	Learning Culture	7
I.1.3	Social Equity	10
I.1.4	Defining Perspectives	12
I.1.5	Long Range Planning	16.
I.1.6	Assessment	18
Section 2	**Progress since the Previous Visit**	
	Program Response to Conditions Not Met	20
	Program Response to Causes of Concern	
	Program Response to Change in Conditions	
Section 3	**Compliance with the Conditions for Accreditation**	
I.2.1	Human Resources and Human Resource Development	26
I.2.2	Physical Resources	36
I.2.3	Financial Resources	48
I.2.4	Information Resources	51
I.2.5	Administrative Structure and Governance	53
II.1.1	Student Performance Criteria	57
II.2.1	Institutional Accreditation	70
II.2.2	Professional Degrees and Curriculum	71
II.3	Evaluation of Preparatory Education	93
II.4	Public Information	98
III.1.1	Annual Statistical Reports	104
III.1.2	Interim Progress Reports	105
Section 4	**Supplemental Material**	**106**
Appendix 1	Statement on NAAB Accredited Degrees	116
Appendix 2	Glossary	117
Appendix 3	Branch Campus Questionnaires	119

Section 1 Program Description

This section of the Academic Program Report (APR) provides an introduction to the School of Architecture at UNC Charlotte. It contains the following subsections:

I.1.1 History and Mission
I.1.2 Learning Culture
I.1.3 Social Equity
I.1.4 Defining Perspectives
I.1.5 Long Range Planning
I.1.6 Assessment

Section 1 is limited to 15 pages total length.

Hyperlinks are provided throughout the APR to allow viewing of additional information as needed.

Section 1: I.1.1 History and Mission

***NAAB Condition and Specification of APR Content*:** *The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program. (2014 Conditions)*

The University of North Carolina at Charlotte (UNC Charlotte): UNC Charlotte is a public, co-educational urban research university. It is one of the seventeen universities that comprise the University of North Carolina system. It was originally named "Charlotte College", and was created after World War II (1946) when the state established 14 evening college centers to serve returning veterans. In 1961, its first two buildings were constructed on newly acquired land nine miles from uptown Charlotte. In 1965, Charlotte College was renamed UNC Charlotte, and became part of the state university system.

UNC Charlotte is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS) to award Baccalaureate, Masters, and Doctoral degrees. In 2000, UNC Charlotte was designated a Doctoral / Research-Intensive Institution by the Board of Governors of the UNC system.

UNC Charlotte is currently the third largest and fastest growing university of the UNC system. It is the largest institution of higher education in the Charlotte region with over 28,000 students enrolled. This year, students enrolled from all 100 counties in North Carolina, 47 of the 50 U.S. states, 2 U.S. Territories (Virgin Islands and Puerto Rico), and 98 foreign countries. The University is comprised of 7 colleges, offering more than 79 bachelor's degree programs, 64 master's degree programs, and 21 doctoral programs. UNC Charlotte's faculty includes more than 1100 full-time members--835 with doctoral degrees. In AY 14-15, the University conferred over 4500 undergraduate degrees,1460 graduate degrees, and 475 certificates. Minority students comprise 32% of UNC Charlotte's student body and international students comprise 6% of the student body.

In 2011, UNC Charlotte Center City Building (CCB) opened in uptown Charlotte as a gateway between the city and the University. It provides vital learning opportunities for employees and residents of the city's urban center, housing programs that have an urban awareness and context including the SoA's 5th-year Bachelor of Architecture (B.ARCH) and Master of Urban Design (M.U.D.) programs.

> ***UNC Charlotte Mission Statement: "****UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region." (University Mission Statement, 4.11.2014)*

College of Arts + Architecture (CoA+A): The CoA+A is the newest of the of seven colleges at UNC Charlotte. It was created in 2008 as the result of a merger between the College of Architecture (CoA) and the Departments of Art and Art History, Dance, Music, and Theater (previously part of the College of Arts and Sciences). This merger was initiated by the CoA (which as a result, became the SoA) to create a stronger cultural arts and design voice on campus and in the wider community. The CoA+A has a strong reputation in the university, receives significant support from the UNC Charlotte administration, and garners widespread respect in the Charlotte region and beyond.

> ***CoA+A Mission Statement:*** *"The College of Arts + Architecture advances contemporary aesthetic, scholarly, and material practices through demonstrated excellence and leadership in teaching, scholarly and creative research, and public and professional engagement." (CoA+A 2015-2020 Strategic Plan, 4.29.2015)*

School of Architecture (SoA): The College of Architecture was established in 1971, offering a preprofessional B.A. in Architecture and a professional B.ARCH. The first cohort of B.ARCH students graduated in 1975, and the program received its first NAAB accreditation in 1979. A post-professional M.S. in Architecture was started in 1992; it was converted to a professional M.ARCH in 1997, offering a two-year path for students with preprofessional architecture undergraduate degrees, and a three-year path for students with

non-preprofessional undergraduate degrees. The first cohort of M.ARCH students graduated in 2000, and the program received its initial NAAB accreditation in 2001. A post-professional Master of Urban Design program was founded in 2009, followed by the post-professional M.ARCH III / ITS dual degree in 2013.

The architecture programs were originally housed in the lower levels of the university library. In 1990, Storrs Hall (designed by Gwathmey Siegel) was completed, and has since served as the primary campus home of the SoA. The SoA has also maintained an urban design studio near the city center since 1999. With the opening of the CCB, the SoA obtained a permanent uptown location for the graduate Master of Urban Design (M.U.D.) program and the City Building Lab--the public outreach and research arm of the M.U.D. Program. In 2014, the 5th-year B.ARCH program was moved to the uptown building to provide opportunities for engagement with community professionals and the urban environment.

SoA Mission Statement: "The Mission of the SoA is to advance excellence in architectural education through innovative research, teaching and design practices." (SoA 2015-2020 Strategic Plan, 2.25.2015)

***NAAB Condition and Specification of APR Content:** The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community. (2014 Conditions)*

The advancement of contemporary aesthetic, scholarly, and material practices presented in CoA+A's 2015-2020 mission statement shapes SoA's pedagogy with its emphasis on critical thinking and making across the curricula---from the formal, spatial and material exercises in the undergraduate program to the advanced writing and design requirements at the graduate M.ARCH thesis level. The SoA's long-standing investment in integrating its laboratories with teaching and research, its peer-reviewed Faculty Research Grant program, and its expansion of graduate-level opportunities across campus, the city, and abroad, demonstrates its support of CoA+A's mission.

With the full support of the Division of Academic Affairs and the Office of the Chancellor, the SoA's leadership on UNC Charlotte's entry in the **2013 Solar Decathlon** provided an opportunity for the SoA to actively forge interdisciplinary academic and research collaborations across campus, including projects with the Department of Civil and Environmental Engineering, Electrical and Computer Engineering, Mechanical Engineering, the accounting and finance divisions of the Belk College of Business, the Infrastructure, Design, Environment and Sustainability Center (IDEAS) and the Energy Production and Infrastructure Center (EPIC). SoA faculty served as Lead-PI and the impact of this collective effort touched nearly every corner of the university and its community.

The SoA supports the development of multidisciplinary relationships in faculty- and student-led initiatives, and in collaborative teaching and research. The **Mobile Arts and Community Exchange (MAX)** is a multi-disciplinary community and arts engagement initiative between the SoA and the Department of Theater and two research centers--the City Building Lab and Charlotte Action Research Project. Supported by CoA+A and the Knight Foundation ($350,000), MAX serves as a hybrid performance and gathering space for live theater and community association meetings with the aim of connecting people to the larger cultural landscape while contributing to community enhancement. Part of this work is advanced through SoA's Community Planning Workshop course.

Activities and initiatives that demonstrate SoA's benefit to the university include offering several large-enrollment General Education courses introducing architecture topics to non-majors; participation in Prospect for Success and **Communication Across the Curriculum**, initiatives led by the Division of Academic Affairs focused on extending the breadth and depth of students' engagement, writing and speaking in the disciplines; interdisciplinary teaching and research collaborations with faculty and students in the College of Engineering: **SIBS**, **Solar Decathlon**, **DOE Weatherization Program**, College of Computing and Informatics: M3MS/CS or ITS, College of Sciences: **Algae Facades**; hosting **public lectures** and **gallery exhibitions** of interest to university community (such as Michael Arad, designer of the WTC Memorial); and participation in faculty governance at the university level.

Section 1: I.1.2 Learning Culture

> ***NAAB Condition and Specification of APR Content*****:** *The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.*
>
> *The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional. (2014 Conditions)*

1-I.1.2
Learning
Culture

SoA (Studio) Culture Policy (SCP): The SoA is committed to promoting a positive and healthy learning environment characterized by mutual respect and academic excellence. Faculty and staff support a strong sense of community and shared responsibility in the SoA, and these values are regularly communicated and reinforced with students. These values are characterized in the SCP.

The SCP policy directly addresses issues surrounding **collegial, respectful behavior and professional conduct** including: responsibility to be involved in the life of the school, having a voice in learning and service, contributing to the success of others, exhibiting respectful and professional demeanor and construction intentions, showing respect for other people, and the facilities and resources, being timely, working collaboratively, modeling strong work ethic, and refraining from harassment based on difference. The SCP policy directly addresses issues surrounding **time management**, **general health and well-being**, and **work-school-life balance** including: keeping balanced focus on courses and studios, making connections across disciplines, using good time management, abiding by SoA Safety Guidelines, being aware of security, sleeping, eating and exercising adequately for good health, making time for extracurricular activities, cultural events, community activism, campus organizations, and making thoughtful choices regarding enrichment activities.

The SoA Studio Culture Policy encourages students to raise concerns and questions regarding the policy with faculty and the SoA Director. Its cross-disciplinary relevance to learning in the creative disciplines was made evident when it was embraced as a model for the 2010 **CoA+A Culture Statement**.

Implementation, Availability, and Distribution: The SoA SCP was developed collaboratively by faculty and students, and adopted in 2009. It is available at all times to the students on the website, and each student receives a printed copy annually at the fall SoA Convocation.

Understanding: Students and faculty are aware of the policy, its content, and purpose through its annual presentation to the full SoA student body at the convocation. The policy sets forth expectations for all SoA parties--faculty, students, and staff.

Periodic Review: The SCP was revised in AY 2013-2014 with input from the Student Advisory Council AIAS, and faculty. The policy is reviewed every 3 years, or more frequently as needed.

> ***NAAB Condition and Specification of APR Content*****:** *The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities. (2014 Conditions)*

Learning Environment: The SoA is committed to creating an inspired educational environment offering diverse learning opportunities including: lectures, exhibitions, field trips, professional societies and student organizations, honor societies, school events and celebrations. Students are encouraged to take full advantage of learning within the classroom and studio settings, as well as outside the classroom by participating in SoA's and CoA+A's many offerings.

SoA Convocation: The SoA Convocation is a "welcome" event on the first day of each fall and spring semester for all students, faculty and staff. The program includes: a lecture by a renowned individual, followed by introduction of new faculty, staff, and incoming international students, announcements, and student organization presentations.

SoA Lectures and Events: The SoA hosts 8-10 public Guest Lectures throughout the year at Storrs Hall and the CCB. Recent lecturers have included: Neil Denari, Turner Brooks, Peter Eisenman, Billie Tsien, Juhani Pallasmaa, Craig Dykers, Walter Hood, Lars Lerup, Joan Ockman, William Morrish, Mario Botta, Joshua Prince-Ramus, Chris Sharples, Greg Lynn, Lise Anne Couture, and Bernard Tschumi.

SoA / CoA+A Gallery Exhibitions: The SoA community has regular access to excellent exhibitions in two facilities: Storrs Gallery on campus and the Projective Eye Gallery at the CCB. Gallery openings typically include a reception and exhibitor talk. Annually, Storrs gallery hosts a study abroad exhibition representing the work of students who have participated in international programs within the CoA+A, as well as students who have been on a semester exchange abroad. Recent shows specifically relating to architecture have included: 10 Ideas for Long Farm, 100 Artifacts to represent the SoA, Annual CoA+A Study Abroad Program Exhibition, Architectural Biology, Analytical Models of Select Villas by Andrea Palladio, and Dirty Geometries by Brian Cantley.

Colloquia: The SoA hosts a series of "lunch hour" Colloquia each semester in which faculty present current research or projects, or a topic of interest to the SoA community. Events are held in the library and are typically well attended by students and faculty.

SoA Graduation Events: The School hosts its own graduation ceremony in Storrs Hall. The events surrounding graduation include: Friday night potluck for students, families, faculty and staff, Saturday morning graduation ceremony, awards and special recognitions, with addresses from the Director, the Dean, faculty speaker (chosen by the students), and student speakers from each of the graduating cohorts, and post-graduation reception and an exhibition of design work by graduating students.

Field Trips: Field trips to notable cities are regularly scheduled for full cohorts of students in studios (Core years 1st-3rd for undergraduates, and 1st year for graduate students). Field trips are also an aspect of Topical Studios (4th year undergraduates and 2nd-3rd year graduate students). The SoA designates a "Field Trip Period" when travel is to scheduled to maximize coordination, and minimize interference with other classes. Recent locations for field trips have included: Savannah, GA (1st-Yr), Chicago, IL (2nd-Yr, 1st-Yr Graduate), Asheville, NC (4th-Yr), Washington, DC (5th-Yr), Houston, TX (5th-Yr), Virginia (5th-Yr), New York (5th-Yr), Portland, OR and Seattle, WA (MUD).

SoA Awards Ceremony: Annually the SoA gathers to acknowledge the accomplishments of the students who have earned honorary or monetary awards. See program linked herein. In 2014-2015, the SoA undergraduate and graduate students received over $340,000 in financial awards, scholarships, and research and teaching assistantships as well as 15 graduate tuition awards.

International / Global Education: The SoA has a strong tradition of providing students with a variety of **SoA Study Abroad Programs** options, including 4-5 week international programs each summer. Over the past four years, the SoA has run faculty-led summer programs in Italy, Eastern Europe, Scandinavia, China, Spain, and Switzerland. The SoA will run 5 week urban design programs in Rio de Janeiro, Brazil for three consecutive summers--2015-2017. See **Current SoA Abroad Opportunities.**

SoA Semester Exchange are also facilitated through the Office for International Programs for students to study architecture for one or two semesters at various institutions, including Kingston University (London); Lund Institute of Technology (Lund, Sweden); Tongji University (Shanghai), The University of Applied Science (Aachen, Germany); and the Royal Danish Academy of Fine Arts (Copenhagen).

Facilities / Labs: The SoA is supported by extensive labs, specialized equipment, and faculty and staff. Active labs and facilities encourage engaged, proactive learning. **Woodworking and Metals Lab**, **Digital Fabrication Lab**, **Daylighting Lab**, **Computer Labs**, and the **Architecture Library**. The SoA is home to 3 research centers supporting undergraduate and graduate students in specialized coursework and research: **City Building Lab** , **Integrated Design Research Laboratory**, and the **Digital Arts Center**.

Student Organizations: Students are encouraged to develop their leadership skills and be engaged within the Charlotte community through their participation in activities and organizations.

American Institute of Architecture-Students (AIAS): The AIAS works with the local AIA and the SoA to provide seminars and social events. The SoA has an extremely active chapter with highly motivated officers and competitive elections. Two of the SoA's past AIAS officers have later been elected to national office, and the SoA chapter was named National Chapter of the Year in 2009. AIAS hosts 20-30 events each year for architecture students, including their most ambitious event of the year--the SoA's Career Expo. The SoA's Career Expo is a job fair which attracts large numbers of regional firms for a day of interviewing students for summer or full-time internships. This highly successful event is also a fund raiser for AIAS as firms pay for their interview tables, and is of clear value to the many students who learn about firms, make professional connections, gain interview experience, and often gain internship positions. This year, 30 of firms spent the day conducting over 300 interviews with SoA students.

1-I.1.2
Learning Culture

For more information on chapter activities, please see: **AIAS Activities Time line** and **AIAS Event Posters**.

Other active student organizations in the SoA include: **Freedom by Design, Critical Mass, Construction Specifications Ins**titute-Students, U.S. Green Building Council-Students, and National Organization of Minority Architecture Students. Many of these are highlighted in Section 1.I.1.4 Perspectives.

MASS / Critical MASS: The Master of Architecture Student Society (MASS) supports both academic and social events. A major initiative each year is hosting the annual Critical Mass—a graduate thesis symposium for architecture graduate students from throughout the region. Started in 2002, UNC Charlotte architecture graduate students conceived an event to share thesis work with other graduate schools of architecture from the Southeast Region. The students sought international and national architects and critics to discuss the work and to give an evening lecture. Critical Mass has fostered a tradition of collaboration and exploration across schools of architecture, reaching across institutional boundaries. No other such forum for cross-institution student interaction and learning currently exists. Recent Critical Mass critics and speakers are listed in the spring semester Events Posters (linked above).

T∑Δ: Tau Sigma Delta is the national Architecture Honor Society that recognizes students with exemplary academic performance in architectural education. Students in the top 20% of their class (after 50% complete with curriculum) are invited to membership.

Campus Life: Events on Campus are regularly available, and can be searched from the UNC Charlotte Campus Life section of the web page. The site directs students to opportunities including: Daily Calendar of Events, Arts and Culture, Recreation and Fitness, Health and Wellness, Housing and Residence Life, Food Services, Diversity, and Student Affairs. Students can choose from 417 **Student Organizations** on campus. The Division of Student Affairs hosts a site where students can view these opportunities.

Section 1: I.1.3 Social Equity

NAAB Condition and Specification of APR Content: *The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.(2014 Conditions)*

NAAB Condition and Specification of APR Content: *The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.(2014 Conditions)*

NAAB Condition and Specification of APR Content: *The program must document that institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.(2014 Conditions)*

UNC Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, sexual orientation, age, or disability. UNC Charlotte actively seeks to promote diversity in its educational environment through its recruitment, enrollment, and hiring practices.

UNC Charlotte Diversity Web Site (2003): The UNC Charlotte Diversity Web Site is hosted online by the Division of Academic Affairs. This web page links to diversity resources at the university and beyond. UNC Charlotte has several policies, initiatives, and guiding documents that address social equity on the campus. Key documents are referenced below, with links to the related sites and documents.

Council on the University Community (2006): The Council on University Community is charged with leading diversity efforts at UNC Charlotte, advising the Chancellor, spearheading initiatives that promote deeper understanding of diversity issues and foster a sense of community among faculty, students, and staff, supporting all underrepresented groups, and advancing the multiple facets of diversity.

Minority Presence Report Conducted by the Council on University Community (2007): This was a guiding study focused on the presence of people from underrepresented racial and ethnic groups at UNC Charlotte and documenting the University's progress in creating a diverse faculty, staff, and student body.

UNC C Campus Diversity Plan (2008): The Campus Diversity Plan: "articulates a number of broad objectives for campus diversity and identifies key strategies for achieving these goals". It is intended to be a "dynamic repository of current practices at UNC Charlotte and inventories of best practices from other institutions." It included mechanisms to assess the diversity climate, the progress of underrepresented groups, and the effectiveness of diversity initiatives are detailed, linked to an accountability structure for the implementation and success of the plan. The plan provides a framework for developing the policies and practices that support a diverse learning environment. For more information, please see **UNC C Campus Diversity Plan**, **UNC C Campus Diversity Plan Appendices**, and the **2012-2013 Campus Diversity Plan Progress Report.**

Chancellor's Diversity Challenge Fund: The Chancellor's Diversity Challenge Fund awards faculty, staff, and student initiated proposals that promote diversity in the intellectual life of the campus including: educational activities that promote understanding of diversity; projects that enhance the campus climate for diversity, and foster a culture of inclusion and respect; and efforts to promote diversity through relationships with the Charlotte community.

UNC Charlotte Non-Discrimination Policies: UNC Charlotte has six active non-discrimination policies: 501.1) Disability, 501.2) Sexual Orientation, Gender Identity, or Transgender Status, 502) Sexual Harassment Policy, 503) Fighting Words Harassment, and 504) Sexual Orientation.

UNC Charlotte Multicultural Resource Center: The University Division of Student Affairs supports a Multi-cultural Resource Center that offers programs related to diverse "History & Heritage", "Religion and Spirituality", and "Sex and Gender".

College of Arts + Architecture and the School of Architecture Social Equity / Diversity: The School of Architecture values diversity, aims to acknowledge the many facets of human difference, and strives to build an inclusive environment representative of the community it serves through curricular, outreach, recruitment, enrollment, and hiring efforts. The School is intentionally open to a variety of perspectives,

approaches, and people engaged in the pursuit of excellence in the design and stewardship of the built environment.

The SoA established a Diversity and Inclusion Committee in 2010 to proactively educate faculty and students within the department, programs, institutes, and centers about "issues related to diversity and inclusion. This committee is responsible for aiding efforts to recruit, retain, and support diverse students, staff, and faculty in order to expand and enrich the School of Architecture, its research centers, and its academic programs."(SoA Diversity and Inclusion Action Plan). For more information, please see: **SoA Diversity and Inclusion Action Plan**, **Diversity and Inclusion Student Survey**, and **CoA+A Diversity Action Plan.**

The SoA models its commitments, and supports student groups that represent typically underrepresented minorities in architecture--specifically **National Organization of Minority Architects-Students**--or groups that take advocacy positions related to underrepresented communities--specifically **Freedom by Design**.

Diversity in Faculty and the SoA Student Body

Faculty: The SoA has consistently sought to attract and shortlist well-qualified faculty and student candidates who have increased the diversity of the School. SoA faculty position advertisements include the statement below concerning diversity.

> *The SoA is committed to a culturally and intellectually diverse environment with a broad range of opportunities for professional development and creative work and to an academic climate in which the dignity of every individual is respected. We celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. We strongly encourage applications from women and minorities. (SoA Faculty Recruitment Advertisement (typical))*

There efforts have yielded positive results in hiring faculty. Adding to the diversity of the faculty since 2010 are: Charles Davis (Assistant Professor of History), Mona Azarbayjani (Assistant Professor of Technology), Kyoung-Hee Kim (Assistant Professor of Technology), Ming-Chun Lee (Assistant Professor of Urbanism), Kristina Luce, Nora Wendl, Arash Soleimani, and Jen Shields (Adjunct Assistant Professor), McKenzie Canaday and Mikale Kwiatkowski (Teaching Fellows), and Carrie Gault, Stacey Utley, David Harrison, Melanie Shields, Carol Bacon, and Josie Holden Bulla (Visiting Lecturers).

Students: The diversity of the SoA's student body has also increased since 2010. Our Graduate population is majority female most years, and includes increased representation of minority and international students. Undergraduate cohorts are still majority male enrollment, but the margin is decreasing, and our 2015 1st-year class is greater than 50% female. We have begun to attract and admit a greater number of students from populations that are underrepresented in architecture, particularly students with African American and Hispanic/Latino origins. We support qualifying SoA minority students through nominations for the national **Gensler Diversity Scholarship**.

Student Data: The NAAB changed the required data for Annual Reports in the period between 2010 and 2014; 2010-11 AR included statistics on the gender and ethnicity of individuals who: 1) Applied, 2) Were Admitted, and 3) Enrolled in SoA Programs. The most recent 2014 report included the gender and ethnicity of individuals who: 1) Enrolled in SoA Programs, and 2) Overall Student Population. Consequently, the statistics are not substantially comparable. SoA Advising Data does provides more information regarding trending diversity in the SoA student population. Comparing available data, undergraduate student demographics have changed gradually but consistently between 2013 and 2015. Notably, an increasing number of Hispanic and African American students have been admitted. In 2010, three African American and six Hispanic students were admitted (preprofessional program), whereas in 2014 and 2015, an average of seven African American and nine Hispanic students were admitted each year. (SoA Student Advising Data) See **Undergraduate Student Diversity** and **Graduate Student Diversity** for details.

Additional demographic data and trends for the SoA's Admitted and Entering undergraduate students can be viewed in **Admissions Reports** which detail the statistics of our Admissions processes.

Section 1: I.1.4 Defining Perspectives

> ***NAAB Condition and Specification of APR Content***: *The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities. (2014 Conditions)*

The means and methods used in the SoA to prepare students with a set of core values fundamental to the practice of architecture are presented here through the NAAB's five Defining Perspectives. Highlighted below is a synopsis of courses, pedagogy, curriculum , research, and co-curricular activities by which students "develop knowledge, skills and understanding" around the five perspective categories.

A. Collaboration and Leadership: Architecture students are creative individuals and the SoA faculty tirelessly foster the creation of excellent work. Pride in individual achievement, however, is not contrary to pride in the efforts of the collective. Students "push their own boundaries" inspired by their peers' successes, and they also experience collective accomplishment as their creative cohort evolves.

Collaboration begins in first year studios, where students recognize that they belong to a natural "learning community". They are enrolled in coordinated studios, learning the same skills and lessons across the group. Students are encouraged to seek feedback from peers, and engage in studio discourse beyond formal class hours. First year undergraduates learn to receive feedback, and to give feedback. Upper level and graduate students are regularly involved as critics in pinups, inculcating a strong sense of collective responsibility, and demonstrating the necessity for collaboration in the creative process.

These conditions support the development of mature communication and presentation skills. Faculty reinforce a culture of preparedness for reviews; students are expected to plan their presentations, publicly present their work using professional demeanor and language, and provide constructive feedback to others. In 2nd year (undergraduate) studio, verbal communication is taught, practiced, and assessed as part of the university's general education goals. Students grow comfortable with these learning methods, and this often translates to a high level of confidence in other settings. For example, our students participate as Student Ambassadors in our Undergraduate Admission Open House Events. Typically 60-70 students volunteer at each of three events (about 25% of our student population); they are responsible for: 1) presenting studio work and describing the curriculum, 2) presenting student organizations and study abroad opportunities, 3) interviewing applicants with a faculty member, and 4) interfacing with applicants and their families. Their confident communication skills and passion for the discipline and the SoA are among the strongest and most compelling evidence to prospective students of the strength of our programs.

The SoA faculty promote a collaborative work ethos. Student teams collaborate in research phases of studio projects as regular practice. Shared site models are collaboratively built, and hands-on construction projects in second-year (undergraduate) are team-based. The Integrated Project Design Studio for graduate and undergraduate students is completed in two-person teams, with analysis phases pursued by four- to six-person teams. Topical studios are regularly organized around small design teams, and are also often cross-disciplinary. Recent examples include: 1) Solar Decathlon studios involving a cross-disciplinary team (with civil engineering), 2) cross-disciplinary studios (with civil engineering students and faculty) studying energy-efficient precast concrete design, 3) a design-build studio examining casting methods for shell geometry design, and 4) the follow-up design of a shelter for the U.S. National Whitewater Center (to be constructed on site in fall 2015). Beyond the classroom, students regularly collaborate on research projects through three research centers in the SoA. Negotiations and collaborative decision making are necessary skills that must be learned and practiced in all of these cases.

Many students in the SoA participate in student organizations, which provide opportunities for developing leadership skills. Our AIAS chapter is strong and active; the chapter was awarded National Chapter of the year in 2009 and two SoA graduates have served as National AIAS Officers: Je'Nen Chastain, President (2009-2010), and Deana Moore, Vice President (2008-2009). Charlotte hosted the AIAS South Quad meeting in 2012, and each year we have a large number of members attend Grassroots, the national AIAS Forum and regional South Quad conferences. The AIAS organization continues to grow and develop excellent programming including: annual job fair, portfolio preparation workshops, firm crawls, fund

raisers, a T-Shirt design competition and sale, social events, sketch auctions, and art auction. Freedom by Design (FBD), a smaller community-service group within AIAS is also active and successful, annually taking on responsibility for the design and construction of a project within the community each year: This year, the SoA's FBD was awarded "Most Outstanding Regional Chapter" and "Best Project" at the 2015 Grassroots Conference. The SoA also has an active student chapter of the National Organization of Minority Architects-Students (NOMAS) which has mentorship projects, enters design competitions (and has regularly placed in the top five submissions), and hosts a cross-disciplinary Artfest event in the CoA+A. The Master of Architecture Student Society (MASS) has organized a substantial multi-school symposium--**Critical Mass**--each year in the SoA since 2002.

B. Design: Design is integral to most things in the SoA. Students who are admitted to the undergraduate preprofessional program immediately begin in design studio and skills classes in their first semester of the program, and they begin to see the design opportunities that exist in everyday life.

The faculty are committed to active pedagogical discourse and careful coordination of our teaching in order to provide coherent educational progression within the programs. A critical aspect of this effort has been the evolution and development of a **Curriculum Map** which charts the course sequence by semester, and articulates the relationship between courses. Three primary types of relationships exist between the courses: Progression (building upon themes, skills, and methods from semester to semester), Coordination (relationships between concurrent and successive courses in different topics such as history, technology and design), and Integration (seeking greater depth and breadth by relating concurrent courses) . The map articulates focal themes and a set of methods and skills to be taught and developed each semester within the studio, leading to a progressive maturation of design thinking and method. See the Curriculum Map and accompanying text for a clear representation of our intentional design education progression.

C. Professional Opportunity: UNC Charlotte School of Architecture is committed to preparing students to successfully transition into practicing architecture. In 2015, we were selected by NCARB to be one of thirteen schools nationally to pilot an Integrated Path to Licensure. (See **SoA Proposal for Integrated Path to Licensure**) The SoA benefits from strong local and state professional communities. The SoA actively involves practitioners in our educational efforts, from hiring adjunct faculty for courses and studios to regularly including professionals on studio reviews. The School hosts visiting critics from across the country for final studio reviews, introducing students to important and different professional perspectives. The SoA also hosts numerous public events including guest lectures, special exhibits, and professional panels, exposing students to professional perspectives from around the globe. Practitioners regularly open their offices to SoA student groups for events such as an annual new graduate student reception (held at a different architecture firm each year), and firm crawls organized by AIAS, which give students the experience of belonging to a larger community of professionals.

Mentoring: The AIA and the AIAS collaborate on a mentorship exchange involving professionals and students. Each semester starts with a "kick-off" event where groups are formed to promote conversations about architecture and design. Mentor groups schedule subsequent meetings and events, forming mutually beneficial relationships. Within the SoA, the AIAS also promotes interclass communication through events with this specific goal. One-on-one partnerships and group events contribute to good communication across the years.

Coursework supporting students' preparedness for the profession includes a robust Professional Practice course, which addresses alternative roles for architects in the building industry, the breadth of professional opportunities and career paths, stakeholder roles in architecture, project management and business practices, legal responsibilities, professional conduct, and financial considerations. Structural Principles includes an assignment entitled "Adopt a Site" in which each student is required to visit a construction site throughout the semester and document the progression of the building process. In many studios, the orientation of projects tends to be more "real world" than highly conceptual. Topical Building Studios incorporate intensive pre-design and site design activities. The undergraduate and graduate Integrated Project Design Studios often engage local sites using actual or probable building programs, such as two

recent studio projects for a high-rise multi-use office / retail complex for uptown Charlotte. Students experience the range of professional responsibilities including site, program and environmental analysis, and design phases from concept generation though project development, technology and systems integration, and codes and accessibility compliance. Computational Methods prepares students to be leaders in the rapidly changing world of digital technology through exposure to “base-level” controls through computer scripting and programming. Computational Practices challenges students to develop Building Information Models for complex projects and their own designs with practice-based REVIT software.

Students enrolled in accredited programs are now permitted to document qualifying professional internship experiences through IDP from the beginning of their academic program. To ensure awareness of this program, the SoA Architect Licensing Advisor (in collaboration with the local IDP Professional Advisor) presents an **IDP Information Program** and **ARE Information Program** each year.

1-I.1.4
Defining Perspectives

The majority of students within the SoA programs share the career goal of practicing architecture. The SoA’s AIAS chapter reflects this interest in professional issues and preparedness, and regularly offers related events including firm crawls, portfolio development workshops, and professional mentorship design critiques. For more information, see previous section on Learning Culture.

UNC Charlotte and the SoA increasingly attract more international students to our graduate programs, welcoming more exchange students and sending more of our own students abroad. The SoA typically offers two or more summer abroad programs each year, and has developed a direct exchange partnership with Tongji University. In this partnership, Tongji graduate students attend UNC Charlotte for 12 months and earn the Master of Urban Design, and UNC Charlotte graduate students spend 12 months in Shanghai in courses and internship, earning Chinese equivalent of the M.ARCH (qualification for practice / licensure in China).

D. Stewardship of the Environment: The School has long advocated for the role of architects in environmental stewardship. Required coursework includes: 1) Environmental Ethic (undergraduate) which presents a broad environmental framework of the affects of human inhabitation and practices on the natural world, 2) Environmental Systems Principles (undergraduate and graduate) which is an early technology foundation course focusing on the interrelation of environmental conditions and architecture, and encouraging passive and active strategies to reduce energy consumption, carbon footprint, and embodied energy, 3) Building Systems Integration (undergraduate and graduate) which is a capstone technology course focusing on the interplay of systems and environmental results through computational analysis of solar and wind loading using Ecotect, Vasari, and Revit plug-in software. In addition to these required courses, studios also play a key role in fostering environmental stewardship. First year graduate and second year undergraduate students learn site analysis methods to understand the sun, wind, thermal conditions, topography, and water movement, and regularly employ software to assess the relative energy performance of different system strategies. Advanced students employ site analysis as an indispensable step in the articulation of project parameters and design decision making. Professional Practice--addresses laws and practices governing architects and the built environment as well as the ethos of sustainable practices.

The School leads by example by committing resources and faculty to environmentally-oriented research under the umbrella of the Integrated Design Research Labs (IDRL), which includes the Daylighting and Energy Performance Lab and Environmental Testing Labs. Seven SoA faculty members have direct responsibility teaching technology topics, and are engaged in related research. Since 2010, faculty and students have been engaged: 1) the design and construction of a Solar Decathlon house (awarded the “People’s choice” award), 2) Department of Energy Housing Construction Performance Research (in collaboration with College of Engineering), 3) Algae Wall research (in collaboration with the Department of Biology), and 4) Daylighting Lab Research engaged with professionals and companies in design and space analysis, and 5) Sustainable Integrated Buildings and Sites (SIBS) projects (in collaboration with Engineering). SoA students benefit from the availability of environmental technology electives including: Daylighting I, Daylighting II, Sustainable Structures, Sustainable Sites, Architecture Systems Inquiry, and two distinct courses on Facade Systems.

E. Community and Social Responsibility: Preparing students to be active, engaged citizens begins "at home" in the SoA. Students who join the SoA become a part of a larger community to which they are responsible, and which is affected by their actions. The expectations for conduct are articulated at the university level in the **UNC Charlotte Honor Code**, which addresses student behavior with regard to Scholarship, Integrity, Respect, Accountability, Dignity, Honor, Compassion, Character, and Nobility. Collective responsibility within the CoA+A and SoA are articulated in the **CoA+A Culture Policy** and **SoA Studio Culture Policy**. Responsible action and discourse is expected within the SoA community (faculty, staff and students). Awareness and enforcement of these policies contributes to the civil maturation of students brings a sense of broader community responsibility to the larger collective. The principles embraced and articulated by the CoA+A and SoA policies are: commitment and cooperation, respect for others and the world in which live, responsibility for our actions, intelligent behavior, and a commitment to excellence.

Commitment to being part of a community is internally reinforced through shared experience; students are aware of the importance of being present and participating in courses, studios, student organizations and governance and extracurricular events such as lectures, exhibits, awards ceremony, fall and spring convocations, and social events. Committing their energy to the educational mission, upper level and graduate students are regularly involved as critics in pin-up reviews of junior students. And committing to the future, students play the most key role in Admission Open House Events. Students participate in SoA Faculty Searches and have representation on search committees.

In the curriculum, students learn about the central role of the architect in responding to human needs and desires though design. From the first rudimentary exercises through developed program research in advanced integrated studios, the human dimension of architecture and the social responsibility to larger communities is emphasized. SoA students are also involved in direct community projects through Freedom by Design. This AIAS community service program utilizes the talents of architecture students to impact the lives of people in the community through modest design and construction solutions, often solving accessibility challenges for low-income and disabled individuals.

For many years, SoA students have participated in community-based design initiatives in courses and studios located in, and focused on, the city; these were first manifest in the Center City Design Studio, evolving into the Design and Society Research Center (with the origins of the M.U.D. program and move to the CCB), and now transformed into the City Building Lab (CBL) Research Center. The SoA faculty is committed to community design, and has involved students as community liaisons, participant researchers, and pro-bono designers through courses and studios focused on community issues. Recently retired Professor Emeritus authored 2 important books on community design practices as well as countless scholarly and public interest articles over the past 10 years worked with local small town authorities to craft form-based building codes, and long-range master plans. Our CBL Director teaches two classes--Community Planning Workshop and Public Interest Design--through which students have engaged neighborhoods in on-going partnerships over the past 8 years. These classes have: 1) implemented action plans for a "gang prevention" project, 2) helped neighborhood organization securing a City sponsored $25,000.00 Neighborhood Matching Grant, 3) created neighborhood partnerships to deploy AmeriCorps Vista volunteer, 4) opened a new neighborhood park, and 5) participated in the "Parklet" project working on crosswalk and pedestrian infrastructure. To date, these classes have put over 150 student researchers into action through community engagement and civic learning. The strength in these areas of research and teaching led to the formation of the Master of Urban Design program in 2009. This program and these courses engage enrolled students directly, but also make local and regional community-based work evident part of the ethos of the school.

In conjunction with the "Favellas: Architecture of Survival" exhibition by Pedro Lobo at the Projective Eye Gallery, the SoA and Urban Ministries teamed up to investigate how Charlotte deals with housing marginalized populations, in a project entitled "Negotiating the Gap". Working with Charlotte's homeless as clients, students developed an off-the-grid home on a 10 x10' lot, with results displayed in the front window of the CCB in tandem to the exhibit.

Information on these initiatives will be further presented in subsequent APR sections.

Section 1: I.1.5 Long Range Planning

***NAAB Condition and Specification of APR Content*:** *The program must demonstrate that it has a planning process for continuous improvement that identifies multi-year objectives within the context of the institutional and program mission and culture. (2014 Conditions)*

The development of multi-year Strategic Plans is mandatory for all units at UNC Charlotte. UNC Charlotte, the CoA+A, and the SoA are on 5-year planning cycles. To promote integrated plans, the assessment of academic units is measured by the alignment of their activities with their college strategic plans and the alignment of these plans with the UNC Charlotte Institutional Mission. The University, College and School of Architecture Strategic Plans in effect during the period under review:

2011-2016 UNC Charlotte Institutional Plan	Web Site
2010-2015 College of Arts + Architecture Strategic Plan	Web Site
2010-2015 School of Architecture Strategic Plan	

Proposed Strategic Plans in the final stages of review:
2015-2020 College of Arts + Architectures Strategic Plan (Final Draft 4.29.2015)
2015-2020 School of Architecture Strategic Plan (Final Draft 2.25.15)

School of Architecture Strategic Plan (2010-2015): The SoA 2010-2015 Strategic Plan was developed by the Director of the School of Architecture, with input and continual feedback from the faculty, beginning with a one-day planning retreat in which the primary focus areas were developed. Key themes organizing the goals and objectives include: 1) the culture and production of research, 2) stewardship of natural and built environments, 3) computation, 4) collaboration, and 5) diversity through local, regional and global engagement.

School of Architecture Strategic Plan (2015-2020): The SoA's new Strategic Plan was created through extensive input and vetting from the faculty; the process is described fully in the Strategic Plan Document. The focus is "Advancing Excellence in the Built Environment" through: 1) Research and Interdisciplinary Collaboration, and 2) Innovative Design Practices.

NAAB Perspectives in the Long-Range Planning Process: The Strategic Plans from 2010-15 and 2015-20 have natural alignments with the NAAB Perspective themes.

Perspective: Collaboration and Leadership: This Perspective is aligned directly with 2015-2020 SoA Strategic Plan Goal 1: Advance Excellence in the Built Environment through Research and Interdisciplinary Collaboration. Related "Action Items" include: 1) revise RPT to recognize interdisciplinary scholarship, 2) expand students and faculty collaboration, 3) partner with CoA+A units in grants and course release policy interdisciplinary work, 4) establish M.S. in Architecture with interdisciplinary concentrations in Computation (SoA/CS), Building Performance (SoA/CoE), Urban Analytics (SoA/GEOG/CS), Architectural History and Historic Preservation (SoA/AAH), and 5) develop minors in Architectural History/Theory/Criticism and Environmental Design.

Perspectives: Design / Professional Opportunity: These two Perspectives align directly with the SoA Strategic Plan (2015-2020) Goal 2: Advance Excellence in the Built Environment through Innovative Design Practices. Related "Action Items" include: 1) establish endowed Distinguished Professor and Visiting Professor of Practice, 2) modernize classrooms and seminar rooms to better integrate technology, 3) create "clean + dirty" spaces in studios to support collaborative research, 4) increase computational and environmental literacy through workshops, retreats, and tutorials, 5) partner with AIA to develop a network of professional guest reviewers, 6) create a vibrant culture of public events in Center City, 7) increase relationships with professional partners outside the University, 8) partner with the AIA to create a network of internship opportunities, 9) increase the number of practicing architects teaching in advanced studios, 10) establish "Faculty Practice Grant" and create "incubator practice space" in Storrs.

Perspective: Stewardship of the Environment: This Perspective is aligned directly with 2010-2015 SoA Strategic Plan Goal 2: Emphasize stewardship of the natural and built environments through research activities, curricular integration, community engagement, and university leadership. . Related "Action Items" include: 1) expand research in sustainable design, technology, and urbanism, 2) Participate in energy, health, infrastructure and high-performance building research initiatives, 3) Pursue research funding sources in high-performance building and sustainable urban development, 4) Focus resources on sustainability, new technologies, simulation and analytic programs, 5) Participate in local, national and international competitions in sustainable design, and integrate sustainable design practices in the curriculum, 6) Develop "fundamentals" course in sustainable design and environmental literacy, 7) Expand course offerings in building technology, high-performance building and sustainable urbanism, 8) Expand SoA's role and leadership in sustainable design across the university.

Perspective: Community and Social Responsibility: This Perspective is aligned directly with 2010-2015 SoA Strategic Plan Goal 5: Focus on diversity through local, regional and global opportunities, community processes, international education and practice. Related "Action Items" include: 1) Enhance educational opportunities responsive to the intellectual, cultural, and economic needs of the region and which serve a diverse community of learners, 2) Graduate students with a global perspective applicable in an ever-changing world, 3) Increase cultural diversity of faculty and students, support diversity and enhancement programs, and recruit culturally diverse candidates for faculty positions, 4) Strengthen community outreach initiatives, respond to local needs and contribute to the economic future of the region, 5) Expand partnerships and sponsored work with public, private foundations, and non-profit organizations, 6) Expand opportunities for international travel, study and practice abroad, increase financial support and alumni participation, and grow international agreements/partnerships with peer institutions abroad, and 7) Engage study abroad as a research activity.

Identifying Student Learning Objectives: Planning and Assessment

NAAB: NAAB Conditions for Accreditation are primary measures of student learning that are considered among the learning objectives specific to each course and in the broad development of the curricula. NAAB Criteria are listed in the course syllabi so that students are also aware of the role of NAAB in accrediting architecture programs.

Curriculum Committee: In addition to the broader strategic planning processes, the SoA has an active Curriculum Committee which works on the evolution and improvement of curricula. The committee members represent diverse perspectives. Members include: the Graduate and Undergraduate program Directors, representatives from technology and history faculty, and members elected at large. Since our 2010 visit, several significant curricular initiatives have been developed and implemented including: adoption of two new computation courses (grad and undergrad), development of technology elective requirements for graduate students, conversion of a history topic to a required contemporary history/theory survey, and development of an Environmental Ethic course in the UNC Charlotte Liberal Studies offerings, required of architecture undergraduates, splitting the year-long B.ARCH Comprehensive Project into two semesters with an Integrated Project Design Studio in the fall and a Research Development Studio in the spring.

Curriculum Map: The Curriculum Map is a proactive planning document that guides the relationships between courses, and the progression of learning in the undergraduate and graduate programs. The document articulates the conceptual framework for the curriculum, including concurrent and consecutive learning foci. The content of this document has been expanded to include the coordinated learning objectives between the simultaneous required classes, and the sequential thematic lines that run through the curricula from semester to semester.

Program and Year Level Coordination: Each of the programs has an appointed Director who manages planning processes for the program and serves as a liaison between the SoA Director, the Curriculum Committee, the faculty and the students. Undergraduate year level Coordinators work on organizational matters at the finer scale. Prior to each semester, the Program Directors and Year Level Coordinators meet with all faculty teaching required courses for a given student cohort to coordinate shared curricular objectives, calendars and deadlines.

Section 1: I.1.6 Assessment and Analysis

> ***NAAB Condition and Specification of APR Content***: *The program must demonstrate that it regularly assesses: 1) how well the program is progressing toward its mission and stated objectives, 2) progress against its defined multi-year objectives, 3) progress in addressing deficiencies and causes of concern identified at the time of the last visit, and 4) strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities. (2014 Conditions)*

Program Self-Assessment: Assessments influence all facets of the operations of the SoA. They take different formats, arise in response to different mandates, inputs, information, and data from a range of sources. Regular assessments completed in the SoA include:

- **Data Development & Analysis:** Student retention and time-to-degree (annual)
- **Data Development & Analysis:** Admissions Data Analysis (academics, gender, etc) (annual)
- **Data Analysis:** Student academic progression through Advising procedures (every semester)
- **Student Learning / Success:** Course performance indicated in grades (2 times every semester)
- **Student Learning / Work Quality:** Panel review of student work in studios / courses (every semester)
- **Student Learning / Work Quality:** End of year curriculum discussions (annual)
- **Conditions for Accreditation:** NAAB Annual Reporting (annual)
- **Conditions for Accreditation:** NAAB Accreditation Continuation Reviews (multi-year intervals)
- **Student Learning:** SACS SoA Learning Objectives for SACS (all terms, every program)
- **Student Learning / Education Experience:** On-line Course Evaluations (all courses, all terms)
- **Student Learning / Education Experience:** End of Year Student Surveys (annual)
- **Student Learning / Education Experience:** SLAP Advisory to the Director (monthly)
- **Curricular Planning:** Program and year level coordination (all terms)
- **Curricular Planning:** Curriculum Committee research, projects, initiatives (+ monthly)
- **Departmental Activities and Progress:** SoA reporting to the University (annual)
- **Faculty / Administrator Performance:** Performance Reviews (annual)

Annual Reporting: Unit Strategic Plans typically establish long-term goals, which are assessed annually for progress and relevance to the broader missions of the College and University. Since 2003, the university has used a comprehensive assessment process rooted in the University's Institutional Mission, extending that mission into each college and department / school through the Strategic Plans. This leads to an integrated institutional plan. SoA performance is measured by the alignment of its activities with the CoA+A Strategic Plan and the alignment of the CoA+A Strategic Plan with the Institutional Mission.

The Director of the School of Architecture develops an Annual Report that is submitted to the Dean of the College of Arts + Architecture, highlighting School, faculty, and student accomplishments, new action steps planned to achieve strategic goals, examples of data-driven decisions and improvements, and progress / performance outcomes made toward SoA Strategic Plan goals and objectives.

Annual Faculty Assessments: Data is collected annually from the Faculty for personnel reviews, including: 1) Faculty vita 2) Faculty Teaching Portfolio with samples of student work, 3) Faculty Professional Development Portfolio, and 4) Service Portfolio. Faculty are assessed in the form of annual letters of evaluation, which takes into account the materials submitted as well as course evaluations submitted by students, and other relevant materials. Submitted materials and the Annual Review play an important role in Reappointment, Promotion and Tenure (RPT) reviews.

Administrator Assessment: The Dean of the College and Director of the School are both evaluated annually. The faculty and staff play an active role providing confidential feedback through surveys administered by the School Review Committee (for the Director's evaluation) or the College Review Committee (for the Dean's evaluation). These are the same committees that review candidates for Reappointment, Tenure and Promotion in the SoA and the CoA+A.

Advising: The SoA has thorough and engaged student advising processes, informed by substantial assessment efforts that inform individual student communication directly, and broadly influence SoA programming, recruitment, curriculum, and resources. The SoA uses standard indicators-- grades, retention, and time-to-degree--and individualized assessments to address each student's particular needs.

I.1.6.B. Curricular Assessment and Development

> ***NAAB Condition and Specification of APR Content*****:** *The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors." (2014 Conditions)*

The SoA is committed to continuous improvement, and commits staff, time, and energy to these efforts.

Director of Academic Advising and Assessment: The CoA+A has a Director of Academic Advising and Assessment. This full-time administrator provides support to all five college units through leadership and support for student academic services (including academic advising), student learning outcomes assessment, and other data-related initiatives to inform and advance the CoA+A and SoA's strategic goals.

Faculty Input - Curriculum Committee: Faculty have the greatest level of involvement in influencing Curriculum Assessment and Curriculum Development. The Curriculum Committee (CC) has broad faculty constituency (described in previous section), and is responsible for developing and assessing proposals. Meetings are always open to the whole faculty who advise the process. The CC reviews syllabi, program and course change proposals, has developed policies related to study abroad, and the guiding **Curriculum Map** which was also fully vetted with faculty input. For more information, see the **chart illustrating Curriculum Assessment and Development Structure**.

Faculty Input - SACS Assessments: SACS Assessments directly focus on student learning, and thus can inform teaching and coursework. Each of the degree programs in the SoA completes a set of assessments each semester to measure identified Student Learning Objectives (SLOs). This assessment is required by UNC Charlotte's regional SACS accreditation processes. In developing the SACS Student Performance Criteria, the SoA consulted the NAAB Conditions and Criteria to promote alignment of the themes. Currently, 18 multi-part assessments are completed in the SoA each year: 1) five assessments of the Bachelor of Arts in Architecture, 2) two of the Bachelor of Architecture, 3) five assessments of the Master of Architecture, 4) three assessments of the Master of Urban Design, and three assessments of the post-professional Dual M Arch III / Master of Information Technology program. With the implementation of the new NAAB Conditions and Criteria, the SLOs and assessment process will be reviewed and modified to ensure alignment with current NAAB conditions.

Student Input - Student Surveys: Student surveys have been used over the course of many years. In the past, they were conducted biannually to provide data from a large cross section of graduate and undergraduate students on issues such as time spent in studio, time spent on outside employment, economic need and its affects on student performance, demographics, etc. Over the past two years, the SoA has increased the frequency of the surveys, and has sought feedback from all graduating students. The data helps the SoA to understand the experience of its students. See **Combined 2014 and 2015 Exit Survey Data** and **Change in Data Results from 2014 to 2015**.

Student Input - Course Evaluations: Online course evaluations are completed every semester for every course. These evaluations are accessible to the faculty, who can use this information to make appropriate modifications to improve courses and learning. The data is used by the Director in the Annual Faculty Reviews in order to reflect on quality and effectiveness of teaching.

Student Input - Student Liaison Advisory Panel (SLAP): SLAP is a student body of peer-selected representatives from each year level of the undergraduate and graduate programs. The SLAP meets regularly with the Director to discuss ideas, projects, and plans, and to advise on matters of importance to students. SLAP has also played a major role in revising and updating SoA's Studio Culture Policy, and helping to facilitate an inclusive process between the students, faculty and SoA administration. SLAP meetings generally occur twice a semester.

Section 2. Progress Since Previous Visit

The School of Architecture at UNC Charlotte had its last NAAB Accreditation visit in the Spring of 2010. Both the Bachelor of Architecture and Master of Architecture degree programs were granted full 6-year terms of accreditation, effective January 1, 2010. The 2004 Conditions for Accreditation were in effect for this visit. The full APR (Academic Program Report), VTR (Visiting Team Report), and the NAAB Decision Letter are linked to the UNC Charlotte's School of Architecture website:

APR (Academic Program Report) UNC Charlotte School Architecture, 2009 / 2010

NAAB Decision Letter and VTR (Visiting Team Report) (2010 Visit)

Synopsis:

32 of 34 Conditions were MET in the Bachelor of Architecture and Master of Architecture Programs

2 of 34 Conditions were NOT MET in the Bachelor of Architecture and Master of Architecture Programs

- 13.4 Accessibility (Not Met)
- 13.25 Construction Cost Control (Not Met)

3 Causes of Concern were indicated

- 13.4 Accessibility (Cause of Concern)
- Leadership Transition (Cause of Concern)
- Financial Resources (Cause of Concern)

The SoA has been proactive in the intervening years since the 2010 visit to address the Conditions Not Met and Causes of Concern. Annual Reports have been submitted to NAAB; specifically, "Part II Narrative Report" in the Annual Reports articulates actions and initiatives relating to the Conditions Not Met and Causes for Concern. These, and other actions and initiatives are articulated in this section.

> ***NAAB Guide / Specification of APR Content***: *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 title of the Condition, the exact text quoted from the previous VTR, as well as the summary of activities. If the 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. (2014 Guide)*

The following section includes:

1. Text quoted from the Visiting Team Report for each Conditions Not Met and Cause of Concern
2. Program Response to Conditions Not Met or Cause of Concern: Actions taken since previous visit to address **Conditions Not Met and Causes of Concern**
3. Comparison of previous 2004 Conditions to current 2014 Conditions for Accreditation
4. Summary: Current Status of the Condition within the SoA

2010 Visiting Team Report (NAAB Visiting Team Report, March 3, 2010)

2010 Condition Not Met and 2010 Cause of Concern

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

B Arch - Not Met

M Arch - Not Met

"Although the program demonstrates improvement in the level of student understanding of accessibility issues in the design of site and building conditions, the work does not consistently display the required ability level.

"The two previous visits (1998 and 2004) have also found this criterion to be not met and therefore it is a cause of concern." (2010 VTR, 6 and 19)

Program Activities in Response (2010-2015): Since the last accreditation visit in 2010, the administration and faculty have made a concerted effort to bring Accessibility issues into the foreground conversation with students, particularly in the contexts of advanced level and comprehensive design studios. Among the distinct and ongoing initiatives are:

1. **Planning / Strategy meetings** to: a) gauge progress and **plan content delivery**, b) develop and assess **student knowledge and awareness** of Accessibility issues in design through **exercises and assignments**. Further planning with key professionals to develop **concentrated accessibility content / programming** to be presented by Accessibility experts in focused workshops with students.
2. **Accessibility Workshop**: Presented in the studios of 3rd, 5th, and Graduate Students in the Comprehensive Project Studio. (Presented two years by Jennifer Perry, Compliance Specialist of the United Spinal Association. Sponsored by five architectural firms: HDR, Perkins+Will, Little, LS3P, and Freeman White.) Emphasis: 1) who is disabled / growth of disabled population, 2) legal protections and mandates as civil rights, 3) Accessibility Guidelines including human dimensions and components of accessible parking, circulation, sites and buildings, 4) Exercises illustrating design compliance.

   Subsequent to the development of these workshops, the accessibility content has become integrated into the studios through **faculty-led Tech(nique) Seminars (TEC-SEMS)** and **studio design assignments** to assess accessibility, and incorporate design changes to comply with accessible standards. Faculty have taken responsibility for this content, particularly in the Integrated Project Design Studios.
3. **Assignments and Exercises**: Development of Assignments and Exercises for the undergraduate and graduate students in the Comprehensive Project Studios intended to: 1) **study compliance through analysis, diagramming, programming, design, and development** of comprehensive projects in undergraduate and graduate studios, and 2) ensure assessment of Integrated Project site and building design for accessibility compliance. Initial introduction of principles is in ARCH 3101 (undergraduate) and ARCH 6102 (grad), study and exercise in ARCH 4101 (undergraduate) and ARCH 7101 (grad), and more complete resolution and design compliance in ARCH 4103 (undergraduate) and ARCH 7102 (grad) Integrated Project Design Studios.
4. **Hire Practicing Professionals** in Advance Studios: In addition to full-time and tenure track faculty, the SoA has hired several practicing professionals to teach advanced level courses and studios where Accessibility is emphasized in project design.
5. **Professor of Design Practice**: In 2012, the SoA conducted a national tenure-track faculty search in "Design Practice", focused on the changing nature of contemporary architectural practice (emerging construction methods, technologies,and integrated project delivery). In addition to teaching advanced studios and electives, the position was specifically targeted to establish increased leadership in practice, including Integrated Project Design Studios– in part to help the SoA meet NAAB deficiencies in Accessibility. The search was successful: in 2013, Professor Jefferson Ellinger, a registered architect and practitioner, who previously taught at RPI for over ten years, joined the faculty.

Change in NAAB Conditions for Accreditation

PREVIOUS: NAAB 2004 Condition 13.14 Accessibility (p. 13) HAS CHANGED

CURRENT: NAAB 2014 Condition (Equivalent)**: B.3 Codes and Regulations:** Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards (17)

NAAB 2014 Condition (Equivalent)**: C.3 Integrative Design:** Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.(18)

Summary: Current Status on Accessibility: The SoA will exhibit student work that demonstrates "Ability" in B.3 Codes and Regulations and C.3 Integrative Design. We have made substantial gains in incorporating detailed instruction in regulations and methods for study and compliance. Student projects representing accessible architectural designs will illustrate that the SoA now meet this condition in both the undergraduate B.ARCH and graduate M.ARCH curricula.

2010 Condition Not Met

13.25 Construction Cost Control: *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.*

B Arch - Not Met
M Arch - Not Met

"Although the program provided evidence of a class speaker presenting information about Construction Cost Control through handouts in the professional Practice course (ARCH 4112 / 5112), the level of understanding is not evident in student exercises, exams, assignment results, or in other courses." (2010 VTR, 6 and 22)

Program Activities in Response (2010-2015): Since the last accreditation visit in 2010, the administration and faculty have endeavored to strengthen curriculum around issues of Cost Control. Among the distinct and ongoing initiatives are:

1. Development of Professional Practice Course Materials: Introductory lectures on Cost control, Management and estimating, cost control source materials, and supplementary student exercises were developed for the ARCH 4206 / ARCH 5206 Professional Practice courses.
2. Professional Practice: In springs 2012 and 2013, Consultant Dick Perlmutter, AIA professional with +25 years practice experience) was commissioned teach the Professional Practice course.
3. **Professor of Design Practice**: See previous position description. Professor Ellinger has redesigned SoA's course on 4206 / 5206 Professional Practice to 1) examine evolving best practices for executing building projects; and 2) develop a critical approach toward innovation through practice. Inclusive of that is a section on "business + risk of architecture" and "understanding the economies of architectural practice," with specific focus on financial planning and management. The course devotes time on this subject, including lectures and assignments related to cost estimating for all students, Required reading includes the Handbook of Professional Practice, Ch. 9.3 on Construction Cost Management.

Change in NAAB Conditions for Accreditation

PREVIOUS: NAAB 2004 Condition: 13.25 Construction Cost Control (15) HAS CHANGED

CURRENT: NAAB 2014 Condition (Equivalent)**: B.10 Financial Considerations** (17)**:**

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

Summary: Current Status on Construction Cost Control / Financial Considerations: The SoA will exhibit student work demonstrating "Understanding" in B.10 Financial Considerations. The SoA has made substantial gains in incorporating detailed instruction in economic considerations, and now meets this condition in both the undergraduate B.ARCH and graduate M.ARCH curricula.

Cause of Concern

B. Leadership Transition

"Since this visit is the first to occur after the transition to a new structure as the College of Art + Architecture from the previously independent College of Architecture, and occurred 6 months after the hiring of Director Jarrett, the team encourages the school to pay attention to an ongoing leadership transition in a way that maintains the same independence and quality of the school as before the transition to the College of Art and Architecture" (2010 VTR, p.6)

"The program has recently (July 1, 2008) transitioned from an independent college into the School of Architecture that is part of the College of Art and Architecture. The new college's dean, Ken Lambla, was the dean of the former College of Architecture beginning 2002 and was instrumental in the formation of the new structure. The change in the structure initiated the hire of Christopher Jarrett as Director from outside the faculty." (2010 VTR, p.14-15)

"Because of the intimate continuing involvement and on-site presence of Dean Lambla, the team took care to investigate the level of autonomy of the school as required by this condition. Concerted efforts seemed to be in progress to delegate budget control and program planning to Director Jarrett. Dean Lambla does have an in-depth understanding of the needs of the professional program and has demonstrated a serious commitment to maintaining the quality of the program." (2010 VTR, p.14-15)

Program Activities in Response (2010-2015): The school continues to pay attention to the ongoing leadership transition in a way that maintains the same independence and quality of the school before the transition to the College of Art and Architecture. As Dean, Ken Lambla continues to demonstrate a serious commitment to maintaining the quality of the Bachelor of Architecture and Master of Architecture programs through administrative and financial support of its programming and professional development trajectory. Director Jarrett has full budget and program planning oversight. The School of Architecture has its own strategic plan, financial and staff planning, and operational methods.

Change in NAAB Conditions for Accreditation

PREVIOUS: **NAAB 2004 Condition:** Administrative Structure (p. 9) HAS CHANGED

CURRENT: **NAAB 2014 Condition (Equivalent): Section 3.I.2.5 Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution. Governance: The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution." (13)

Summary: Current Status on Leadership Transition: The 2010 visit occurred just over a year from a major structural transition from a College of Architecture to a School of Architecture in a multi-disciplinary College of Arts + Architecture. A new SoA Director Chris Jarrett was hired just 6 months before the visit. Since that time, Director Jarrett has fully assumed administrative and fiscal responsibility for the SoA. Director Jarrett was reappointed to a second five-year term, and provides stable, effective, and autonomous leadership of the SoA. Dean Lambla's early leadership during the structural transition was crucial to its success, and he remains a valued advocate and advisor to the SoA, as he is to the other CoA+A departments. SoA budget and program planning are controlled and administered by Director Jarrett.

Cause of Concern

C. Financial Resources

"The team underscores that the school's financial planning is critical to maintain the quality of the program given the known reductions in budgets over the next several years and the uncertainty of the global economy as an externality. This planning is also necessary to make available opportunities for faculty research and development as mandated by the university's mission as a research institution." (2010 VTR, 6)

Actions taken since the 2010 Visit

1. Business Services Coordinator: In 2011, the CoA+A restructured its financial operations, and added a new Business Services Coordinator (BSC), a higher-level position than the previous "account technician" position (2011). The Business Services Coordinator (BSC) has been an excellent addition to our team, insuring clear budgetary record keeping, planning and year-end financial solvency. Since 2011 the College has added additional BSC positions that provide direct support to college units.
2. In 2011, the University approved a "tuition increment" for graduate study in the School of Architecture (implemented in three phases, now fully in effect). This funding provides financial assistance and academic enhancement programming for students and faculty.
3. The College supported two funding streams in support of SoA faculty scholarship and research development, including faculty travel, participation in conferences and workshops, equipment, materials and supplies. In 2012, the SoA increased the annual conference travel allotment for tenured and tenure-track faculty from: 1) $1000-$1500 for tenured faculty, and 2) $1500-$3000 for tenure-track faculty.
4. The university and college funded facility upgrades in excess of $250,000, completed in 2015. The College provided year-end one-time funding to upgrade the status of our digital fabrication lab with the purchase of a CNC Robot.
5. The SoA established an external peer-review 'faculty research grant' (FRG) program in support of faculty research and development, now in its fourth year. More than $80,000 in grants has been awarded between 2012-2016. See **Faculty Research Grant Awards** and **Faculty Research Grant Reviewers**. Also, the College provided year-end one-time funding for equipment, materials and supplies, and one-time funding for select faculty professional development projects.
6. State Legislature approved (modest) pay increases to faculty in 2013, and again in 2014. Legislative approval of pay raises for faculty and staff are anticipated in 2015.

Change in NAAB Conditions for Accreditation

PREVIOUS: **NAAB 2004 Condition:** Financial Resources (p. 8) HAS CHANGED

CURRENT: **NAAB 2014 Condition (Equivalent): Section 3.I.2.3 Financial Resources: "**The program must demonstrate that it has appropriate financial resources to support student learning and achievement." (12)

Summary: Current Status on Financial Resources: In times of reduced budgets, financial planning is critical to maintaining the quality of programs. The financial leadership team in the College of Arts and Architecture is very strong and supportive in all that we do; clear lines of communication, protocols and responsibility are well established.

Faculty and Administration have been proactive in meeting the unmet Student Performance Conditions-Accessibility and Cost Control--and addressing the Causes for Concern--Accessibility, Financial Resources and Leadership Transition. The changes to the 2014 NAAB Conditions have not substantially altered our objectives and strategies. The SoA has successfully resolved and addressed all unmet Conditions and Causes for Concern.

Section 3 Compliance with the Conditions for Accreditation

This section of the Academic Program Report (APR) provides detailed information about the School of Architecture at UNC Charlotte's Compliance with the Conditions for Accreditation. It contains the following subsections:

- I.2.1 Human Resources and Human Resource Development
- I.2.2 Physical Resources
- I.2.3 Financial Resources
- I.2.4 Information Resources
- I.2.5 Administrative Structure and Governance
- II.1.1 Student Performance Criteria
- II.2.1 Institutional Accreditation
- II.2.2 Professional Degrees and Curriculum
- II.3 Evaluation of Preparatory Education
- II.4 Public Information
- III.1.1 Annual Statistical Reports
- III.1.2 Interim Progress Reports

Hyperlinks are provided throughout the APR to allow viewing of additional information as needed.

Section 3: I.2.1 Human Resources and Human Resource Development

NAAB Condition and Specification of APR Content: *The program must demonstrate that it has appropriate 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. (2014 Conditions)*

School of Architecture Faculty: Each year, SoA courses are taught by a combination of full-time faculty, teaching fellows, and part-time lecturers. In AY 2015-16, the roster of full-time faculty includes twenty tenured faculty, four tenure-track faculty (with full teaching, professional development, and service loads), one Visiting Assistant Professor, and one Visiting Full Time Lecturer; part-time faculty includes two Teaching Fellows, and ten part-time Lecturers. Two tenured SoA faculty members currently serve in College leadership positions--the Senior Associate Dean (typically teaching a partial load), and the CoA+A Dean (not carrying a teaching load); two others currently serve in SoA leadership positions--the SoA Director and SoA Associate Director, both of whom teach a partial load. Of the remaining sixteen tenured professors, three are at the rank of Full Professor, and thirteen are at the rank of Associate Professor.

The faculty is committed to creating a collegial community with a diverse range of architectural interests and expertise. The SoA offers equal opportunities for all faculty, regardless of rank, and is supportive of non-tenured faculty as they develop teaching and professional development arenas.

Below is a list of administrative leaders, full-time and part-time faculty, and administrative and technical support staff for the School of Architecture and College of Arts and Architecture (only individuals directly involved with operations of the SoA are included).

CoA+A Faculty, Staff, and Administration Organizational Chart is linked herein.

Abbreviated Resumes of Full Time Faculty (NAAB Format) are linked herein.

Administrative Leadership, Current

Ken Lambla, AIA
Tenured Professor (ARCH), Dean of the College of Arts + Architecture
Lee Gray
Tenured Professor (ARCH), Senior Associate Dean College of Arts + Architecture
Chris Jarrett
Tenured Professor, Director of the School of Architecture
Kelly Carlson-Reddig, RA
Tenured Associate Professor, Associate Director of the School of Architecture

Full-Time Instructional Faculty, 2015-2016

Dr. Mona Azarbayjani, International Associate AIA
Tenure-Track Assistant Professor
Jeff Balmer
Tenured Associate Professor, 1st Year Fall Coordinator
Chris Beorkrem, NCARB
Tenured Associate Professor, Co-Director, D-Arts Center, MIII/ITS Coordinator
Dale Brentrup, AIA
Tenured Professor, Director, Integrated Design Research Labs (IDRL)
Dr. Charles Davis II
Tenure-Track Assistant Professor
Jefferson Ellinger, RA
Tenure-Track Associate Professor
Thomas Forget
Tenured Associate Professor, Undergraduate Program Director

Dr. Jose Gamez, NCARB, Provost Fellow
Tenured Associate Professor, Director, City Building Lab (CBL)
Dr. Kyoung-Hee Kim, AIA Associate
Tenure-Track Assistant Professor
Dr. Ming-Chun Lee
Tenure-Track Assistant Professor
Dr. Zhongjie Lin, Guggenheim Fellow
Tenured Associate Professor, MUD Program Director
Dr. Emily Makas
Tenured Associate Professor, Graduate Program Director
John Nelson, RA
Tenured Associate Professor, 3rd Year Spring Coordinator
Jeffrey Nesbit
Visiting Assistant Professor, 2nd Year Fall Coordinator
Deborah Ryan, ASLA
Tenured Associate Professor
Eric Sauda, RA
Tenured Professor
Greg Snyder, AIA Associate
Tenured Associate Professor
Dr. Arash Soleimani, International Associate AIA
Visiting Full-Time Lecturer
Michael Swisher
Tenured Associate Professor
David Thaddeus, AIA
Tenured Professor, 3rd Year Fall Coordinator
Betsy West, RA
Tenured Associate Professor, 2nd Year Spring Coordinator
Peter Wong, RA
Tenured Associate Professor, Thesis Coordinator

Post Graduate Teaching Fellows

McKenzie Canaday
Teaching Fellow
William Philemon
Teaching Fellow

Part-Time Lecturers, 2015-2016

Nick Ault, NCARB
Part-Time Lecturer, 1st Year Spring Coordinator
Carol Bacon, AIA
Part-Time Lecturer
Dr. Tara Bengle
Part-Time Lecturer
Josie Holden-Bulla, RA
Part-Time Lecturer
Steve Danilowicz
Part-Time Lecturer

Ben Futrell, PhD Candidate
Part-Time Lecturer, Daylighting Lab Manager
David Harrison, AIA
Part-Time Lecturer
Trevor Hess
Part-Time Lecturer
Michael Spencer, AIA
Part-Time Lecturer
Dr. John Gero
Research Professor (Joint appointment with CCI)

School of Architecture Administrative Support Staff

Diane Swain	Executive Assistant to Director- Architecture
Armetta Davis	Student Services Administrator-Architecture
Billy Roosenberg	Student Services Advisor-Architecture

CoA+A Administrative Support Staff

Jennifer Livengood	Executive Assistant to the Dean-CoA+A
Mary Welsh	Director of Business Affairs-CoA+A
Meg Whalen	Director of Communications & External Relations-CoA+A
Elena Payne-Wiens	Director of Advising & Assessment-CoA+A
Crista Cammaroto	Director of Galleries-CoA+A
Jae Emerling	Director of CoA+A Honors
Mikale Kwiatkowski	Graphic Design-Communication-CoA+A
April Spruill	Business Services Coordinator-AAH and ARCH
Vacant	Business Services Coordinator-CoA+A
Jenna Duncan	Visual Resources-Library
Sara DeWaay	Librarian
Renee Moorefield	Desk Supervisor-Library
Vacant	Director of Development-CoA+A

CoA+A Technical Support Staff

Rose Diaz	Director of Information Technology-CoA+A
Gary Hunter	Information Technology-CoA+A
Santos Bost	Information Technology-CoA+A
Alex Cabral	Digital Fabrication Lab Manager-CoA+A
Hank Schellenger	Woods / Metals Fabrication Lab

The staff of the School of Architecture is experienced, highly coordinated, and accessible to both students and faculty. Staff members work closely with the administration, faculty, and students of the School of Architecture and also with the staff of the College of Arts + Architecture. All staff positions are full-time and 100% administrative in nature unless otherwise indicated.

3-I.2.1
Human Resources and Development

Faculty Workload Conditions and Policies

***NAAB Condition and Specification of APR Content**: The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement. (2014 Conditions)*

Typical Teaching Loads

The typical full-time teaching load for SoA faculty members at UNC Charlotte is two classes per semester. For most full-time faculty, this includes one 5- or 6-credit hour studio (undergraduate or graduate) and one 3-credit hour course (lecture or seminar format, typically cross-listed for undergraduates and graduates). Studios are 10.5 contact hours per week, while lectures and seminars are typically 3-contact hours per week. Consequently, most full-time faculty are scheduled with approximately 14 course contact hours per week. By credit hour, the SoA teaching load is typically 15-18 credit hours taught per academic year (which is consistent with the UNC System Policy Manual for Doctoral University I Institutions). The SoA also works to develop a teaching schedule which allows a dedicated "non-teaching" day for professional development.

College of Arts and Architecture Work Load Policy

School of Architecture Work Load Policy

UNC Charlotte Academic Procedure: Teaching Load

Matrix of Faculty Teaching in the Academic Years Summer 2013-Fall 2015

Teaching Environment: Enrollment Numbers

Enrollment Management: The SoA is committed to providing students with an excellent learning environment. Part of this commitment includes controlled admissions and enrollment practices that optimize the availability of teaching / learning spaces (classrooms and studios), labs and equipment, and appropriate student to teacher ratios. The SoA makes careful admission decisions with planned enrollment numbers that are appropriate to our faculty, space and facility resources. For more information, see APR 3.II.2.2 Evaluation of Preparatory Eduction which includes description of admissions processes for all accredited programs in the SoA.

3-I.2.1
Human Resources and Development

The School of Architecture recognizes the influence of teaching and classroom conditions on the learning experience. A "tutorial exchange" between the student and teacher is possible in smaller classes. SoA students benefit from a large number of full-time teaching faculty, and a talented group of part-time lecturers and adjuncts to staff required and elective course offerings.

Studio enrollments are managed with average of 12-16 students allowing individualized instruction and design feedback. We have seven large lecture courses in the curriculum that are cross listed with both undergraduate and graduate architecture students. These courses average 70 students in size, and four of the seven courses are complemented with smaller discussion or lab sessions that allow for more individualized participation and learning (for example, ARCH 4604/5604 Computational Methods and ARCH 4605 / 5605 Computational Practice include a required computer lab session in smaller groups allowing for tutorial exchange; all graduate level history courses have separate discussions session with approximately 15 students).

Course Size Management: Managed course sizes create a beneficial teaching and learning environment for both students and faculty. The average enrollment in courses (calculated for the past three academic years) is indicated in the following table:

Average Course Enrollments (Past 3 academic years)					
	Level	**Course Name**	**Course Number**	**Format**	**Cr. Hr.**
Studio	Ugrad	1st Year Studio	ARCH 1101 / 1102	Studio	14.2
		1st Year Studio	ARCH 1101 / 1102	Studio	14.2
		2nd Year Studio	ARCH 2101 / 2102	Studio	15.2
		3rd Year Studio	ARCH 3101 / 3102	Studio	14.0
		4th Year Studio	ARCH 4101 / 4102	Studio	11.8
		5th Year Studio	ARCH 4103 / 4104	Studio	11.8
	Grad	M1 Summer Studio	ARCH 6100	Studio	12.8
		M1 1st Year Studio	ARCH 6101 / 6102	Studio	12.8
		M1 2nd Year / M2 1st Year Studio	ARCH 7101 / 7102	Studio	11.8
		M1 3rd Year / M2 2nd Year Studio	ARCH 7103 / 7104	Studio	8.8
History, Critical Thinking & Practice	Ugrad + Grad	Architectural History I	ARCH 4201/ 5201	Lecture	54.7
		Architectural History II	ARCH 4202/ 5202	Lecture	51.7
		Architectural History III	ARCH 4203 / 5203	Lecture	67.7
		History Topics	ARCH 4204-5/5204-5	Seminar	13.3
		Professional Practice	ARCH 4206 / 5206	Lecture	48.0
	Grad	Architectural History I	ARCH 5201	Discussion Session	12.3
		Architectural History II	ARCH 5202	Discussion Session	12.3
		Architectural History III	ARCH 5203	Discussion Session	19.7
		Ideas in Architecture	ARCH 6601	Seminar	12.3
		Design Methodology	ARCH 7201	Seminar	23.0
		Thesis Preparation	ARCH 7202	Seminar	22.0
Building Technology	Ugrad	Environmental Systems Principles	ARCH 4302	Lecture	48.0
	Grad	Environmental Systems Principles	ARCH 5302	Lecture	15.0
	Ugrad + Grad	Materials and Assembly Principles	ARCH 4301 / 5301	Lecture	62.3
		Structural Principles	ARCH 4303 / 5303	Lecture	49
		Structural Systems	ARCH 4304 / 5304	Lecture	54.3
		Building Systems Integration (2 faculty in lectures and lab)	ARCH 4305 / 5305	Lecture	46.0
				Lab Session	46.0
Computation and Skills	Ugrad	Computational Practice (estimate)	ARCH 4605	Lecture	35.0
				Lab Session	8.5
		1st Year Skills	ARCH 1601	Lecture / Practice	62
		1st Year Skills	ARCH 1602	Lecture / Practice	55.3
		Writing Architecture	ARCH 3601	Lecture	46
				Discussion Session	15.3
	Ugrad + Grad	Computational Methods	ARCH 5604	Lecture	56.0
				Lab Session	18.7
	Grad	Computational Practice	Arch 5605	Lecture	26.3
				Lab Session	7.5
		Graduate Representation I	ARCH 6602	Lecture / Practice	13.7
		Graduate Representation II	ARCH 6603	Lecture / Practice	13.3

3-I.2.1 Human Resources and Development

Faculty Professional Development

NAAB Condition and Specification of APR Content: *The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement. (2014 Conditions)*

Professional Development is an expectation of tenure track faculty. In addition to their teaching duties, faculty are expected to pursue professional development in their areas of expertise as outlined in the University, College and School of Architecture Reappointment, Promotion and Tenure Documents. Annual Reviews by the Director, Reappointment Promotion and Tenure reviews, and Tenured Faculty Performance reviews ensure that all faculty are pursuing their professional development agenda in a timely and meaningful way. The School supports these efforts in several ways.

Time-Teaching Load: A typical **teaching load of two courses** (typically 14 contact hours), leaves time for teaching preparation, service, and professional development. Other support includes programs for: Reassignment of Duties (University, CoA+A, and SoA)

Time-Reassignment of Duties: UNC Charlotte does not have a universal sabbatical program. Instead, it supports a "**Reassignment of Duties**" program which allows faculty to submit proposal / requests for dedicated time to pursue professional development projects. Three faculty have been granted Reassignment of Duties since 2010: Deborah Ryan, Zhongjie Lin, and Peter Wong.

The SoA also provides **SoA Reassignment of Duties (ROD)** for SoA faculty engaged in significant research projects or grants. Since 2010 the following individuals have received ten ROD to support their professional development: Thomas Forget (F 2010), Thomas Gentry (F 2010), Kyoung-Hee Kim (F 2010), Mona Azarbayjani (S 2011, S 2014), Nick Senske (S 2011), Charles Davis (F 2011, F 2015), Ming-Chun Lee (F 2014), Jose Gamez (S 2015),

Both Reassignment of Duties programs have been important to SoA faculty working on books, research projects, and grants.

Time-Course Teaching Buy-Out: Faculty members engaged in funded research can request to "buy-out" their teaching commitments in order to focus on those research responsibilities.

Financial Resources-SoA Faculty Research Grants (FRG): The SoA has supported more than **$80,000** between 2012-2016 in support of **faculty research** in alignment with SoA's Strategic Plan. The **SoA Faculty Research Grant (FRG)** Program was started in 2012 to award competitive research proposals submitted by SoA Faculty. Submitted proposals are juried by a group of distinguished academics--**FRG Proposal Reviewers 2012-2016**. A **Faculty Research Grant Awards** describing the projects that have been funded through this program is herein linked.

Financial Resources-Travel for Research Dissemination: **SoA travel funding** is allotted to support tenure-track faculty travel related to their professional development (i.e. presenting a paper at a conference). Standard funding is $1500 per tenured faculty member, and $3000 per tenure-track faculty member each year, but more funding can be granted to support additional travel or higher travel costs associated with international travel. Since the previous NAAB visit in 2010, over $250,000 has been allocated to faculty travel related to research and professional development.

Financial Resources: Other Support: Other sources of support for faculty research and professional development include SoA dedicated funding to support the **three Research Centers**, funding for Research Assistants and Teaching Assistants, funding software and hardware specific to faculty research and teaching.

Financial Resources-University Grants for Faculty

Several grant programs are offered by the university including three related to Faculty Development--**Faculty Research Grants**, **Scholarship of Teaching and Learning Grants**, and the **Chancellor's Diversity Challenge**. A Research and Economic Development site for UNC Charlotte also includes tools and links to resources such as **Funding Sources Databases**, the UNC Charlotte Grants Resource Center, and Foundation Directory. Administrative offices to assist with Grants include:

Advancing University Research Center: Developing projects to implement research administration process and system improvements

Charlotte Research Institute: Facilitating business-university partnerships

Grants and Contracts Administration: Provides transactional support to college-based post-award staff and is responsible for overall sponsored program financial reporting and compliance

Office of Proposal Development: Consultation services to faculty who are developing grant proposals.

Office of Research Compliance: facilitate and monitor university-wide compliance with these regulations and policies as well as ensuring ethical conduct in all areas of research.

Office of Research Services and Outreach: Administrative office for managing proposal submissions, reporting to UNC General Administration.

University Faculty Development Programs: The Office of the Provost provides a number of other Faculty Development resources including support for participation in programs off campus (such as Bridges Leadership Program for Women), and on-campus such as development programs offered through the **ADVANCE Programs**.

Faculty Professional Development

Faculty have a range of resources available to support their Professional Development. **L**inked herein is a list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous NAAB visit in 2010.

Matrix of Faculty Professional Development Since 2010

Leadership and Service

The faculty of the SoA have a long tradition and strong commitment to active faculty governance. In this governance there is no formal hierarchy between tenured and tenure-track faculty. The School's philosophy has always been that the junior faculty have the same rights and responsibilities as the senior faculty (within the limits of University policy). Many of the School's activities and programs, are those initiated by faculty. The School is a grassroots organization and faculty participate in the governance of the SoA through service on numerous committees that support the key operations of the SoA (see Leadership / Service Com. Many also serve on committees at the University level.

SoA Leadership / Service Committees

Architect Licensing Advisor

> ***NAAB Condition and Specification of APR Content***: *The program must demonstrate that an Architectural Licensing Advisor (formerly known as an Intern Development Program [IDP] Educator Coordinator) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined by NCARB, and regularly attends ALA training and development programs. (2014 Conditions)*

The SoA is committed to providing programming that informs students about the processes and requirements for becoming a licensed architect. Three Faculty members have leadership roles related to professional internship and preparation:

- David Thaddeus, AIA: Outgoing Architect Licensing Advisor
- Jefferson Ellinger, AIA: Incoming Architect Licensing Advisor
- Dale Brentrup, AIA: AIA Charlotte Liaison

The Architect Licensing Advisor (previously the Intern Development Program Coordinator) serves as a resource for students as they transition from the academy into practice by mentoring students and sponsoring activities. During the Academic Year 2014-15, the SoA had two Architect Licensing Advisors (ALA)--Associate Professor Jefferson Ellinger and Professor David Thaddeus. Both are full time faculty members who are licensed to practice architecture in the United States. AY 2014-15 was a transition year with Professor Thaddeus transferring IDP/ARE/Licensure education responsibilities to Professor Ellinger. Professor Thaddeus will continue to mentor students regarding the IDP, the ARE and eventual licensure, while Professor Ellinger transitions into leading the SoA as the official Architect Licensing Advisor beginning in the fall of 2015. In 2014, Professor Ellinger and Director Jarret attended the ALA training and development program in Miami.

3-I.2.1
Human Resources and Development

Students are annually updated on pending or enacted changes related to IDP and the specific requirements necessary for licensure. The SoA, hosts an annual IDP/ARE meeting for all students, typically at the beginning of the Spring Semester. Robert Barfield, the IDP State Coordinator, is an alumnus of the SoA and presents with the ALA primer on the IDP and the ARE. The presentation is followed by a "question-and-answer" session. In addition to this annual event, both Professors Ellinger and Thaddeus have individual meetings with students throughout the year who have questions about the IDP and the ARE.

ARE Presentation for UNC Charlotte students

IDP Presentation for UNC Charlotte Students

New Era ARE 5.0

Integrated Path To Licensure (IPL): The SoA is one of 32 Schools of Architecture that submitted a Request for Information (RFI) in response to NCARB's call for interest in pursuing an Integrated Path to Licensure. The proposed IPL program would institutionalize a structured internship experience for participating students as part of a combined academic / internship path. In May 2015, the School submitted a proposal to establish such a program at the SoA beginning in Fall 2016. Based on the proposal, UNC Charlotte was recently selected by NCARB as one of thirteen schools nationally that will pilot the Integrated Licensure Initiative. (**Arch Daily, 8.31.15**)

CareerEXPO: The SoA chapter of the American Institute of Architecture Students (AIAS) is active in promoting IDP, job placement and licensure. With the SoA, the AIAS co-sponsors an annual Career EXPO; the 2015 this event had 29 firms participate and over 100 students were interviewed. While the majority of the firms were from North Carolina, firms from as far north as Baltimore and as far South as Miami also participated. The Career EXPO is instrumental for students attaining summer and full-time internship opportunities.

In preparation for the Career EXPO, the AIAS also sponsors a resume / portfolio workshop in which faculty consult with small groups of students and review their portfolios and resumes. In collaboration with AIA Charlotte, the AIAS annually conducts a firm crawl.

Student Support Services:

> ***NAAB Condition and Specification of APR Content**: The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement. (2014 Conditions)*

Academic and Personal Advising, Career Guidance, and Internship: The SoA offers a wide-variety of resources for students seeking academic and professional guidance. These resources include professional academic advisors, program Directors, year-level Coordinators, faculty mentors and student organizations.

Professional Academic Advisors: The SoA provides two full-time, professional Academic Advisors to work directly with 225+ undergraduates and 100+ graduates throughout the academic year. Students are assigned to one of two advisors based on degree track and year level: 1) Undergraduate students in years 1-3), and 2) Advanced undergraduate students in years 4-5 and graduate students in all programs. SoA Advisors are available on a daily basis to advise students in regard to degree progression and course selection, academic deadlines and policies, identifying pertinent resources, problem solving and strategic planning to reach academic goals, promoting study abroad, and choosing a professional degree path.

3-I.2.1
Human Resources and Development

There are a variety of “best practices” in advising. Biannually, SoA Advisors meet with each cohort of students in a Group Advising Session (see sample **1st Year Group Advising Presentation**) with a tailored presentation addressing an overview of where students are going and common questions. Students are encouraged to subsequently meet individually with their SoA Advisor to discuss their specific needs. This approach is effective, addressing general information as a group while providing individuals with an SoA Advisor at a student’s convenience. It ensures that the SoA Advisors can deliver important, cohort-specific information in person. During the group advising sessions, each student receives an **Individualized Advising Packet (see linked sample)**, including their **Individualized Advising Sheet (see linked sample)** charting academic progress. The individual advising sheet shows vital academic information (credit hours earned and needed, GPA, courses completed and needed) and reminders regarding auto-admission to the professional degree programs and study abroad. Finally, the SoA Advisors recommend and promote resources available to students such as tutoring, counseling, financial services, etc.

While the SoA Advisors are available to meet with students as needed, they are also behind the scenes tracking student performance and progress, analyzing data from student records with tools such as FileMaker and Excel. SoA Advisors are pro-active with this information, and routinely communicate with students when an unsatisfactory midterm grade, a withdrawal, or other situation is discovered. Upon receipt of unsatisfactory grades (midterm or final), an individualized letter is sent to the student with information about policies, consequences, and an invitation to meet for discussion and assistance.

Program Directors: Each NAAB-Accredited degree program at the SoA is assigned a Program Director from the Faculty. Each Director oversees the curriculum, admissions, and resources for their assigned degree program. This ensures that any curriculum and admission changes are communicated clearly to all faculty, students, and applicants, and that changes are implemented successfully in relation to the other degree programs.

Faculty Mentors: The Faculty are readily involved and engaged with the student body. The Faculty serve as liaisons for various student organizations and various student committees. The Director of the SoA meets twice each semester with peer-elected student leaders from each cohort to address issues important to students, such as studio culture and environment, resources, special events, and generating new ideas and plans.

AIA Charlotte Mentorship Program: For several years, AIA Charlotte and the SoA's AIAS have collaborated on a mentorship exchange involving professionals and students. Each school semester starts with a "kick-off" event, in which groups are formed in an effort to promote conversation about architecture, design or other topics of interest. The groups schedules subsequent discussion sessions or events during the year, and the exchange fosters mutually beneficial relationships for both parties.

In addition to this professional mentorship, the AIAS also promotes "internal mentorship", encouraging students to communicate across year-levels and programs. Annually, the AIAS creates an event where upper-year students and lower-year students gather and meet. One-on-one partnerships and collective group gathers create positive community and communication across the years.

University Career Center (UCC): The University Career Center (UCC) at UNC Charlotte is dedicated to helping students with a comprehensive approach to career preparation and development with experiential learning as a key component. The UCC provides advising and counseling related to self-assessment, career exploration, internships, and interview preparation. Frequently they host workshops to develop skills related to interviewing and creating a resume. The SoA has a dedicated liaison in the UCC who specifically works with architecture students. Additional information can be found on the **University Career Center** website. The Liaison also works with architecture firms to communicate internships and full-time positions to students. Faculty regularly assist students in refining resumes and portfolios, including advice and recommendations for professional and post-professional degree programs, including participation in the AIAS organized portfolio workshop.

The Counseling Center: The Counseling Center, along with the Student Health Center and the Center for Wellness Promotion, provide wellness-related programs and services to all Architecture Students. The Counseling Center has a full-time staff of licensed psychologists and social workers who are available for on-demand appointments. In addition to individual appointments, they offer group counseling, consultation, outreach, and training. Additional information can be found on the **Counseling Center** website.

3-I.2.1
Human Resources and Development

Section 3: I.2.2 Physical Resources

NAAB Condition and Specification of APR Content: *The program must describe the physical resources available and how they support the pedagogical approach and student achievement, including:*

- *Space to support and encourage **studio-based learning***
- *Space to support and encourage **didactic and interactive learning***
- *Space to support the full range of faculty roles and responsibilities*
- *Information resources to support all learning formats and pedagogies in use by the program*

(2014 Conditions)

The School of Architecture operates in two locations: Storrs Hall, on the main UNC Charlotte campus, and the Center City Building, 320 E. 9th Street in uptown Charlotte. The vast majority of architecture courses for the B.A. in Architecture and the Master of Architecture programs are offered in Storrs Hall. The uptown CCB is home to the 5th-Year of the Bachelor of Architecture program and the Master of Urban Design programs.

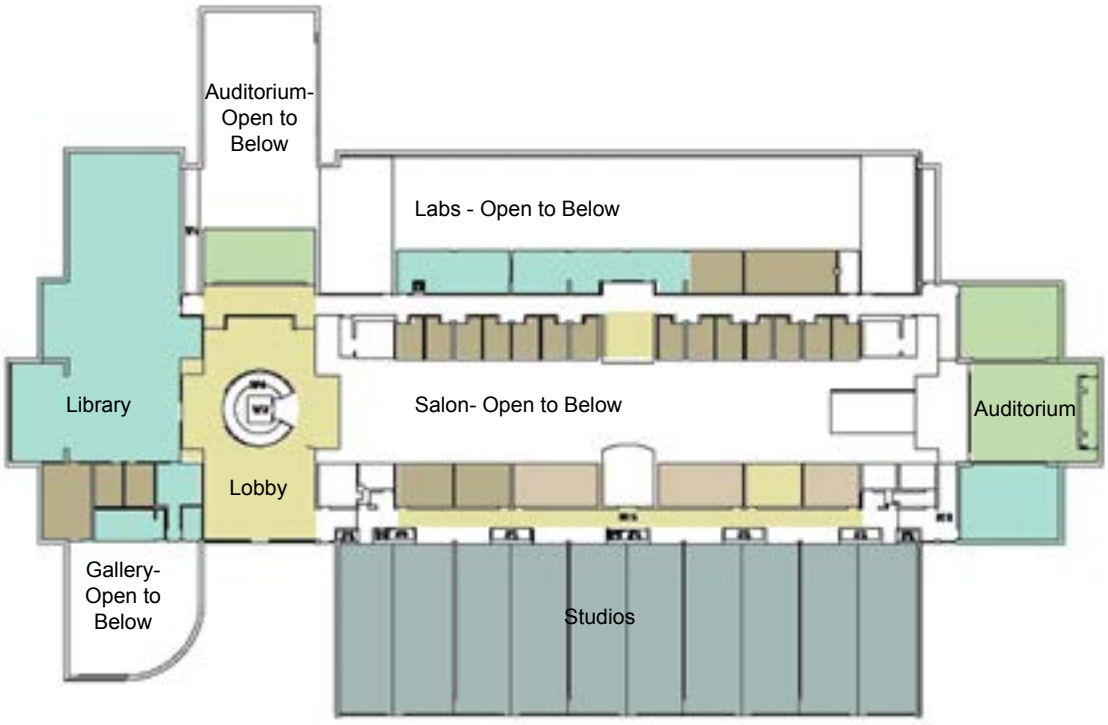
Storrs Hall, Main Campus, UNC Charlotte (see floor plans following)

Storrs Hall	**80,240 sf (net) / 88,000 sf (gross)**
Studios	**16,800 sf**
Critique Space	**8,500 sf**
Classrooms	**7,400 sf**
Labs	**8,900 sf**
Storage	**1,300 sf**
Gallery	**2,000 sf**
Library	**5,200 sf**
Administration	**4,100 sf**
Faculty Offices	**2,000 sf**

The SoA takes pride in its building(s), extensive labs and specialized equipment. Storrs Hall is a well-planned and well-maintained facility, with dedicated desks for every student, dedicated offices for every full-time faculty member, and dedicated individual workspaces for every staff member.

Studio Based Learning-Design Studios and Review Spaces: Storrs Hall is a 2-story structure with five parallel zones of space. The largest of these layers is dedicated to **studio instruction** and occupies over 20% of the building's square footage. The studio area is divided into 10 bays on each floor, each the size to accommodate a studio section. Reviews are conducted in several spaces throughout Storrs Hall. The central parallel zone Hall is known as the Salon. It is regularly used for large **design reviews**, as are the Storrs Gallery, the "student lounge", the 1st floor lobby, the 2nd floor lobby. Between the studios and the central Salon is a zone of critique spaces, easily accessed from the studio.

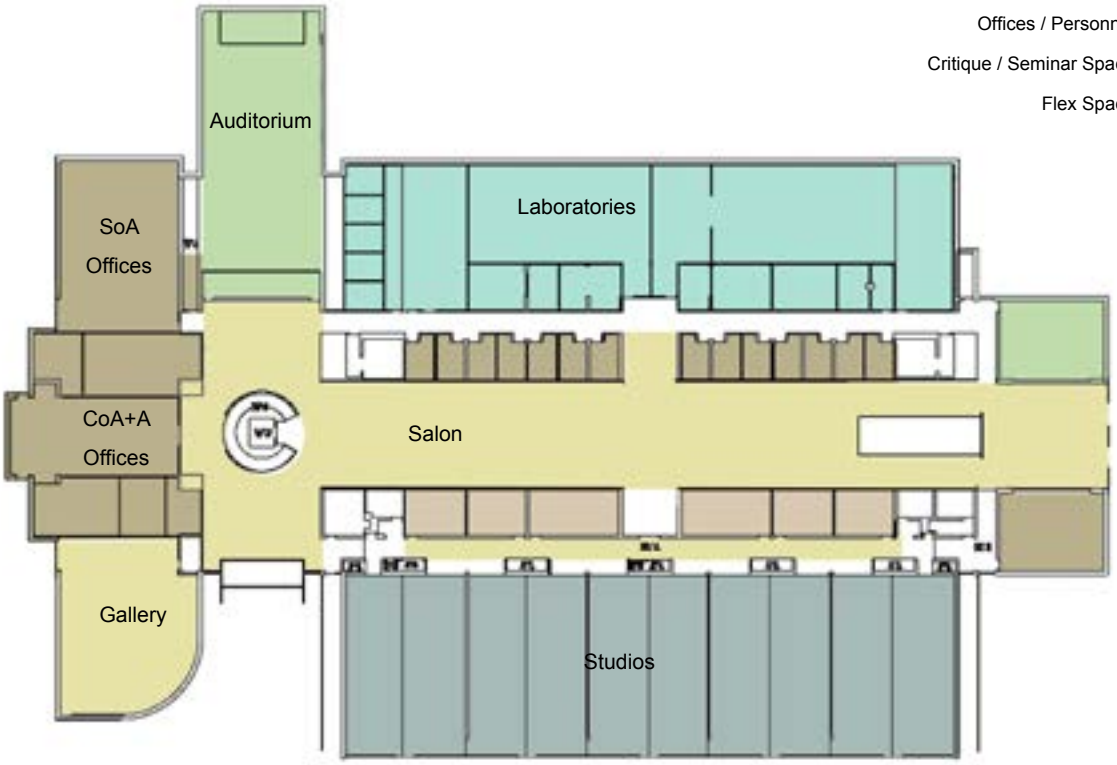
Didactic Learning-Auditoriums, Classrooms and Seminar Spaces: Storrs Hall has a large 300-seat and smaller 100-seat auditorium (Rooms 110 and 290) which are used by the SoA and other departments with high enrollment courses. Storrs Hall has one general use classroom (± 30 seats), one specialized classroom with high-drawing tables for particular course needs (± 24 seats), and a digital teaching classroom (21 seats). The general-use classroom and the Auditoriums are shared with the larger University community, bringing students and faculty from other departments into the building, and exposing the work of the SoA. With classroom space at a premium on the UNC Charlotte campus, the SoA's control over the large 300-seat auditorium (110) has decreased; this valuable space is needed for high-enrollment courses in other departments. The large auditorium is reserved for use for large SoA events, such as guest lectures, during studio hours (MWF 2:00-5:30). Outside of studio hours, the critique spaces are used for teaching small scale seminar courses.



Storrs Hall

2nd Floor Plan, N.T.S.

Laboratories / Research Centers
Studio
Classroom / Auditorium
Offices / Personnel
Critique / Seminar Space
Flex Space



Storrs Hall

1st Floor Plan, N.T.S.

Interactive Learning-Research and Making Laboratories, Computer Labs, and Library: Opposite the studio spaces, the other outer space zone is dedicated to labs that support interactive learning. Woods, Metals, Digital Fabrication, and Daylighting Labs support student and faculty teaching and research; these labs overlap with three research centers which are also crucial to student learning and faculty research and teaching. (Additional detail regarding the equipment in these laboratories, and the work of the Research Centers follows in this chapter). Also serving students with hands-on resources is the Charles C. Hight Architecture Library in Storrs Hall has the only branch library on campus, and houses architecture books, references, periodicals, and a drawing archive. (See ARR 3.1.2.4 Information Resources for more information on the SoA Library). Computer Labs and Print Shops are central educational resources in the SoA (Additional detail regarding digital resources follows in this chapter).

Space for Faculty / Staff Roles and Responsibilities: All SoA full-time faculty have a dedicated private office; the majority of these offices are in Storrs Hall, but faculty teaching primarily in the CCB have their offices in that location. Storrs Hall also houses two administrative office suites: one for the staff members of the College of Arts + Architecture and one for the staff of the School of Architecture. The SoA office suite houses the Director, Associate Director, Administrative Support Associate, Academic Advisor, Executive Assistant / Office Manager, and a group of work-study assistants.

Spaces for Public Interaction: Several spaces within Storrs Hall are used for hosting public events. This includes the Storrs Hall Gallery, which regularly presents exhibitions, programmed by the College of Arts + Architecture Galleries Director, Crista Cammaroto. Exhibitions, which often showcase professional and student work relating to the curriculum in the School of Architecture, are open to the public and are often accompanied by opening receptions and lectures. (See **Storrs Gallery Exhibitions 2011-2015)** Other hosted and catered events are regularly scheduled in this space. The central Salon space is also regularly used for large scale gatherings and events, including the SoA spring graduation ceremony, exhibitions and special events.

Labs / Research Centers

The Labs of the SoA have been developed over thirty-five years to advance research and teaching. The School of Architecture has a large wood lab, a metal lab, a digital fabrication lab, and dedicated research space for the D.Arts Center and Lighting Lab, all of which support the 'making' and research activities of faculty and students. Each lab of the School of Architecture is equipped with the necessary tools and appropriately scaled machines to support creative design development, from the product- to the building-scale. Emphasis is placed on safety, material awareness, creativity, precision, accessibility, common sense, and learning support.

The labs are an integral component of the SoA teaching mission and afford qualified users access to the machines, tools, and assistance necessary to complete an array of work. The SoA strives to create a flexible and supportive learning environment. Activity within the Labs is coordinated with faculty to compliment studio objectives, and foster creative making; the labs also support SoA activities, events, and spatial needs. Though rooted in the traditional principles of quality craftsmanship and material physics, the Labs continue to evolve in response to the changing methods, materiality, and practices that are taking place in the current building environment. Network access within the Labs has been upgraded to enable users to integrate digital design with real-time production.

Students who use the facilities are required to complete a basic orientation, typically during the first year for undergraduate students and the summer orientation for graduate students. Hours of operation are posted on the entry door to each lab, and at least one university employee is present during all operating hours. Working with machinery and tools is inherently dangerous and can pose personal injury and limited environmental risks. Every user is required to responsibly familiarize themselves with all safety policies and procedures.

Lab use and objectives vary with individual students and faculty. Although lab users are expected to provide their own materials, lab managers also provide surplus and recycled materials at no cost. Labs purchase disposable materials from operating budgets, such as adhesives, fasteners, abrasives, gases, welding rod, etc.

Wood Lab: (Rm 130), 2400 sf.: The Wood Lab utilizes the full compliment of milling, sawing, and joining tools supported by benches, clamps, and required supplies. Additional resources of note are a vacuum table, abrasive thickness planer, and precision mortising machinery. The wood shop tool room is stocked with all appropriate routers, drills, sanders, biscuit jointers, and other portable power tools necessary for successful completion of furniture and other projects. In addition, the lab is also equipped with all necessary hand and measuring tools. Within the shop is a full compliment of stationary power equipment.

Wood Lab: Major Equipment

Metals Lab: (Rm 140), 750 sf.: The Metals Lab is a comprehensive facility equipped to enable sawing, grinding, cutting, and fabrication of ferrous and non-ferrous metals. Capabilities include MIG, TIG, spot and stick welding, as well as oxyacetylene and plasma cutting. Additional resources include equipment for cutting, forming, stamping, and sand blasting. The tool room is stocked with the appropriate compliment of portable power tools, protective equipment, and tooling necessary to support a range of typical metal-working needs. Use of the Metal Lab also requires orientation and tool eduction prior to use. The lab is supervised during all periods of operation.

Metal Lab: Major Equipment

Safety and Use Policy: Expectations for safe use of the Labs is addressed in the UNC Charlotte, School of Architecture Labs Manual, which describes access, rules and guidelines, general safety, first aid, machines and tools for the Wood Lab, Metal Lab, Digital Fabrication Lab and Laser Lab.

Research Centers: The SoA / CoA+A is home to three research centers that enable collaborative research initiatives of faculty and students. Two are located in Storrs Hall, and one is located in the Center City Building.

Technology (IDRL) (Storrs Hall): The Integrated Design Research Laboratory (IDRL) is comprised of the Daylighting + Energy Performance Laboratory and the Environmental Systems Testing Laboratory. The labs focus on architectural technologies and building performance issues, particularly related to sustainability, energy use, lighting technology, and material systems development. Courses and research in this area focus on emerging issues of sustainable design and the development of innovative building envelopes and systems that utilize both new and traditional materials, technology, and construction methods. Students can engage projects that explore the historical and contemporary realms of thermal, tactile and visual issues of technology, materiality, daylighting, and passive and active systems with consideration of both qualitative and quantitative outcomes. Specialized equipment in the **Daylighting + Energy Performance Laboratory** includes: artificial sky, heliodon, performance and analysis computation banks, and simulation software.

Computation (D.Arts) (Storrs Hall): The Digital Arts Center focuses on digital methods in architecture, examining new technologies related to Fabrication, Interactive Architecture, and Visualization, which increasingly influence architectural design and practice. Through the Center, students network with institutions globally, developing analytic and visualization capacity and collaborating with the profession at a national level. Specialized equipment in the **Digital Fabrication Lab** includes: 5 Laser Cutters (3 in Storrs / 2 in CCB), 4 Makerbot 3D Printers (2 in Storrs / 2 in CCB), a KUKA KR-60 Robotic Arm with Gripper, router spindle and extruder, a 4' X 8' CNC Plasma Cutter, a 5' X 8' 3-Axis CNC Router, and a 4' X 4' Vacuum Former.

Urbanism (CCB): For the past fifteen years the School has maintained an off-campus location dedicated to community involvement in Charlotte and the 14-county metropolitan region surrounding the city. **The City Building Lab (CBL)** is an interdisciplinary center engaged in public outreach and research related to community development and empowerment through a wide range of advocacy-based practices and strategic partnerships. Formerly known as the Design and Society Research Center, CBL foregrounds common research interests of its affiliated faculty members, often related to the ways that cities are shaped over time. The CBL simultaneously engages a wide range of initiatives while also supporting the University's urban research mission. The CBL is a resource for students and faculty in the Center City Building, housing a MUD reference library, providing meeting and workspace for the Director of the CBL, faculty, and graduate research assistants and supporting interactive learning through applied research assignments and community engaged learning opportunities.

CBL on Facebook

Information Technology / Computation / Digital Technology Resources (Storrs)

The School of Architecture is committed to teaching students how and when to use digital technology to their advantage. Computers are viewed as an integral tool that can be utilized to gather information, analyze problems and formulate solutions.

The School of Architecture offers several high-end computer lab options to students, faculty and staff. The SoA fully maintains a wide variety of software and hardware that ensures students have all of the necessary resources to engage their work. Most computers have the ability to run either the Windows or Macintosh operating systems. This allows students to run any software necessary, no matter what computer they are using. Whether the need be 3-D modeling, image manipulation, video editing, CAD, GIS, BIM, or high-quality, large-format printing, the IT infrastructure in the SoA can support many varied student needs. All of the labs, classrooms, and production facilities are tightly integrated with the curriculum and updated annually to ensure that the SoA is using the latest in digital architectural technology.

Computers / Internet / Server Access

The SoA maintains 75 computers that are available to SoA students in computer labs and research centers in Storrs Hall (an additional 120 computer stations host SoA software in the Center City Building. Every studio bay and critique room in Storrs Hall has a 55” digital monitor for presentations, lectures, critiques or other digital media. The internet is available in all studios with both wired and wireless connection. SoA File Server access from off-campus locations is available through VPN. The computer labs are available with 24-7 card access for currently enrolled CoA+A students.

Storrs 285 (Computer Classroom)	21 PCs - Win 7
Storrs 148c (Digital Arts Center)	8 Mac OS X
Storrs 230 (Computer Lab)	21 Mac OS X and Win 7
Large scale scanner and Ricoh printer	
Storrs 200 (Library)	5 Mac OS X and Win 7
Storrs: (Digital Fabrication Lab)	3 laser cutters, 2 plasma cutter, 1 CNC router, 1 3-D Printer, 7 computers integrated with each of those devices
Storrs: Daylighting / Energy Lab	15 computers

Print Labs:

The SoA has a dedicated Print Labs in Storrs Hall and the CCB. The Storrs Hall Print Lab (Rm 222) has 5 plotters, 1 color printer, and 1 gray scale printer, as well as 1 large format scanner and 1 laser Ricoh printer (with Wi-Fi printing capability) in Storrs 230. The Print Lab is staffed with 10-12 student assistants that are trained and managed by the CoA+A IT department. The Print Lab is available from 9am-9pm Monday through Thursday and limited hours on Fridays and Sundays (3pm-9pm throughout the academic semester). The Print Lab offers students varied paper types, sizes, quality and printing at prices that are discounted in comparison to typical commercial prices.

Storrs Print Lab (Storrs 222b)

- 2- HP DesignJet T7100 Printer (24”-42”)
- 1 - Canon iPF8300S Large Format Printer (36”-44”)
- 1- OCE Plotwave 300 Wide Printer (36”) & 1- OCE Colorwave 650 Large Format Printer (36”-42”)
- 1- Xerox Phaser 7500 Laser Printer (Letter and Tabloid)
- 1- HP Laserjet 5200 Laser Printer (Letter and Tabloid)
- 1 - 42” Wide Format Scanner

CoA+A IT Department / Support

In addition to the university IT support, the CoA+A has an IT department comprised of a Director and three Advance Technology Support Analysts, each with over ten years of experience in IT. They assist SoA faculty and staff, update hardware and software, and maintain all computers in Storrs Hall and the CCB. IT staff members also serve as the CoA+A's IT voice across campus, coordinate the historically Mac-based system of the School with University IT, and keep the School abreast of any changes in University IT.

Student Laptop Recommendations

Every Spring, the IT staff coordinates with SoA faculty and the UNC Charlotte NinerTech store to determine the most recent and appropriate laptop hardware and software requirements for incoming students. This is articulated in a **Computer Purchasing Guide**. Students begin with a preliminary suite of programs and add additional programs as they progress through the curriculum and engage higher-level computer needs. These recommendations are available online, and equipment is easily available for purchase at the campus university NinerTech store. Technical support is also available to students through the on campus NinerTech store.

Software Available in SoA Computer Labs

In addition to the primary software requirements that students maintain on their individual computers, the SoA provides a wide array of software on its computer stations in Storrs Hall and the CCB labs; software is chosen to support the instruction, research and analysis, making, design and creative activities of the faculty and students.
Software Available of SoA Computers

Other Resources Available to Faculty and Students:

Other equipment is available for checkout to faculty and enrolled students:

- 8 DSLR (Nikon D-60) Cameras
- 3 Video Cameras
- 3 Projectors with MacBooks attached
- 2 HDTV's with Mac Minis

Renovations / Changes in Physical Facilities since 2010 Accreditation Visit:

- Summer 2015 / 2016: The Digital Fabrication Lab was renovated and reorganized to more efficiently house CNC and other equipment, and to create a dedicated, glass-enclosed space for the addition of a Digital Robot Arm.
- Summer 2015: The CoA+A Administrative Office suite undergoing a two-part renovation, to better meet the administrative structure of the CoA+A.
- Summer 2014: A new / upgraded mechanical system was installed in Storrs Hall.
- Summer 2012: A computer lab was renovated into the D.Arts Center.
- Summer 2011: The SoA Administrative Offices were renovated to improve the visitor experience, and increase functionality of its administrative and support spaces.
- Summer 2011: Underutilized 2nd floor space above the labs was converted to house adjunct faculty shared office and a faculty conference room. A second floor “critique” room was converted into a graduate student lounge which is heavily used for flex study space among the group.
- Summer 2011: A general-use classroom space was converted into an IT Suite for three CoA+A IT staff and their students, and to house and process computer equipment.

Resource Additions:

- New computers were installed in both computer labs (see previous in this chapter on Digital Technology Resources)
- New chairs were purchased for all 2nd floor Critique / Seminar rooms
- Large format computer monitors were added to all studios, critique rooms, lobby and office spaces
- 100 new studio chairs were purchased for student use

Physical Resource Challenges: Classroom space is at a premium on the UNC Charlotte campus due to its unparalleled growth. This has presented challenges for scheduling courses in a way that yields favorable student and faculty schedules. Storrs Hall has a 100-seat auditorium (290) that is ideal for the size of our lecture format classes; the SoA does have first priority in scheduling this room. The larger 300-seat auditorium (110) is needed for larger classes by other departments; typical SoA lecture classes do not meet the size threshold for this space. This has necessitated scheduling architecture classes in other buildings, sometimes remote from Storrs Hall. It has also created challenges in the SoA’s attempts to create faculty teaching schedules which reserve one day (without teaching) for professional development.

The SoA also faces a reduction of available space due to the growth of the CoA+A, whose administrative locus is in Storrs Hall. Six of twenty-eight faculty offices have been transferred to CoA+A Administrative Staff. A photography lab was converted to a conference room, but is currently occupied by two additional CoA+A staff members. One general use classroom was decommissioned to house the CoA+A IT Department. One studio critique space is now occupied by the Director of IT and the Senior Associate Dean of the CoA+A, and a second critique space was converted to a Graduate Lounge, reducing the usable number of studio critique spaces from eight to six. And a Computer Lab was converted to the D. Arts Center.

All of these College needs are important, but they have created spatial pressures on the operations of the SoA, from shortages of faculty offices, to limited hours for lecture and seminar scheduling, and limited availability of studio critique spaces. The addition of the Center City Building has provided additional studio space, computer lab space, and lecture classroom space, which has been dedicated to the MUD program and the 5th year program due to its urban location and proximity to architecture practitioners.

UNC Charlotte Center City Building (CCB), Uptown Charlotte

With the completion of the UNC Charlotte Center City Building in Uptown (2011), the School of Architecture established a permanent presence in the heart of the city. Nine miles south of the main campus, the CCB is an 11-story building. The SoA permanently occupies the 10th floor (see plan below), with additional faculty offices on the 7th floor, and utilizes classroom / lecture space and two 60-seat computer labs on other floors.

The Center City Building (CCB) has been an important addition to the available space resources for the School of Architecture. All required coursework and electives for two programs--the professional Bachelor of Architecture program and the postprofessional Master of Urban Design--is offered at the CCB.

Center City Building

10th Floor Plan, N.T.S.

Center City Building: Dedicated SoA Space				
Studios	4325 sf		Meeting / Conference Room	225 sf (gross)
Lobby / Critique Space	1855 sf		Printing	107 sf
Faculty Offices (10th)	731 sf		Classroom	1435 sf
Faculty Offices (7th)	198 sf			

Additional Space Available for Teaching / Computer Labs				
Classrooms (numerous)	Varies sf		Computer Labs (2 @ 60 seat)	3108 sf
Auditoriums	296 & 130 Seat Capacity		University Branch Book Store	1013 sf
Exhibit / Gallery Space	1150 sf		Coffee Shop	

CCB Space and Equipment Resources:

Studio Based Learning-Design Studios and Review Spaces: Three **large design studios** are located on the 10th floor. One studio (1005) is dedicated to the graduate Master of Urban Design program (year round), and two studios (1002 and 1004) were renovated in 2014 and appointed for the 5th-year Bachelor of Architecture program (fall and spring). Studios have individual dedicated work spaces for all students which includes: one or more movable desk(s), a computer monitor, a task lamp, and an equipment locker. Eighteen additional flex computer stations are distributed throughout the three studios; there are white boards and pinup space provided in all studios.

Review / pin-up spaces have been created throughout the 10th floor. In addition to pinup space within the three studios, a large lobby (1059) with built in seating and pinable walls is located adjacent to the studios, and the broad corridor (1055) between the studios also serve as pinup / review spaces. A large flexible classroom (1001) has pinable walls, and large tables for drawing and model layout.

Didactic Learning-Auditoriums, Classrooms and Seminar Spaces: The flexible classroom / seminar space (1001) is used for classes, discussion, workspaces, review spaces; it has “smart classroom” projector / monitor technology for reviews, teaching, meetings, and presentation of any digital media. A small conferencing space (1006) is available for meetings.

Interactive Learning-Research Centers, Making Equipment and Computer Labs: The SoA has access to two 60-seat computer labs for teaching and general use; the SoA maintains software requested for the educational needs of both uptown degree programs. The SoA’s urban-oriented uptown research center--**City Building Lab (CBL)**--enables collaborative research initiatives of faculty and students. (See previous description of Research Centers earlier in this chapter.)

Space for Faculty / Staff Roles and Responsibilities: The SoA does not have administrative staff at the CCB. Several faculty members who do teach primarily in this location have their primary faculty offices at the CCB (1007, 1008and 1009) including: Jose Gamez (CBL Director), Assistant Professor Ming-Chun Lee and Associate Professor Deb Ryan. Zhongjie Lin (MUD Director) has an office on the 7th floor of the CCB.

Spaces for Public Interaction: The CCB regularly hosts a variety of meetings and events and is well equipped for public use. The second floor atrium has an open plan configuration allowing it to be used for receptions, reviews, or other events such as the annual MUD graduation ceremony. The CCB is also home to the public **Projective Eye Gallery**. A series of public exhibitions and related events are curated throughout the year. Recent exhibitions are listed in Gallery Exhibitions (see link for **Gallery Exhibitions 2011-2015)**.

Information Technology / Computation / Digital Technology (CCB)

Computers / Internet / Server Access: The CCB has a combination of dedicated and shared computer and printing resources available to SoA students. Two large 60-seat computer labs with smart classroom technology are located on the 8th floor of the CCB. These are used for instruction by ARCH 4305 / 5305 Building Systems Integration (BSI) class, and for studio instruction in computational topics. The labs are also available for general computer use as needed by students and faculty. Additional SoA shared computers are located in the three studio spaces on the 10th floor.

CCB 1004	14 Mac OS X and Win 7, 3 plotters, 1 scanner, 1 Ricoh Laser Printer
CCB 801	± 60 Mac OS X and Win 7
CCB 802	± 60 Mac OS X and Win 7

Software Available of SoA Computers

In addition to the primary software requirements that students maintain on their individual computers, the SoA provides a wide array of software on its computer stations to support the instruction, research and analysis, making, design and creative activities of the faculty and students. Each computer has the ability to run either the Windows or Macintosh operating systems. The SoA hosts specialized software on the dual platform to meet the specific computational needs of students in BSI, and ARCH 4103 Integrated Project Studio and ARCH 4104 Integrated Project Research Studio.

Print Lab (CCB): The CCB Lab is equipped with 3 plotters, 1 gray scale printer and 1 laser Ricoh printer (with Wi-Fi printing capability). Varied paper types, sizes, quality and printing are provided at prices that are discounted in comparison to typical commercial prices. Printers accessible to students include:

- 1 -OCE Plotwave 340 Large Format Printer/Plotter (36”)
- 1- HP DesignJet 7100 Printer (36”)
- 1- HP DesignJet Z3100 Plotter (42”)
- 1-42” Wide Format Scanner
- 1-Ricoh Printer Laser Printer (Letter and Tabloid)

Laser Lab (CCB):

The SoA provides dedicated digital fabrication machines for SoA students in courses at the CCB:

- 2 - Universal VLS6.60 Laser Engravers (60W)
- 2 - MakerBot Replicator 5 3D Printers (PLA or ABS)

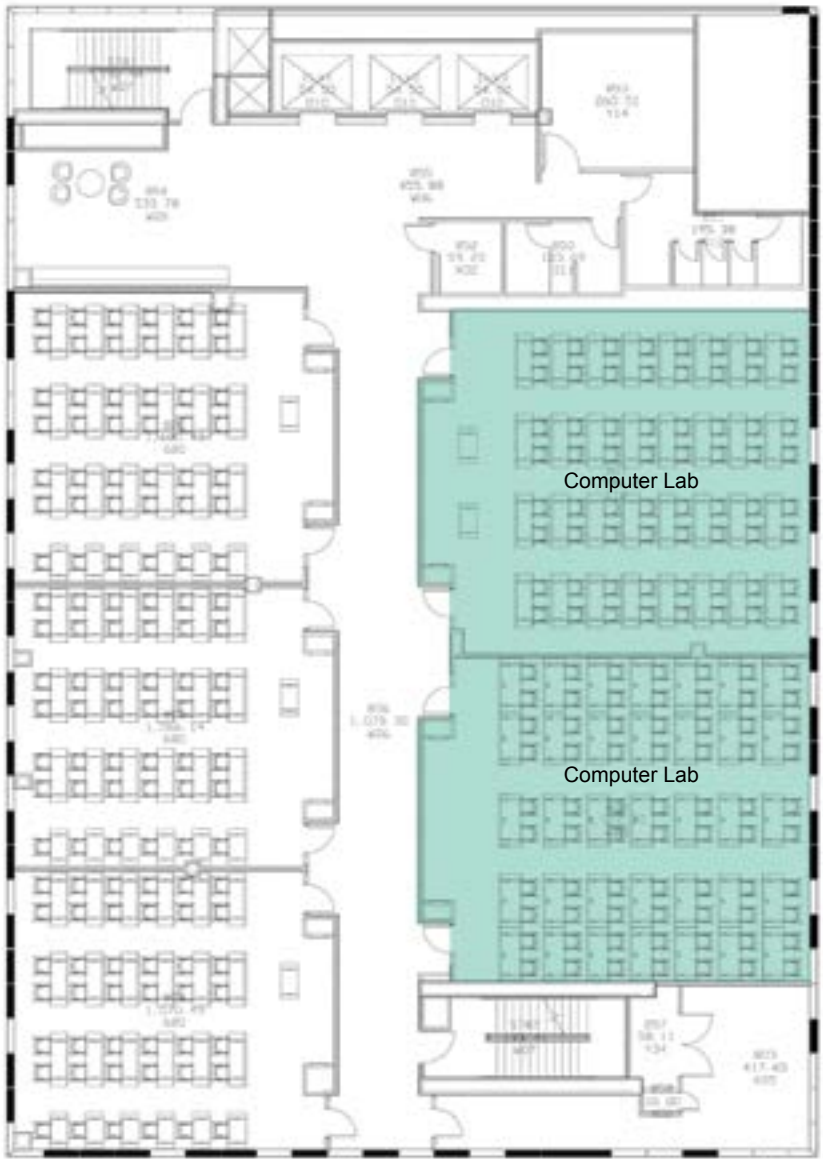
Changes to Offices, Studios, Instructional and Review Spaces Since Last Accreditation Visit

Renovations / Changes in Physical Facilities since 2010 Accreditation Visit:

In AY 2014-2015, renovations on the 10th floor at the Center City Building were conducted in response to increasing program needs , including the relocation of the 5th-year of the B.ARCH program. Renovations were funded by the Office of Academic Affairs. Renovations included: 1) the addition of a glass wall between room 1002 and the hallway, 2) modifying the Print Lab while adding a laser cutter room with an appropriate exhaust system, 3) adding three faculty offices to serve MUD faculty, and 4) adding additional pin-up surfaces and track lighting for pin-up / reviews.

Physical Resource Challenges: With the 10th-floor renovations, the Center City Building now serves the uptown needs of the SoA. The SoA plans to continue its strong presence in this university location.

Laboratories / Research Centers
Studio
Classroom / Auditorium
Offices / Personnel
Critique / Seminar Space
Flex Space



Center City Building

8th Floor Plan, N.T.S.

Section 3: I.2.3 Financial Resources

NAAB Condition and Specification of APR Content: *The program must demonstrate that it has appropriate financial resources to support student learning and achievement. (2014 Conditions)*

The APR must include the following:

- *Description of the institutional process for allocating financial resources to the professional degree program.*
- *Description of the expense categories over which the program has either control or influence.*
- *Description of the revenue categories over which the program has control or influence.*
- *Description of the scholarship, fellowship and grant funds available for student and faculty use.*
- *Brief summary of the following:*
  - *A. Pending reductions or increases in enrollment and plans for addressing these changes.*
  - *B. Pending reductions or increases in funding and plans for addressing these changes.*
  - *C. Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes.*
  - *D. Planned or in-progress institutional development campaigns that include designations for the program. (2014 Guide)*

The overall fiscal operation of the School of Architecture (SoA) with regard to its financial appropriateness to support student learning and achievement relies on three basic types of fiscal resources:

A. Direct Funds (recurring budgets allocated by the university);

B. Indirect Funds (non-recurring allocations from the College of Arts + Architecture (CoA+A) as well as from external grants and contracts);

C. Supplemental Funds (one-time allocations from the CoA+A and University)

Current fiscal resources are sufficient to support student learning and achievement. The following explains trends in the three areas of funding identified above since the establishment of the CoA+A in fall 2008: Direct Funds, Indirect Funds and Supplemental Funds.

Direct Funds: University resources are allocated through a financial planning and budget process on a biennial basis. This well-structured sequence begins with the State Legislature and is also evaluated through the UNC General Administration, who determines campus resources. Budget cuts in 2008-09 and 2011-12 resulted in a net 40% across-the-board reduction. This shift was offset by increases in the financial resources that the university, through the Office of Academic Affairs, allocates to the SoA from general student fees, major fees, the approval by State Legislature of a “tuition increment” for graduate study in the SoA, which has provided needed funds to support student scholarships and program enhancements, and a commitment of funds which provide graduate assistantships through the Graduate Assistantship Support Program (GASP). It is worth noting that CoA+A funding consistently supplements the Direct Funding the SoA receives from the University ($238,000 on average per year over the last six years through the Dean’s lapse commitment). The result is an annual budget that is relatively stable. For more information, see **6-year SoA Detailed Budget Summary**.

Indirect Funds: The SoA regularly benefits from one-time funding from the CoA+A for faculty research and educational purchases (instructional equipment, supplies, software, and lab instruments). Of particular note is the receipt of one-time funding of three faculty research initiatives in the SoA in fiscal year 2013 of $65,000. The SoA consistently awards an average of $35,000 per year in student scholarships to provide tuition assistance, student research, and study abroad opportunities. External grants vary year-to-year but over the past six years and have included a Weatherization Grant ($2,000,000) and Solar Decathlon Grant ($100,000) from the US Department of Energy. More information regarding SoA Faculty involved in grants solely within the SoA or collaboratively with other departments can be found at: **Department Reports from Research and Economic Development**.

Supplemental Funding: In addition to Direct and Indirect Funds, the SoA often benefits from one-time funding from both the University and the CoA+A:

A. To support building renovations and repairs (i.e. renovation of the Center City Building FABLab, three faculty offices, as well as renovation of Storrs FABLab with the purchase and installation of a Robotic Arm);

B. To support faculty research (specifically for collaborative projects and research development);

C. To meet the instructional, administrative, and operational needs of the SoA. Efforts in community engagement have resulted in monetary sponsorship by several architectural firms of integrated design research studios within the SoA.

Direct, indirect and supplemental funding allocations all contribute to the overall fiscal operation of the SoA and provide the required financial appropriateness to support student learning and achievement.

Since SoA's 2010 NAAB accreditation visit, several significant changes have occurred both in the SoA and at the level of University Administration that affect the context for understanding SoA's financial resources.

Strategic Planning: The goals of the **2010-2015 Strategic Plan** demanded a shift in financial resources to accomplish the following initiatives:

- Increase research spending (salary and physical resources)
- Extend community engagement efforts
- Expand graduate student enrollment
- Support interdisciplinary and general education teaching and research initiatives
- Create a new, non-accredited, graduate level dual degree with CS/SIS (currently M.ARCH. III/M.S. in CS or SIS; Future M.S. in Arch./M.S. in CS or SIS)

Human Resource Development: In 2012, the CoA+A provided funding for three faculty research initiatives totaling $65,000 (particularly in the area of sustainability, digital design, and a computational design symposia). Beginning in 2012, the SoA provided funding toward a new annual, external peer-reviewed "faculty research grant" program to support faculty research and development ($22,500). The SoA continues to increase funding for faculty/student research support.

External/Community Engagement: The Director of the SoA works with the CoA+A Development Officer and the Dean of the CoA+A on development and fundraising initiatives. These efforts have resulted in external funding of several integrated research design studios as well as new scholarships in practice, which provide selected students with full-time internships in the summer followed by a part-time internship during their last academic year of study.

Research Center Support: Financial resources were redirected as well as secured through the University to support the City Building Lab (CBL) with the addition of a FABLab at the Center City Building. Collaborative funding from the University, CoA+A, and SoA was secured for upgrade and redesign of the FABLab in Storrs Hall to accommodate the installation of a Robotic Arm. The SoA continues to have expanding financial needs due to the increased scope of graduate education and research (SoA's three self-funded research centers) and the addition of the Dual M.ARCH. III/MS in Computer Science (CS) or Information Technology Systems (ITS) program.

General Education Program Participation: The Architecture faculty's teaching in the University's General Education program continued to be an important component for School growth and expansion as outlined in the 2010-15 Strategic Plan. The SoA also serves both College and University Honors classes, in addition to LBST classes.

Finance and Accounting Management System Changes

The University-wide finance and accounting system known as 'Banner' continues to add modules to provide accounting and budget comparisons over multiple years which allows for better historical data and more accurate budget projections. The financial leadership team in the CoA+A is very strong and supportive with well-established lines of communication, responsibility and protocols. The addition of a dedicated Business Services Coordinator (BSC) in the SoA has insured clear budgetary record keeping, planning, and year-end financial solvency.

College Transitions and Operating Funding

Since the restructuring of the CoA+A and SoA six years ago, Dean Ken Lambla continues to demonstrate a serious commitment to the SoA with full budget control and program planning to Director Jarrett, and actively seeks to support its programming and professional development trajectory. The SoA has clearly developed its own independence, strategic plan, financial and staff planning, and operational methods.

University Shifts

University resources are allocated through a financial planning and budget process on a biennial basis. This well-structured sequence begins with the State Legislature and is also evaluated through the UNC General Administration, who determines campus resources. The factors that affect the financial planning of the SoA include:

External Factors

A. The NC State Legislature has taken steps to integrate "productivity metrics" as a potential substitute for enrollment increases as a major determinant of fiscal resources allocation. Studies are underway to factor in progression and graduation rates, SCH production, and alumni placement as tools to evaluate resource efficiencies.

B. Workload factors (the normative 3/2 teaching load is determined by the University's classification and is reported via the annual "Delaware Study") are expected to be part of the annual budget hearings conducted by the Provost and Office of Academic Affairs.

C. Following the 2013 renewal of regional accreditation (SACS), the implementation of the required Quality Enhancement Program (Prospect for Success), along with potential changes to the General Education program and University Honors College will affect the availability of general funds for specific unit allocation.

D. New 2015-2020 Strategic Plans (CoA+A and SoA) were developed in spring 2015, in conjunction with a new Campus Capital Campaign with a goal of $200M, which includes a major Student Scholarship Goal Component.

Planning Factors

A. Enrollment changes and degree production;

B. Total SCH production for all faculty, inclusive of Honors, General Education, and Interdisciplinary teaching;

C. Total faculty at rank (Professor, Associate Professor, Assistant Professor, Lecturer (contract/renewable), and Part-Time (by course).

D. The CoA+A currently has a "fixed" allocation of space and the creation of additional office and teaching spaces primarily relies on remodeling and/or rethinking the current use of CoA+A buildings.

Many factors will determine final resource allocations but with a more stable state economy and having outlined a clear budget process, fiscal planning can be projected with modest increases in faculty salaries. Needs in the area of student scholarships will be integrated in the campus capital campaign.

For more information, see **6-year SoA Detailed Budget Summary**.

Section 3: I.2.4 Information Resources

> ***NAAB Condition and Specification of APR Content**: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.*
>
> *Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning. (2014 Conditions)*

The information resource needs of the SoA are fully supported by the collections in the Charles C. Hight Architecture Library and Visual Resources Collection (in Storrs Hall), and the J. Murrey Atkins Library--the main campus library for UNC Charlotte.

J. Murrey Atkins Library is centrally located on campus, and operates on a 24-hour, 7 days-a-week schedule, providing students and faculty with computers, study rooms, and a large collection of print and other media resources. Further expanding available resources, the library offers Interlibrary Loan services to request media held in other collections. Faculty are also supported by a library resource delivery service for requested items. Library staff with subject specializations are available to assist the UNC Charlotte community with research needs.

All materials with an NA Library of Congress classification (and some others) are located permanently in the Charles C. Hight Library. The Atkins Library holds the rest of the university's collections, which includes materials in other relevant subject areas such as design, engineering, urban planning, etc. Material from the Atkins collections which are of particular interest for a specific class may be put on reserve for a semester in the architecture library. Materials from both collections are available to all members of the UNC Charlotte community.

The Charles C. Hight Library is located on the second floor of Storrs Hall, and is a branch of the main J. Murrey Atkins Library. The collections are administered by staff and faculty of the Atkins Library, with the support of the SoA faculty representative. The library's location in Storrs Hall makes a large collection of books, journals and videos readily available to SoA students.

The architecture library hours during the school year are 8am-10pm Monday-Thursday, 8am-5:30pm Fridays, 12pm-5pm Saturdays, and 12pm-10pm on Sundays; summer hours are Monday-Friday 10am-4pm. The library has computers available for students who need to access online materials, as well as tools such as cameras, lights, monitors, laptops, a printer, and a light table. The library also provides access to e-books, e-journals, streaming video, and image databases available online from any location at any time.

For students based at our City Center Campus, there is a satellite library with group study space and computers that allow access to library resources (M-Th: 7am-10pm, F: 7am-8pm, Sat/Sun: 8am-6pm), as well as a book delivery service to provide physical materials upon request. Additional materials in relevant fields such as engineering, design, and art are available at the J. Murrey Atkins Library, the main campus library (M-F: 24 hours, Sat: 10am-8pm, Sun: 11am-midnight).

The Charles C. Hight library holds a variety of materials to support learning and research within the School of Architecture. The table below shows a current catalog search for relevant Library of Congress (LC) subject headings.

LC Subject Heading	Books	Videos	Journals
Architecture	12,043	420	404
City Planning	3,363	29	159
Building	7,930	143	373

The library is committed to purchasing and providing access to electronic resources provided at no charge to students. The library collects extensive electronic resources in relevant subject areas including large e-book collections from Project Muse, Harvard University Press, and Oxford University Press Online, as well as individual titles as available. UNC Charlotte's library system and the SoA also provide access to relevant databases including Avery Index to Architectural Periodicals, Art and Architecture Premier, JSTor, ArtStor, and a variety of newspapers including Newsbank, as well as more general databases such as Academic Search Premier, Proquest Dissertation and Theses, and science and engineering databases.

The full-time Arts + Architecture Librarian supports the learning and research endeavors of the SoA. This person holds office hours, arranges individual meetings with students and faculty, holds drop-in study sessions, and does classroom instruction. Sessions with students concentrate on source discovery and evaluation. The librarian also creates library research guides to curate and disseminate relevant resources to students based on course topics. The librarian has an ALA-accredited library and information science degree, library instruction and reference experience, a background in the arts, a membership in the Association of Architecture School Librarians and Art Libraries Society of North American, and follows relevant listservs and publications to keep up to date in the field.

Visual Resources Collection: The Visual Resources Collection is an independent entity of the College of Arts & Architecture (CoA+A), which has been maintained solely from College funding and staffing for 30 years. The Visual Resources Collection has no operational connection to either the architecture library or the Atkins Library, but is physically located within the Architecture Library in the Storrs School of Architecture Building. The Associate Dean of the College, to whom the Visual Resources Lecturer reports, directly oversees the collection. One full-time Visual Resources Lecturer manages the Visual Resources Collection. The Visual Resources Collection has holdings of approximately 86,000 analog images and 130,000 digital items, including images, sound, and video.

Section 3: I.2.5 Administrative Structure & Governance

NAAB Condition and Specification of APR Content: *Administrative Structure: The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution. (2014 Conditions)*

For clarity, the administrative structure of the University is presented below hierarchically from the state-wide level, to the University, College and School of Architecture.

UNC University System Leadership and General Administration

The University of North Carolina is a seventeen-campus university system, serving more than 220,000 students across North Carolina in 16 university campuses and one Math / Science focused residential high school. The UNC system is headed by a President, who is the system's chief administrative and executive officer. The President is subject to the direction of the 32-member Board of Governors, which serves as the policy-making body for the University of North Carolina system: members are elected by the NC General Assembly. Their role is to maintain the overall strength of the UNC system, while also addressing individual campus needs. The President and Board of Governors are supported by a staff within the UNC General Administration. (UNC System Web Page,)

Each campus is headed by a Chancellor who is chosen by the UNC Board of Governors and is responsible to the system President. Each campus has its own Board of Trustees with delegated powers (from the Board of Governors) over academic and other operations of its campus.

> *"UNC operates under an arrangement of shared governance that leverages the collective strengths of its campus chancellors and administrators, local boards of trustees, and the UNC President and Board of Governors. The University also honors the important traditional role of the faculty in the governance of the academy." (UNC System Web Page)*

UNC System Current Administration

UNC System President	Thomas W. Ross, 2011 - Present
UNC Charlotte Chancellor	Dr. Philip DuBois, 2005 - Present (Chief Executive Officer)
UNC Charlotte Provost	Dr. Joan Lorden, 2003 - Present (Chief Academic Officer)

3-I.2.5
Administrative Structure and Governance

University of North Carolina at Charlotte

UNC Charlotte's Chancellor is Dr. Phillip Dubois. Seven individuals under his leadership (the Provost and Vice Chancellor for Academic Affairs, four Vice Chancellors, and two Directors) manage the following areas of university administration: Academic Affairs, Student Affairs, University Advancement, General Counsel, Internal Audit, Business Affairs, and Athletics. (UNC Charlotte, Board of Trustees Web Page)

UNC Charlotte Governance and Senior Administration Chart

A Board of Trustees is the governing body for UNC Charlotte. Eight of its thirteen members are elected to four-year terms by the UNC Board of Governors, four are appointed by the Governor, and the Student Body President serves as an ex-officio member.

The University of North Carolina at Charlotte is comprised of seven academic colleges: the Belk College of Business, the College of Arts + Architecture, the College of Computing and Informatics, the College of Education, the College of Health and Human Services, the College of Liberal Arts and Sciences, and the William States Lee College of Engineering, as well as the University College, which "serves all undergraduate students at UNC Charlotte through the General Education program" (UNC Charlotte, University College Web Page). Each College is led by a Dean.

College of Arts + Architecture

The administrative structure for the College of Arts + Architecture, including the School of Architecture is illustrated in the **College of Arts and Architecture Administration / Staff Organizational Chart**.

Current Administration / Leadership in the CoA+A

Ken Lambla	Dean (2002-present)
Lee Gray	Senior Associate Dean for Academic Affairs (2003-present)
Dean Adams	Associate Dean for Performing Arts (2013-present)

Current Administration / Leadership in the SoA

Chris Jarrett	Director (2009-present)
Kelly Carlson Reddig	Associate Director (2008-present)
Thomas Forget	Undergraduate Program Director (2013-present)
Emily Makas	Graduate Program Director (2014-present)
Zhongjie Lin	M.U.D. Program Director (2014-present)
Chris Beorkrem	MIII/MS in CS/ITS Coordinator (2014-present)

College Dean: The Dean of the College of Arts + Architecture, Ken Lambla, is the chief academic, planning and operations officer for the college, which is comprised of the School of Architecture, and the departments of Art and Art History, Music, Dance and Theater. The Dean is responsible for the management of operations, the initiation of new programs, managing existing programs to achieve their potential with the resources provided, maintaining relations with the professional community, fund raising, and other activities as designated by the University Administration. The Dean's responsibilities also include Reappointment, Promotion and Tenure (RPT) reviews, budget overview and prioritization, and addressing student and faculty needs and concerns.

College Associate Deans: In the next administrative tier are two Associate Deans. Senior Associate Dean of Academic Affairs Lee Gray works with the Director and Chairs in the development and implementation of their academic programs and missions, oversees advising and assessment, assists students, and represents the College on a diverse set of university committees that address academic and operational matters. The Associate Dean for the Performing Arts, Dean Adams, oversees the College's Performing Arts Services Unit and works with the Departments of Dance, Music and Theatre on the implementation of the production and performance aspects of their programs.

School Director and Department Chairs: Whereas each of the four constituent Departments--Art and Art History, Music, Dance and Theater--are headed by Department Chairs, the School of Architecture is headed by a Director--Chris Jarrett. The Director of the School of Architecture is responsible for Reappointment, Promotion and Tenure (RPT) reviews, coordinating teaching, advancing the School through admissions, recruitment, assessment, and accreditation, managing the School's financial and human resources, working with professional organizations and state/regional agencies to advance the SoA's mission, and representing the School to professional organizations.

SoA Associate Director: The Associate Director of the School of Architecture, Kelly Carlson-Reddig, provides coordination and oversight of advising, admissions & recruitment, graduation audits, student records, course scheduling, promotional materials, and SACS and NAAB Accreditations.

Program Directors / Coordinators: Within the School of Architecture, Program Directors are appointed by the SoA Director for each of the degree programs - an Undergraduate Program Director, a Graduate Program Director, and a M.U.D. Program Director. The Director has also recently appointed a Program Coordinator for its new, non-accredited dual degree in design computation. Each of these individuals have an overview role in their programs, advise the Director and the Curriculum Committee (of which they are members), and work with faculty on logistical and curricular matters.

Year Coordinators: The undergraduate program also has semester level coordinators for the first three years of the program to facilitate SoA's Curriculum Map. Up until recently, there were year level coordinators. These years have a highly coordinated curriculum, facilitated by the Coordinator, which includes pre-semester meetings with all faculty teaching courses in the year level to maximize productive integration.

University Faculty Governance:

> ***NAAB Condition and Specification of APR Content:*** *Governance: The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution. (2014 Conditions)*

> *"The* **Faculty Council** *is a policy making and consultative body, responsible for the quality of instruction and scholarship at the University as outlined by the Board of Trustees of the University of North Carolina at Charlotte and the Board of Governors of the University of North Carolina." (UNC Charlotte, Faculty Governance Web Page,)*

The Faculty Council is comprised of an elected voting member from each academic unit. Ex-officio members include: the Faculty Executive Committee, the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Vice Chancellor for Development and Public Service, the Dean of the Graduate School, the University Librarian, and the Deans of each of the Colleges of the University.

Faculty Committees and Governance - UNC Charlotte

University level committees are typically open to tenure track faculty, and are typically appointed by election of the university faculty or the CoA+A faculty. University level faculty committees have either an "Advisory Responsibilities" or "Policy Making Responsibilities". The SoA has an elected representative on each of the following committees:

- Faculty Executive Grants Committee
- Faculty Employment Status Committee
- Faculty Honorary Degree Advisory Committee
- Faculty Information and Technology Services Advisory Committee
- Faculty Research Grants Committee
- Faculty Scholarship of Teaching & Learning Grants Committee
- Graduate Council

A full list of University Level committees can be view on line on the **Faculty Governance Site** of the Division of Academic Affairs.

Faculty Committees and Governance - SoA

SoA faculty are involved and active in the evolution of the SoA programs and operations. All faculty are expected to participated in Leadership and Service. Description of the charge for each of the committees can be viewed on the **SoA Service / Leadership Committees** link.

- SoA Personnel Committee
- SoA Program Directors
- SoA Curriculum and Pedagogy
- B.A. in Arch. Admissions
- B.ARCH Admissions
- M.U.D. Admissions
- M.ARCH Admissions
- SoA Strategic Plan Working Group
- SoA Traveling Fellowships

- SoA Scholarships
- SoA Diversity and Inclusion
- SoA Continuing Education for Interns + Professionals
- ACSA Faculty Councilor
- SoA Public Lecture Series
- SoA International Education Committee
- SoA Summer Design Discovery Camp
- SoA Safety
- SoA Design Computation Group
- SoA Design Science Group
- SoA Urban Design Group
- CoA+A Faculty Council
- CoA+A Curriculum Committee
- CoA+A College Review Committee
- CoA+A Reassignment of Duties Committee

Staff Committees / Governance

SoA staff also have opportunities for involvement in governance, leadership and service at both the university and state system level.

University Staff Council

The Staff Council is the elected representative body delegated the authority and responsibility to bring matters of staff concern to the attention of the administration. The Staff Council is authorized to enact Bylaws as needed to conduct its affairs.

UNC State System Staff Assembly

The UNC Staff Assembly is the state system level "elected body of representatives of the staff of the seventeen campuses of the University of North Carolina, General Administration, and affiliates." Its goal is "to improve communications, understanding, and morale throughout the whole of our respective communities, and to increase efficiency and productivity in campus operations."

Student Committees / Governance

Student governance and representation included several elected bodies including the **Student Government Association** and the **Resident Students Association**. Undergraduate students at all levels may run for elected office to serve on the Freshman Class Council, Sophomore Class Council, Junior Class Council, Senior Class Council. The corollary organization for graduate students is the **Graduate and Professional Student Government** which is designed to meet the academic, social, and logistical needs of graduate and post-baccalaureate students.

Students can choose from 417 **Student Organizations** on campus. The Division of Student Affairs hosts a site where students can view these opportunities.

Section 3: II.1.1 Student Performance Criteria (SPC)

NAAB Condition and Specification of APR Content: *Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part [of the Conditions]. Compliance will be evaluated through the review of student work. (2014 Conditions)*

The School of Architecture offers two NAAB accredited professional degrees: the Bachelor of Architecture (B.ARCH) and the Master of Architecture (M.ARCH).

There is one path for completing the Bachelor of Architecture degree:

Preprofessional B.S. or B.A. in Architecture + Professional Bachelor of Architecture (1yr)

The SoA offers the preprofessional B.A. in Architecture. The NAAB Student Performance Criteria (SPC) for this path is illustrated in a Bachelor of Architecture Matrix (Figure 1).

There are two paths for completing the Master of Architecture degree:

Non-preprofessional B.S. or B.A. + Professional Master of Architecture I (3yr)
Preprofessional B.S. or B.A. in Architecture + Professional Master of Architecture II (2yr)

Students in the M.ARCH I (3-yr) path meet all SPC through the SoA's 3-year accredited professional curriculum. Students in the M.ARCH II (2-yr) path meet the NAAB SPC through the combination of their preprofessional undergraduate curriculum with the 2-yr M.ARCH II accredited professional curriculum. SPC that are addressed in the preprofessional undergraduate curriculum are similar to those covered in the first year of the M.ARCH I curriculum. The NAAB SPC for both paths--1) B.A. in Architecture + M.ARCH II, and 2) M.ARCH I--are illustrated in a Master of Architecture Matrix (Figure 2).

NOTE: Each of the SPC Matrices are included on the following pages of this APR section. Each matrix illustrates a selection of required courses that fulfill specific Student Performance Criteria. Some required courses are not used as SPC evidence, and are not included in the Matrices. In accordance with the APR requirements, the top section of the matrix indicates the SPC that are expected to have been met in preparatory or preprofessional education prior to admission to the NAAB-accredited program. The bottom section of the matrix includes only those criteria that are demonstrated in the accredited degree program or track. In all cases, a maximum of 2-3 courses that provide the strongest evidence of student achievement are indicated for the team to review.

The Conditions for Accreditation indicate that compliance with Student Performance Criteria will be evaluated through the review of student work (evidence, artifacts, and observations) conducted by the team during the visit in the spring of 2016; thus, examples of student work are not included in the APR but will be exhibited for review during the team visit. This student work evidence is intended to demonstrate that each graduate will have completed a curriculum that yields student work representing "ability" or "understanding" of the knowledge and skills defined by the NAAB Student Performance Criteria. As defined by the NAAB, "the criteria encompass two levels of accomplishment":

Understanding: *The capacity to classify, compare, summarize, explain, and/or interpret information.*

Ability: *Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.*

(2014 Conditions)

Pedagogy and Methodology to address Realm C: Integrated Architectural Solutions

Integrating the many unique variables and conditions of any given project into an architectural design solution is one of the most fundamental, yet most complex skills that a student must develop. As a fundamental aspect of design activity, SoA students are challenged from the very first studios to learn the process of questioning and interpreting the relationships between a project's conditions, and their implications for the design. As students mature, the curriculum compounds the number and complexity of project conditions to be understood and architecturally interpreted, and the design exercises and problems grow closer to the manifold complexity encountered by architects in the profession. Along the way, students must gain an understanding of the research methods that provide key project information, how to navigate diverse interests, data, and needs, and the process of integrating these through architectural design.

Undergraduate Progression: In the School of Architecture at UNC Charlotte, this progression of increasing project complexity is carefully choreographed, with requisite themes mapped semester-by-semester level.

1st Year: (B.A. in Architecture) First year students learn "fundamental formal ordering principles" and their capacity to "inform 2- and 3-dimensional design. Use of case study method is combined with principles of Gestalt composition and simple spatial programs. In addition to studio and coordinated with its content, students are also enrolled in Representation and Skills courses in the fall and spring semesters.

2nd Year: (B.A. in Architecture) In addition to the previous year's themes, the second year begins integrating site conditions, physical and cultural context, site-specific material strategies, and environmental impact / responsiveness, spatial organization, circulation, and planned / unplanned uses of space, precedent analysis. In addition to studio and coordinated with its content, students are also enrolled in Architectural History I and II courses, Environmental Systems Principles, and Material and Assembly Principles courses.

3rd Year: (B.A. in Architecture) In addition to the previous year's themes, the third year begins integrating structure, enclosure, materiality, mechanical systems and sustainability principles in relation to spatial organization and human occupation, and using writing and digital scripting skills as new methods of study and development. In addition to studio and coordinated with its content, students are also enrolled in Structural Principles and Structural Systems, Writing Architecture, and Computational Methods courses.

4th year: (B.A. in Architecture) In addition to the previous year's themes, fourth year fall studios aim at additional architectural synthesis integrating program research and a complex urban site, using Building Information Modeling (BIM) as method of study and development, documentation and representation. In addition to studio and coordinated with its content, students are also enrolled in Computational Practices and History Topics courses.

5th Year: (B.ARCH) In addition to the previous year's themes, the fifth year focuses developing the ability to make "integrated decisions across multiple systems and variables in the completion of a design project." (2014 Conditions) This includes specifically environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. In addition to studio and coordinated with its content, students are also enrolled in Building Systems Integration, Urban Seminar, Professional Practice and History Topics courses.

The themes referenced above described and illustrated in more detail in two companion documents to the curriculum map--the **B.A. in Architecture Themes** and **B.ARCH Center City Experience**.

Graduate Progression: The M.ARCH progression path is substantially similar to the layered themes mapped in the undergraduate curriculum, but is highly condensed owing to the concentration of architectural coursework and the relative maturity of the graduate student population.

1st Year: (M.ARCH I) The summer, fall and spring semesters parallel the central themes addressed in the preprofessional undergraduate curriculum (B.A. in Architecture). By the end of the first year, M.ARCH I students will have completed projects in which they have integrated the following themes: gestalt composition, formal and spatial order, human occupation, site conditions, physical and cultural context, site-specific material strategies, and environmental impact / responsiveness, spatial organization, circulation, planned / unplanned uses of space, precedent analysis, environmental forces, sustainability principles, enclosure systems, and materiality. In addition to studio and coordinated with its content, M.ARCH I students are also enrolled in Architectural History I and II, Environmental Systems Principles, Material Systems Principles, and Representation I and II courses.

2nd Year: (Continuing M.ARCH I students continue with technology fundamentals taking ARCH 5303 Structural Principles and ARCH 5304 Structural Systems; they merge with incoming M.ARCH II students in other courses): All M.ARCH students are expected to integrate all of the themes listed above, and engage increased levels of integrative complexity with building structures, more complex material and enclosure investigations, and greater levels of synthesis in program research in the fall semester. In the spring semester, M.ARCH students are in the Integrated Project Design Studio, which focuses developing the ability to make “integrated decisions across multiple systems and variables in the completion of a design project.” (2014 Conditions,) This includes specifically environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. In addition to studio and coordinated with its content, M.ARCH I students are also enrolled in Structural Principles and Structural Systems, Architectural History III, Computational Methods, Computational Practice, and Design Methodologies; in addition to studio, M.ARCH II students are enrolled in Technology Topics, History Topics, Computational Methods, Computational Practice, and Design Methodologies courses.

3rd Year: By the third year, M.ARCH I students have completed all technology, history and design fundamentals that are equivalent to the preprofessional curriculum content. The final year of the M.ARCH curriculum is the same for both M.ARCH I and M.ARCH II students. Third year M.ARCH students are expected to integrate all of the themes listed above in topical studios (fall), which vary in scale and thematic content, and in Thesis Studio (spring) that is aimed at the development of an individual studio project initiated by the student in the Thesis Preparation course. In addition to the Topical and Thesis studios, M.ARCH students are enrolled in Building Systems Integration, Thesis Preparation, Professional Practice, and architecture electives courses.

3-II.1.1
Student Performance Criteria

Realm C: Integrated Project Design Studios: (ARCH 4103 and ARCH 7102)

***NAAB Guide to Conditions and Specification of APR Content**: The APR must include a brief description of the pedagogy and methodology used to address Realm C. (2014 Guide)*

All studios and coursework that precede ARCH 4103 (Undergraduate Integrated Project Design Studio) and ARCH 7102 (Graduate Integrated Project Design Studio) prepare students for the rigors of effectively completing these rigorous, advanced studios. At this point in a student's education they are expected to be able to:

- Design an architectural / site project in substantial detail from preliminary analysis, through schematic design, and into design development, reaching a level of "Integrative Design" consistent with the NAAB definitions, and in compliance with current standards of the International Building Code;
- Develop a conceptual framework and analytical skills for critically and creatively interpreting and responding to the specific conditions identified through thorough site/context analysis and program analysis;
- Design an architectural / site project that exhibits conceptual, formal, aesthetic, technological, environmental, and experiential clarity, criticality and sophistication;
- Design an architectural / site project that embodies critical, expressive, and intentional tectonics and technologies, including the project's materiality, structure, constructional detailing, building systems, and environmental efficacy;
- Design an architectural / site project inspired at the broad and detailed level by the experiential dimension of human rituals, purposes and engagements.

Students work in pairs to collaboratively synthesize and resolve all design issues and project requirements associated with the site, program, environmental integration, structure, construction systems and details, systems integration, and International Building Code compliance.

The Integrated Project Design Studio process is structured, cyclical and iterative, allowing successive phases of research, analysis, and design exploration to inform project refinement. Emphasizing design development facilitates continual conceptual strengthening and design clarification from the beginning to the end of the project. Technical resolution and understanding of the interrelationships between systems, components, performance, and design are central aims of the studio. These interrelationships and the detailed development of each project are expected to support and enlarge the project's design ideas and intentions. Students are expected to initiate research investigations about systems, materials and precedents to determine how a particular effect or performance can be achieved. Readings that provide specific and varied insights into the approaches and attitudes taken by architects are also assigned throughout the semester.

3-II.1.1
Student Performance Criteria

All formal course instruction, professional and technical supplements, project research and reviews are collaborative. All course work is studio-based, and includes making digital and analog drawings and models, research and graphic analysis of the program, site conditions, environmental factors, and case studies to integratively inform a site plan and building concept, and later project development and resolution. Design vignettes facilitate focused examination of different project circumstances and issues, and become progressively integrated and synthesized into a holistic building design.

Concentrated project foci are intentionally sequenced in the process, introduced through a series of "Tech(nique)" Seminars (TEC-SEMs), which include: 1) Architectural Drawing Sets and Informative Diagramming, 2) Site Analysis, 3) Program Analysis, 4) Accessibility and Circulation, 5) Building Codes, 6) Structural Systems and Tectonics, 7) Envelope / Enclosure, 8) Site topography, and 9) Wall Sections and Materials.

Major project reviews occur quarterly throughout the semester, and reviews of research, analysis, concentrated charrettes and development are regularly critiqued in minor reviews, small group discussions and desk critiques. First quarter: Two- to four-person teams develop a graphic program analysis, site, and environmental conditions analysis to inform early conceptual and design schematics for the building and site; each team member develops several schemes through diagrams and models (digital and analog). Second quarter: Each team develops a primary schematic design with variation studies, including a precise three-dimensional digital model. The digital model must address the general concerns of the design while integrating the principle systems of the building in a manner that: 1) articulates, illustrates and amplifies design intentions, 2) addresses the principle legal requirements associated with Building Codes and Zoning, building systems (structural and programmatic), and construction requirements, and 3) reveals areas of interest for further detailed development within the context of the project intentions and studio requirements. Third / Fourth Quarter: Teams work toward refined design development, project documentation, and detailed refinement of a focused project areas. The completed project is expected to reach a high level of resolution, and includes the following forms of project representation:

- Project Direction (Written Statement)
- Background Research (program, site / context, environmental, technologies, materials)
- Analysis and Diagrams (program case studies, site / context / place investigations, accessibility, legal requirements and technological requirements, 3-D Program Distribution)
- Building Diagram Models (Analog and Digital, N.T.S.)
- Site Plan (1) and Site Sections (2) 1/32” = 1’-0”
- Building Floor Plans 1/16”=1’0” (All Public / Civic levels and One Spec Office level)
- Building Sections with Interior Elevations (2) 1/16” = 1’0”
- Exterior Elevations (4) 1/16” = 1’0”
- Elevation Studies (2) 1/4”=1’0”
- Wall Section / Elevation 1/2” = 1’0”
- Physical Model 1/32”=1’0”
- Interior and Exterior Perspectives (from Revit Model)
- Floor Area Chart Include the square footage for each floor of your project in a chart (Revit).
- 3-D Structural Diagram 1/16”=1’0”
- Building Codes Analysis
- Accessibility Diagrams
- Mechanical System Diagrams

3-II.1.1
Student Performance Criteria

Methodology for Assessing Student Work

***NAAB Guide to Conditions and Specification of APR Content*:** *The APR must include a brief description of the methodology for assessing student work (i.e., "high" v. "low" pass). (2014 Guide)*

To ensure that Student Performance Criteria are achieved by all students despite some variation in proficiency and skill, the NAAB requires that both "high" passing work and "low" passing work be exhibited for review and evaluation. The method of selecting this work was as follows.

- **Step 1:** Faculty for all required classes collected 4-6 examples of work each semester for the past two years. These examples represent the highest passing work and the lowest passing work in the class (evaluated relative to overall learning criteria for the course, rather than NAAB Student Performance Criteria).

  Informing this assessment are two grading policies that effect what the SoA considered "Low Pass".

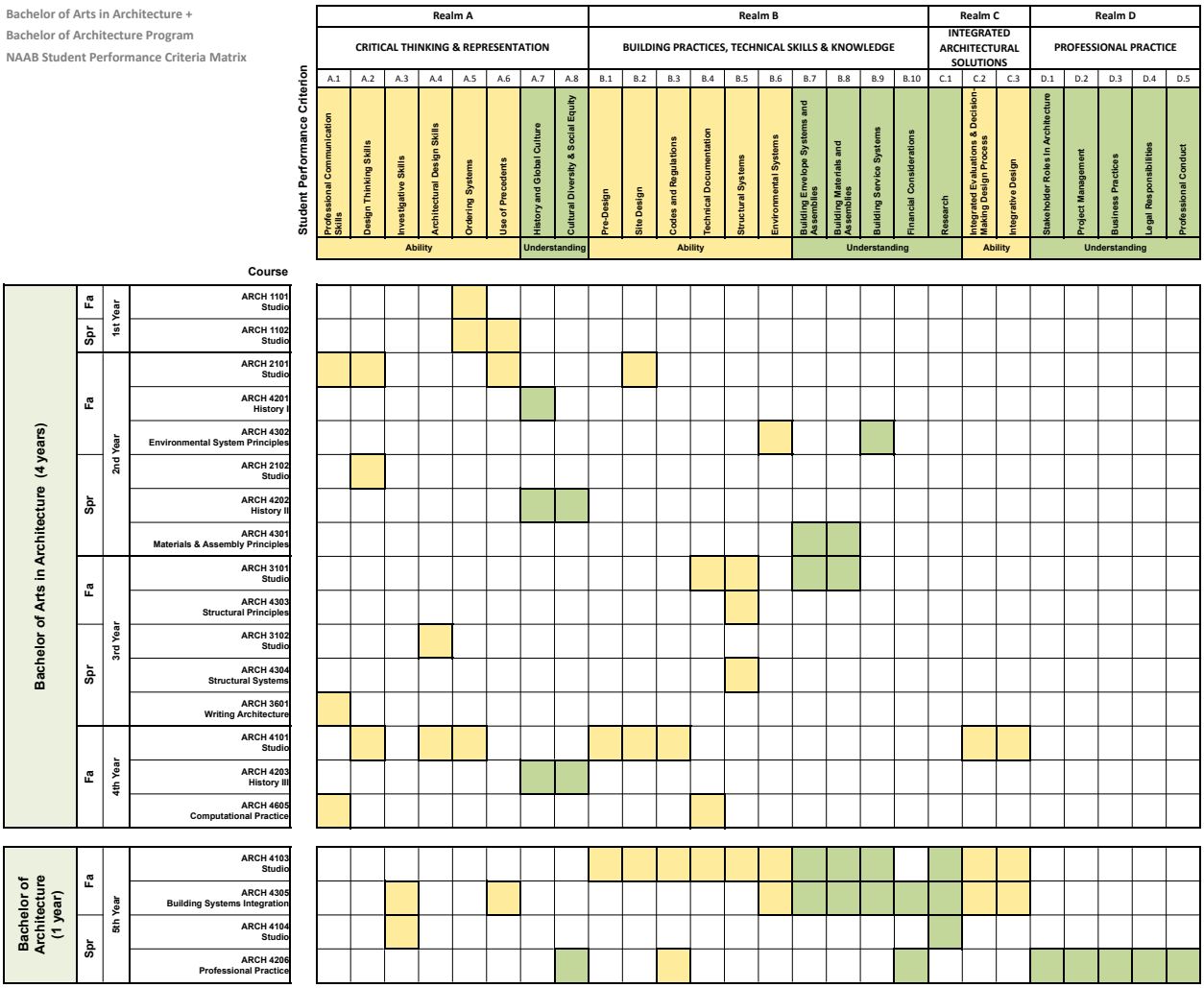
  Graduate Grading Scale: The grading scale for graduate students is different from the scale for undergraduate students: A: Commendable, B: Satisfactory, C: Marginal, U: Unsatisfactory. There are no grades of D or F. If a student earns a grade of "U", they are automatically suspended from the program. A student who earns 3 "C" grades is also automatically suspended from the program.

  Consequently, "C" grades are not considered to be adequate, good-standing grades within the SoA. The lowest level of acceptable performance for a graduate student is 80, which for this purpose is the "Low Pass" standard.

  Undergraduate Studio Grade Policy: The grading scale for undergraduate students is: A: Excellent, B: Good, C: Fair, D: Passing, F: Failing. However, a grade of "D" is not considered to be adequate, good-standing grades within the SoA. Two grades of "D" require repeating a studio, indicating that the learning criteria and expectations have not been met. The lowest level of acceptable performance for an undergraduate is 70, which for this purpose is the "Low Pass" standard.

- **Step 2:** In preparation for the NAAB Team visit, the collected work will be curated with focused attention on illustrating how NAAB Student Performance Criteria are represented by the student work within the given course (as opposed to general proficiency and performance in the course). For efficiency of review by the Visiting Team, a limited set of representative "high passing" and "low passing" work (relative to the NAAB SPC) will be selected for exhibition in the team room.

NAAB Student Performance Criteria Matrix: B.A. in Architecture + B.ARCH



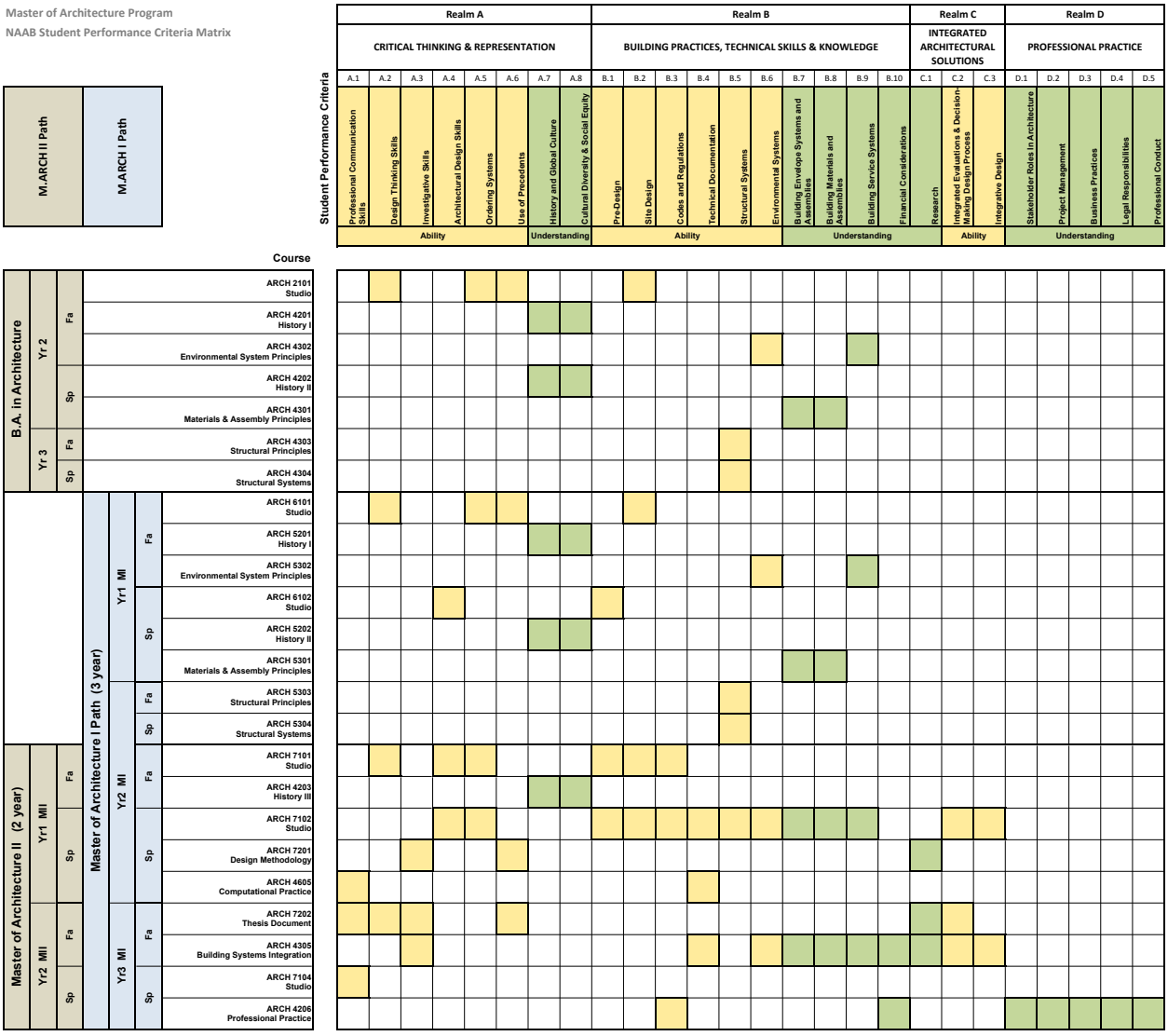
Link to larger format Matrix can be downloaded: **B.A. in Architecture + B.ARCH Matrix.**

3-II.1.1
Student Performance Criteria

NAAB Student Performance Criteria Matrix: Master of Architecture

M.ARCH I Track (Non-preprofessional + 3 Years)

M.ARCH II Track (Preprofessional + 2 Years)



Link to larger format Matrix can be downloaded: **M.ARCH Matrix**.

3-II.1.1
Student Performance Criteria

Student Performance Criteria

> ***NAAB Condition and Specification of APR Content***: **"***The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion." (2014 Conditions,)*

NAAB designated Student Performance Criteria are grouped into 4 "Realms": and defined as follows:

Realm A: Critical Thinking and Representation

Realm B: Building Practices, Technical Skills, and Knowledge

Realm C: Integrated Architectural Solutions

Realm D: Professional Practice

The Conditions for Accreditation describe the scope of each Realm, the learning aspirations that are included, and the definition of the specific Student Performance Criteria to be met.

Realm A: Critical Thinking and Representation

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Realm A Learning Aspirations:

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

Realm A Student Performance Criteria:

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

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

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

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

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

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

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

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

Realm B: Building Practices, Technical Skills, and Knowledge

Graduates from NAAB- accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Realm B Learning Aspirations:

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

Realm B Student Performance Criteria:

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

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

B.3.Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

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

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

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

3-II.1.1
Student Performance Criteria

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

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

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

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

Realm C: Integrated Architectural Solutions

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Realm C Learning Aspirations:

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

Realm C Student Performance Criteria:

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

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

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

Realm D: Professional Practice

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Realm D Learning Aspirations:

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

Realm D Student Performance Criteria:

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

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

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

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

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

Section 3: II.2.1 Institutional Accreditation

***NAAB Condition and Specification of APR Content*:** *For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria: [UNC Charlotte meets the first of the criterion]*

The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC). (2014 Conditions)

Regional accrediting bodies such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conduct comprehensive reviews of institutions of higher education. This review insures that "the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and that indicate whether it is successful in achieving its stated objectives" (Principles of Accreditation: Foundations for Quality Enhancement). The accreditation granted encompasses the entire institution including all degree programs, instructional sites, and online programs. (Academic Affairs Assessment-Accreditation Web Page)

UNC Charlotte meets the NAAB Condition for the Institutional Accreditation requirement. In 2013, UNC Charlotte was successfully granted a full ten-year term of accreditation. "In December 2013 at the Annual Meeting of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of North Carolina at Charlotte received reaffirmation of accreditation for the next ten years." (Message from the Institutional Accreditation Liaison)

"UNC Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees." (SACSCOC Web Page)

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation. (2014 Guide)

The official letter of reaccreditation: **SACSCOC Accreditation Reaffirmation Letter**

The University will continue to conduct institution and program assessments in an effort to enhance student success. **SACSCOC Accreditation Reaffirmation Letter**. For more information, visit the Academic Affairs site on the process of **Accreditation**.

3-II.2.1
Institutional
Accreditation

Section 3: II.2.2 Professional Degrees and Curriculum

NAAB Condition and Specification of APR Content: *The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies. (2014 Conditions)*

The School of Architecture at UNC Charlotte offers two NAAB accredited professional degrees: the Bachelor of Architecture (B.ARCH) and the Master of Architecture (M.ARCH). Additionally, the SoA offers: a preprofessional Bachelor of Arts in Architecture (B.A. in Architecture), a post-professional Master of Urban Design (M.U.D.), a dual M.ARCH + M.U.D., a dual M.ARCH + M.ARCH-China, and a dual M.ARCH III (post-professional) + Master of Science in Software Information Systems (M.S.S.I.S.) or Computer Science (M.S.C.S.).

Preprofessional Degree (SoA)

Bachelor of Arts in Architecture (B.A. in Architecture)

- Non-Accredited Preprofessional Degree
- Typical duration: 4 years
- Credit Hours: 128 semester credit hours
- **B.A. in Architecture Curriculum** (See linked document)
- **B.A. in Architecture Admissions** (Also see APR 3.II.3 Evaluation of Preparatory Education)

Professional Degrees (SoA)

Bachelor of Architecture (B.ARCH)

- NAAB Accredited Professional Degree
- Typical duration: 4 year preprofessional + 1 year
- Credit Hours: Preprofessional credit hours + 30 semester credit hours
- **B.ARCH Curriculum** (See linked document)
- **B.ARCH Admissions** (Also see APR 3.II.3 Evaluation of Preparatory Education)

Master of Architecture (M.ARCH I and M.ARCH II)

- NAAB Accredited Professional Degree
- **M.ARCH I Track**
  - Typical duration: 1 summer + 3 years
  - Credit Hours: Non-preprofessional credit hours + 96 graduate semester credit hours
  - **M.ARCH I Curriculum** (See linked document)
  - **M.ARCH Admissions** (Also see APR 3.II.3 Evaluation of Preparatory Education)
- **M.ARCH II Track**
  - Typical duration: 2 years
  - Credit Hours: Preprofessional credit hours + 60 graduate semester credit hours
  - **M.ARCH II Curriculum** (See linked document)
  - **M.ARCH Admissions** (Also see APR 3.II.3 Evaluation of Preparatory Education)

Other Degrees (SoA)

Master of Urban Design (M.U.D.)
- Non-Accredited (Post-professional)
- Typical duration: 12 months
- Credit Hours: 36-39 semester credit hours (depending on prior education / professional background)
- **M.U.D. Curriculum** (See linked document)

Dual: Accredited Master of Architecture II / Master of Urban Design (Dual M.ARCH II / M.U.D.)
- NAAB Accredited M.ARCH II (Professional) + M.U.D. (Post-professional)
- Typical duration: 3 years
- Credit Hours: 84 semester credit hours
- **Dual M.ARCH II / M.U.D. Curriculum** (See linked document)
- **M.ARCH Admissions** (See APR 3.II.3 Evaluation of Preparatory Education for more details)

Dual: Accredited Master of Architecture II / Master of Architecture-China (Dual M.ARCH II / M.ARCH - China)
- NAAB Accredited M.ARCH II (Professional) + M.ARCH-China
- Typical duration: 3 years
- Credit Hours: 60 UNC Charlotte semester credit hours and 1-Year curriculum at Tongji University and internship in China
- **M.ARCH II / M.ARCH - China Curriculum** (See linked document)
- **M.ARCH Admissions** (See APR 3.II.3 Evaluation of Preparatory Education for more details)

Dual: Master of Architecture III / Master of Science Software Information Systems or Computer Science (Dual M.ARCH III / M.S.S.I.S. or M.S.C.S.)
- Non-Accredited (Post-professional)
- Typical duration: 2 years
- Credit Hours: 47-50 semester credit hours
- **M.ARCH III / M.S.S.I.S. or M.S.C.S. Curriculum** (See linked document)
- Degree Title Change is in process: (See **Master of Science Permission to Plan Document)**

NAAB Accredited Degree Tracks in Architecture at UNC Charlotte

There are three paths to earn a NAAB Accredited Professional degree in the School of Architecture.

4+1 Track	
B.A. or B.S. in Architecture (4yr)	**B.ARCH (1yr)**
Requirement: Preprofessional degree from UNC Charlotte or other Qualifying program that is a component of a NAAB professional degree	Professional Degree

4+2 Track	
B.A. or B.S. in Architecture (4yr)	**M.ARCH (2yr)**
Requirement: Preprofessional degree from UNC Charlotte or other Qualifying program that is a component of a NAAB professional degree	Professional Degree

4+3 Track	
B.A. or B.S. (4yr)	**M.ARCH (3yr)**
Requirement: Non-preprofessional degree from a regionally-accredited college or university	Professional Degree

4+1 Track: Preprofessional Undergraduate Degree + B.ARCH (UNC Charlotte)

Example 1: Applicant earns a B.A. in Architecture at UNC Charlotte.

Eligibility: Students with a 4-year Preprofessional B.A. in Architecture degree from UNC Charlotte
Admissions: There are two admission categories:

1) Auto Admission: Students maintaining 3.0 GPA through 4th year fall semester are automatically recommended for admission to the Fifth Year B.ARCH degree program)

2) Admission by Application: See **B.ARCH Admission Process**

Required Prerequisites: All Core and Advanced tier courses in B.A. in Architecture[1] must be completed prior to enrollment in the B.ARCH degree program.

Example 2. Applicant earns a qualifying B.A. or B.S. preprofessional degree at another NAAB accredited institution

Eligibility: Students with a 4-year preprofessional B.A. or B.S. in Architecture (substantially equivalent to the B.A. in Architecture at UNC Charlotte) may apply. “Qualifying preprofessional degrees” are 4-year undergraduate degrees that are a preprofessional component of a NAAB accredited degree, indicating that these degrees are also subject to the NAAB Conditions for Accreditation.

Admission by Application: See **B.ARCH Admission Process**

Required prerequisites: 8 semesters of architectural design studio, 3 semesters of architecture history/theory, 2 semesters of computation, 4 semesters of building technology equivalent to Material and Assembly Principles (ARCH 4301), Environmental Systems Principles (ARCH 4302), Structural Principles (ARCH 4303) and Structural Systems (ARCH 4304).

1 Preprofessional courses in the B.A. in Architecture program are in two tiers. The Core Tier includes the minimum set of courses required to earn the B.A. in Architecture degree, and the Advanced Tier includes all of the upper-level prerequisite courses required for the SoA's one-year B.ARCH or two-year M.ARCH programs. The typical B.A. in Architecture degree includes all of the “core” + “advanced” tier courses shown in the B.A. in Architecture Curriculum table (including eight studios, four technology, four history, two skills, two computation, one writing, and two architecture electives).

4+2 Track: Preprofessional Undergraduate Degree + M.ARCH II (UNC Charlotte)

Example 3: Applicant earns a B.A. in Architecture (UNC Charlotte)

Eligibility: Students with a 4-year Preprofessional B.A. in Architecture degree from UNC Charlotte

Admissions: There are two admission categories:

1) Auto Admission: Students maintaining 3.25 GPA through 4th year fall semester are automatically recommended for admission to the M.ARCH II program). Continuing students must still complete the UNC Charlotte Graduate School Application including the GRE.

2) Admission by Application: See **M.ARCH Admissions**

Early Entry Application Process: Students nearing completion of the B.A. in Architecture may apply early to the M.ARCH graduate program, and complete final undergraduate courses while simultaneously enrolled in M.ARCH graduate level courses.

Required prerequisites: All core and advanced tier courses in B.A. in Architecture (ARCH 4101 and 4102 can be waived for students entering the M.ARCH degree path from the B.A. in Architecture undergrad program by application if all other requirements and qualifications are met).[1]

Example 4: Applicant earns a qualifying B.A. or B.S. preprofessional degree at another institution

Eligibility: Students with a 4-year preprofessional B.A. or B.S. in Architecture (substantially equivalent to the B.A. in Architecture at UNC Charlotte) may apply. “Qualifying preprofessional degrees” are 4-year undergraduate degrees that are a preprofessional component of a NAAB accredited degree, indicating that these degrees are also subject to the NAAB Conditions for Accreditation.

Admission by Application: See **M.ARCH Admissions**

Required prerequisites: 6 semesters of architectural design studio, 3 semesters of architecture history/theory, 4 semesters of building technology equivalent to Material and Assembly Principles (ARCH 4301), Environmental Systems Principles (ARCH 4302), Structural Principles (ARCH 4303) and Structural Systems (ARCH 4304). Applicants who are missing technology or history prerequisites may be admitted and are required to complete the missing course in their modified curriculum. Missing technology courses may be substituted in place of a Technology Topic, and missing history may be substitute for an architecture elective; missing prerequisites may be added to the curriculum on the advice and approval of the Architecture Graduate Student Advisor.

Admission by Application: See M.ARCH Admission Process

4+3 Track: Non-preprofessional Undergraduate Degree + M.ARCH I (UNC Charlotte)

Example 5. Applicant earns a non-preprofessional degree from a regionally accredited institution

Eligibility: Students who have earned a 4-year B.A. or B.S. Degree from a regionally accredited institution in any discipline are eligible to apply.

Admission by Application: See **M.ARCH Admissions**

Required prerequisites: Undergraduate degree or subsequent courses must include Pre-Calculus and Physics I.

Minimum Credit Hours to Degree

The NAAB Conditions for Accreditation establish minimum credit hours to degree for each type of accredited undergraduate and graduate degree track. All of our programs meet or exceed the NAAB requirements for minimum credit hours to degree.

Accredited Degree Paths **NAAB Cr. Hr. Allowed and UNC Charlotte Degree Cr. Hr. Actual**	NAAB Hours Required	Actual Hours UNC C
Preprofessional B.A. in Architecture (UNC C) + B.ARCH	150	158
*Preprofessional B.A. or B.S. qualifying degree + B.ARCH	150	150-158
Preprofessional B.A. in Architecture (UNC C) + M.ARCH II	168	188
Minimum Grad Level Credit Hours Required	30	60
*Preprofessional B.A. or B.S. qualifying degree + M.ARCH II	168	180-188
Minimum Grad Level Credit Hours Required	30	60
*Non-preprofessional (regionally accredited institution) + M.ARCH I	168	216-224
Minimum Grad Level Credit Hours Required	30	96
*Undergraduate degrees from other institutions are assumed to require a minimum of 120 credit hours for B.A. or B.S. degrees in preprofessional architecture or other disciplines.		

Distribution of Credit Hours

The NAAB Conditions for Accreditation establish requirements for the balance of “General Studies”, “Professional Studies”, and “Optional Studies” in graduate and undergraduate curricula. These areas are defined as follows:

> **“General Studies.** Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB- accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this requirement can be satisfied by the general education program of an institution’s baccalaureate degree.”
>
> **“Professional Studies.** Courses with architectural content required of all students in the NAAB - accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extracurricular learning opportunities to supplement or complement required course work.”
>
> **“Optional Studies (Curricular Flexibility).** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests 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 professional studies curriculum.” (NAAB Conditions)

3-II.2.2
Professional Degrees and Curriculum

NAAB Minimum Credit Hour Distributions

The following tables indicate the NAAB minimum credit hours for General, Professional, and Optional Studies, and the actual required credit hours for the NAAB accredited degree tracks in the SoA at UNC Charlotte. Each degree path meets or exceeds the minimum credit hour distribution in the three curricular areas. Different cell colors indicate the different course categories: General, Professional, or Optional.

NAAB Required Credit Hours in General Studies, Professional Studies and Optional Studies in Comparison to Actual Credit Hours Required in Each SoA Accredited Program		
4+1 Track: Preprofessional B.A. in Architecture (UNC C) + B.ARCH (UNC Charlotte)**		
	Min. Cr. Hr.: NAAB Conditions	Actual Cr. Hr.: SoA
General Studies / General Education	45	45
Professional Studies	Defined by Program	95
Optional Studies	10	18

4+1 Track: Preprofessional B.A. or B.S. * (other qualifying degree) + B.ARCH (UNC Charlotte)**		
	Min. Cr. Hr.: NAAB Conditions	Actual Cr. Hr.: SoA
General Studies / General Education	Defined by baccalaureate required for admission	0
Professional Studies	Defined by Program	(Ugrad Prereqs) >53 Cr. Hr.. + 21 (B.ARCH)
Optional Studies	10	Undergraduate Options + 9

4+2 Track: Preprofessional B.A. in Architecture* (UNC C) + M.ARCH II (UNC Charlotte)**		
	Min. Cr. Hr.: NAAB Conditions	Actual Cr. Hr.: SoA
General Studies / General Education	Defined by baccalaureate required for admission	45
Professional Studies	Defined by Program	98
Optional Studies	10	45

4+2 Track: Preprofessional B.A. or B.S. * (other qualifying degree) + M.ARCH II (UNC Charlotte)**		
	Min. Cr. Hr.: NAAB Conditions	Actual Cr. Hr.: SoA
General Studies / General Education	Defined by baccalaureate required for admission	0
Professional Studies	Defined by Program	51
Optional Studies	10	Undergraduate Options + 9

4+3 Track: Non-preprofessional (regionally accredited institution) + M.ARCH I (UNC Charlotte)**		
	Min. Cr. Hr.: NAAB Conditions	Actual Cr. Hr.: SoA
General Studies / General Education	Defined by baccalaureate required for admission	0
Professional Studies	Defined by Program	87
Optional Studies	10	Undergraduate Options + 9

*NAAB Defined: Preprofessional architecture degree: Architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. or B.S. in Architecture Studies, B.A. or B.S. Environmental Design, etc.
** Curricula for the accredited degree paths are detailed later in this APR section, including details about courses that are included in each of the categories: General Studies / General Education, Professional Studies, Optional Studies.

General Studies / General Education
Professional Studies
Optional Studies

The School of Architecture at UNC Charlotte

Undergraduate students interested in architecture may study the discipline in preparation for earning a professional degree and eventual licensure and practice, or they may study it in the context of a liberal arts education in preparation for an academic or professional career in architecture or a related field. The 128-credit B.A. in Architecture degree (B.A. in Architecture) is a preprofessional degree that primarily prepares students who wish to become licensed architects to enter a professional degree program. Students who wish to pursue an architectural education but not enter the world of practice may also pursue this degree, however, they typically opt-out of the fourth-year studio sequence. The B.A. in Architecture is the SoA's foundation degree that can lead to either of two professional degrees--the Bachelor of Architecture (B.ARCH) or the Master of Architecture (M.ARCH). Several post-professional degrees in specialized areas of design and research, such as urban design and computation are also offered; we anticipate the addition of post-professional building science in 2016.

Curriculum Map

The education of an architect involves learning and practicing multiple types of skills. As a result, the curriculum of the degree programs at the SoA is highly structured, and focused by rigorous standards set by the National Architectural Accreditation Board (NAAB). Managing the relationships between the components of the curriculum is a critical and regular practice within the SoA. The courses within the programs are understood as part of an overall picture, rather than individual units. Three primary types of relationships exist between the courses: progression, coordination, and integration.

Progression refers to the ways in which courses reinforce and build upon architectural themes, graphic and computational skills, and design methods introduced in preceding semesters. As students move through the SoA's curricula, they accumulate and assimilate new ideas and techniques; the retention of lessons over the years is critical. The curriculum is designed to facilitate an understanding of how the various themes, skills, and methods complement and/or challenge each other.

Coordination refers to the ways in which concurrent and successive courses in different topics (for example, design, history, and technology) resonate with each other. In all cases, faculty in concurrent courses coordinate deadlines, so as to help students manage their workloads. In many cases, concurrent and successive courses also coordinate themes, skills, and methods, to help students make intellectual and practical connections between the various components of their education.

Integration refers to the ways in which concurrent courses collaborate on specific exercises or projects. Even more than coordination, integration demonstrates the depth and breadth that characterizes architectural inquiry.

These characteristics of the preprofessional and accredited professional curricula are illustrated in the following sections which present each of the NAAB Accredited Degree Paths / Programs in greater detail, including:

1. An introduction to the Degree Path / Program
2. A Curriculum Table including courses and credit hours required for each semester
3. Off-campus components of programs, including a description of facilities and resources, course requirements, and length of stay
4. Online learning formats to deliver SPC-related content and the effect of online learning on the curriculum
5. A description of admissions process for each program
6. A list of minors and concentrations available for each degree program

3-II.2.2
Professional Degrees and Curriculum

Bachelor of Arts in Architecture (B.A. in Architecture) (4-year preprofessional degree)

Introduction: The preprofessional B.A. in Architecture (128 semester credit hours) is the foundation degree for the subsequent NAAB Accredited Bachelor of Architecture or Master of Architecture degrees. Entering students are a combination of: 1) traditional freshmen, and 2) transfer students with general education or other non-architecture coursework. The program typically takes four years to complete, though some students are able to complete the "core tier" degree requirements in 3 years if they have previous general education college credits.

Students who wish to pursue a professional degree and licensure complete both the "core tier" and "advanced tier" courses in order to qualify for the subsequent NAAB accredited degree programs--a one-year B.ARCH program or a two-year M.ARCH program.

Core Tier (Years 1-3): All students in the SoA complete a six-semester core sequence of courses designed to provide a solid understanding of fundamental architectural issues, knowledge, and skills. These courses include a series of six coordinated studios (Years 1-3: ARCH 1101, 1102, 2101, 2102, 3101 and 3102), two foundation skills classes (ARCH 1601 and1602), a two architectural history courses (ARCH 4201 and 4202 (2 additional required history courses are taken in the 4th year), four courses in building technology (ARCH 4301, 4302, 4303, 4304), a computation course (ARCH 4604), and a discipline-specific writing course (ARCH 3601).

Advanced Tier (Year 4): All B.A. in Architecture students continue in the 4th year to take two required architectural history courses (ARCH 4203 and 4204/05); students proceeding toward a subsequent NAAB accredited degree program also take topical studios (ARCH 4101 and 4102) and a computation course (ARCH 4605). A variety of topical studio options are offered each semester to encourage advanced exploration and study. The faculty teaching Topical studios determine the areas of focus that engage a wide range of subject matter such as urban and community design, materials and tectonics, daylight and parametric design, energy and sustainability, site and landscape, specific design methodologies and/or building types, and contemporary issues in architectural design. Although the are topically diverse, fall semester studios (ARCH 4101) do include SPC.

Curriculum Structure: Themes, Skills, Methods, Software, Co-Requisites

Bachelor of Arts in Architecture (B.A. in Architecture)							
CORE TIER						ADVANCED TIER	
ARCH 1101	ARCH 1102	ARCH 2101	ARCH 2102	ARCH 3101	ARCH 3102	ARCH 4101	ARCH 4102
Form, Space, and Order	Precedent Analysis	Site and Context	Program and Use	Structure and Material Assemblies	Systems Integration	Advanced Building Design	Topical Research Studio
Hand Sketching Hand Drafting Physical Modeling Presentation Skills and Strategies (Graphic and Verbal) Digital Graphics	Multi-view Drawing Sets Analytical Diagramming (2D and 3D) Physical Site Modeling	Digital Drawing and Modeling Presentation Skills and Strategies (Analog/Digital Hybrid)	Digital Fabrication of Models Full-Scale Constructions in Wood	Detail Models Digital Fabrication of Scaled Structural Components Scripting Principles	Writing Building Performance Analysis Full-Scale Constructions in Multiple Materials	Building Information Modeling Pre-Design	Instructor Defined
Adobe Suite I	Adobe Suite II	Autocad / Rhinoceros	Rhinoceros	Grasshopper	Ecotect	Revit	Instructor defined
Other Courses: ARCH 1601	Other Courses: ARCH 1602	Other Courses: ARCH 4201 ARCH 4302	Other Courses: ARCH 4202 ARCH 4301	Other Courses: ARCH 4604 ARCH 4303	Other Courses: ARCH 3601 ARCH 4304 ARCH 4050	Other Courses: ARCH 4203 ARCH 4605	Other Courses: ARCH 4204 ARCH 4050

B.A. in Architecture Preprofessional Curriculum (4 year-128 cr. hr.)				
First Year B.A. in Architecture	Fall	~ ARCH 1101	Architecture Design Studio	5
		~ ARCH 1601	Recording Observations	2
		VARIES	MATH/STAT/PHIL 2105 or MATH 1103	3
		UWRT 1101	English Composition	3
		VARIES	Natural Science	3
			Term Total	16 Cr. Hr.
	Spring	~ ARCH 1102	Architecture Design Studio	5
		~ ARCH 1602	Components of Form	2
		MATH 1103	Pre-Calculus	3
		UWRT 1102	Writing in the Academic Community	3
		LBST 2213	Ethical Issues (Environmental Focus Section)	3
			Term Total	16 Cr. Hr.
Second Year B.A. in Architecture	Fall	~ ARCH 2101	Architecture Design Studio(O)	5
		~ ARCH 4201	Architectural History I	3
		~ ARCH 4302	Environmental Systems Principles	3
		PHYS 1101 w/Lab	Introductory Physics (w/lab)	4
		LBST 2101	Western History and Culture	3
			Term Total	18 Cr. Hr.
	Spring	~ ARCH 2102	Architecture Design Studio	5
		~ ARCH 4202	Architectural History II	3
		~ ARCH 4301	Material and Assembly Principles	3
		VARIES	Social Science	3
		LBST 1101-1105	Liberal Studies: Arts and Society	3
			Term Total	17 Cr. Hr.
Third Year B.A. in Architecture	Fall	~ ARCH 3101	Architecture Design Studio	5
		~ ARCH 4604	Computational Methods	3
		~ ARCH 4303	Structural Principles	3
		VARIES	General Elective	3
		LBST 2102	Global Connections	3
			Term Total	17 Cr. Hr.
	Spring	~ ARCH 3102	Architecture Design Studio	5
		~ ARCH 3601	Writing Architecture (W)	3
		* ARCH 4304	Structural Systems	3
		~ARCH 4050	Architectural Elective	3
			Term Total	14 Cr. Hr.
Fourth Year B.A. in Architecture	Fall	* ARCH 4101	Topical Design Studio	5
		~ ARCH 4203	Architectural History III	3
		* ARCH 4605	Computational Practice	3
		VARIES	1201 (or higher) Foreign Language	4
			Term Total	15 Cr. Hr.
	Spring	* ARCH 4102	Topical Design Studio	5
		~ ARCH 4204	Architectural History Topic (W)	3
		* ARCH 4050	Architectural Elective	3
		VARIES	1202 (or higher) Foreign Language	4
			Term Total	15 Cr. Hr.
			Total Degree Credit Hours	128 Cr. Hr.

General Studies / General Education
Professional Studies
Optional Studies

~ Indicates an ARCH course required for the B.A. in Architecture

* Indicates an ARCH course required for admission to the B.ARCH

Off-Campus Components of Programs

There are no mandatory off-campus components of the 4-year preprofessional B.A. in Architecture program. However, students may elect to participate in semester abroad exchange or summer study abroad opportunities as part of their degree program.

Semester Abroad Exchange: B.A. in Architecture students may participate in semester-long International Exchange opportunities facilitated through the Office of Education Abroad. Students can participate through UNCEP (the University of North Carolina Exchange Program with 30 Global Partner Universities) or through ISEP (with 300 colleges and universities in 50 countries). Students in these programs pay UNC Charlotte tuition and fees, but pay housing to the host institution. Students who wish to earn architecture credit abroad select from locally-accredited programs which offer architecture curricula. Students who are continuing to the B.ARCH program are only permitted to exchange in the spring semester of 4th year due to the flexibility of the curriculum in that semester; SoA exchange students are required to complete a topical studio and elective (as well as other courses of choice) at the host exchange institution. No SPC are specifically addressed in the spring 4th year courses.

International Summer Programs: Each summer, the School of Architecture offers one or more summer study abroad programs focused on architecture. These programs are faculty planned and directed and are typically 5-6 weeks long. They are open to undergraduate and graduate students in architecture as well as students from other disciplines depending on the programs. Past interdisciplinary student groups participating have included Architecture, Urban Design, Art and Art History, and Language and Culture Studies. Students typically earn 6 credit hours (ARCH 4050 / 6050 Architecture Elective and ARCH 4205 / 5205 Architecture History Topic for architecture students). Recent architecture abroad programs have included travel to: Italy, Eastern Europe, Scandinavia, China, Spain, Brazil, and Switzerland. An architecture abroad program in Rome, Italy, and a graduate urban design abroad program in Rio de Janeiro, Brazil are planned for summer 2016.

Online Learning

All SoA architecture classes are all taught “face-to-face”, in person. The university does support a Moodle system for incorporating digital course and learning materials; the system is accessible to students 24/7.

B.A. in Architecture Admissions: See APR 3.II.3 Evaluation of Preparatory Education for more information)

Second Undergraduate Degrees / Dual Degrees

Undergraduate Second Degrees: The School of Architecture does not have any formalized Dual Undergraduate Degree programs. Students may elect to pursue a second degree in another department, but this does not affect the requirements and coursework of their preprofessional Bachelor Arts in Architecture or professional Bachelor of Architecture. Recent and current "second" degrees sought by students include: Construction Management, Art, Business-Economics, Geography, and Mathematics. The B.ARCH is considered a second undergraduate degree for students who elect this curricular route.

Minors and Concentrations Available for Undergraduate Students

Undergraduate students at UNC Charlotte can choose from more than 70 minors. A typical minor can be completed in 18 credit hours, or approximately 6 courses that are specified by the department offering the minor. Students are advised regarding the possibility for adding a minor to their curriculum during their first advising session, and at other subsequent Group Advising sessions each semester.

While the architecture curriculum is structured and demanding, many of our students have had rigorous high school curricula that fulfill B.A. in Architecture degree requirements prior to enrollment through: 1) AP classes that fulfill UNC Charlotte General Education, 2) higher entering English and writing proficiency allowing for placement in the "one-semester" (as opposed to the typical "two-semester") Freshmen English (this frees 3 credit hours), 3) completing a foreign language through level III (which fulfills the SoA language requirement and frees 8 credit hours), or 4) earning college credit through other means. Any of these conditions create greater flexibility in a student's schedule that can be focused toward a minor or second degree.

Undergraduate Minors at UNC Charlotte

Liberal Arts: • Art History, • Children's Literature and Childhood Studies, • Classical Studies, • Film Studies, • History, • Holocaust, • Genocide and Human Rights Studies, • Humanities, • Technology, and Science, • English, • Diverse Literatures and Cultural Studies, • Philosophy, • Political Science, • Judaic Studies, • Linguistics, • Technical/Professional Writing, • Journalism, • English

Arts Disciplines: • Dance, • Music, • Theater

Business: Communication Studies, International Management (coming soon), Economics, Management Software Information Systems, Operations and Supply Chain Management

Computation, Mathematics, and Engineering: • Computer Science, • International Management (coming soon), • Mathematics, • Actuarial Mathematics, • Statistics, • Software and Software Information Systems, • Aerospace Studies, • Computer Engineering, • Electrical Engineering, • Military Science

Education: • Reading Education, • Secondary Education, • Teaching English as a Second Language, • Outdoor Adventure Leadership

Language and Culture: • French, • Russian, • German, • Italian, • Japanese, • Chinese (in development), • Foreign Language Education, • Francophone Studies, • Africana Studies, • American Studies, • International Studies (• African, • Asian, • European, or • Latin American Studies), • Islamic Studies, • Latin American Studies, • Spanish,

Natural Sciences: • Bioinformatics and Genomics, • Biology, • Biotechnology (Biology), • Biotechnology (Chemistry), • Chemistry, • Earth Sciences , • Environmental Sciences (Biology), • Environmental Sciences (Geography and Earth Sciences), • Geology, • Physics

Social Sciences: • Geography, • Anthropology, • Applied Anthropology, • Child and Family Development, • Cognitive Science, • Gerontology, • Criminal Justice, • Psychology, • Public Health, • Sociology, • Urban Studies, • Urban Youth and Communities, • Women's and Gender Studies, • Religious Studies

Bachelor of Architecture (B.ARCH) (1-year following the completion of a preprofessional degree)

Introduction: The professional Bachelor Architecture (30 semester credit hours) is accredited, and requires students to have previously completed a preprofessional undergraduate degree that is within an NAAB Accredited program (such as the B.A. in Architecture at UNC Charlotte). The B.ARCH is the culmination of the 4+1 Track. The vast majority of students enrolled in this degree program earned their 4-year B.A. in Architecture at UNC Charlotte (92% in 2014-15 and 96% in 2015-2016). Students who have earned a qualifying preprofessional degree from another institution are eligible to apply if their undergraduate degree is substantially similar to the B.A. in Architecture at UNC Charlotte (See APR Section 3.II.3 Evaluation of Preparatory Education for more information).

UNC Charlotte B.A. in Architecture students must complete all the “core tier” and all the “advanced tier” courses (see previous tables) in order to qualify for the one-year B.ARCH program. Students who have maintained a 3.0 GPA in the B.A. in Architecture are automatically recommended for admission to the B.ARCH; students who have not met this benchmark must apply.

B.ARCH (Year 5): B.ARCH students in the 5th year to take two studios (ARCH 4103 and 4104)--fall semester is an Integrated Project Design Studio and spring semester is an Integrated Project Research Studio. B.ARCH students also take a required advanced level architecture technology (ARCH 4305), a required Urban Form (ARCH 4607), Professional Practice (ARCH 4206), a required architectural history topic (ARCH 4204), and two architecture electives (ARCH 4050).

Curriculum Structure: Themes, Skills, Methods, Software, Co-Requisites

Bachelor of Arts in Architecture + Bachelor of Architecture Studio Progression									
B.A. in Architecture								B.ARCH	
ARCH 1101	ARCH 1102	ARCH 2101	ARCH 2102	ARCH 3101	ARCH 3102	ARCH 4101	ARCH 4102	ARCH 4103	ARCH 4104
Form, Space, and Order	Precedent Analysis	Site and Context	Program and Use	Structure and Material Assemblies	Systems Integration	Advanced Building Design	Topical Research Studio	Integrated Building Design	Design Research
Hand Sketching Hand Drafting Physical Modeling Presentation Skills and Strategies (Graphic and Verbal) Digital Graphics	Multi-view Drawing Sets Analytical Diagramming (2D and 3D) Physical Site Modeling	Digital Drawing and Modeling Presentation Skills and Strategies (Analog/Digital Hybrid)	Digital Fabrication of Models Full-Scale Constructions in Wood	Detail Models Digital Fabrication of Scaled Structural Components Scripting Principles	Writing Building Performance Analysis Full-Scale Constructions in Multiple Materials	Building Information Modeling Pre-Design	Instructor Defined	Building Information Modeling Comprehensive Project Documentation	Student Defined, Instructor Advised Practice-Engaged Research
Adobe Suite I	Adobe Suite II	Autocad / Rhinoceros	Rhinoceros	Grasshopper	Ecotect	Revit	Instructor defined	Advanced Revit plug-ins	Instructor / student defined
Other Courses: ARCH 1601	Other Courses: ARCH 1602	Other Courses: ARCH 4201 ARCH 4302	Other Courses: ARCH 4202 ARCH 4301	Other Courses: ARCH 4604 ARCH 4303	Other Courses: ARCH 3601 ARCH 4304 ARCH 4050	Other Courses: ARCH 4203 ARCH 4605	Other Courses: ARCH 4204 ARCH 4050	Other Courses: ARCH 4607 ARCH 4305 ARCH 4050	Other Courses: ARCH 4204 ARCH 4206 ARCH 4050

B.A. in Architecture Preprofessional Curriculum (4 year-128 cr. hr.)				
Four Year B.A. in Architecture		General Education	B.A. in Architecture (UNC Charlotte)	45
		Professional Studies	B.A. in Architecture (UNC Charlotte)	74
		Optional Studies	B.A. in Architecture (UNC Charlotte)	9
			Total Degree Credit Hours	128 Cr. Hr.
		A preprofessional undergraduate degree that is a component of an NAAB accredited degree program from another institution is assumed to meet the basic NAAB requirements for a balance of professional studies, optional studies and general education.		

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Bachelor of Architecture Professional Curriculum (1 year-30 cr. hr.)					
Fifth Year B Arch	**Fall**		ARCH 4103	Architecture Design Studio	6
			ARCH 4607	Urban Seminar	3
			ARCH 4305	Building Systems Integration	3
		OR	ARCH 4050	Architecture Elective	3
		OR	ARCH 4605	Computational Practices is required for students with 4-yr degrees from other institutions *	
				Term Total	15 Cr. Hr.
	Spring		ARCH 4104	Architecture Design Studio	6
			ARCH 4206	Professional Practice	3
			ARCH 4205	Architectural History Topic	3
			ARCH 4050	Architectural Elective	3
				Term Total	15 Cr. Hr.
				Total Degree Credit Hours	30 Cr. Hr.

General Studies / General Education
Professional Studies
Optional Studies

* Students completing their preprofessional degree at another institution are required to take ARCH 4605 in the 5th-Year unless they have completed 6 cr. hr. of computation courses that include thorough coverage of Revit.

Off-Campus Components of Program: The Center City Experience

The Bachelor of Architecture Program is located in uptown Charlotte--a vibrant urban community that includes civic and cultural institutions, residential fabric, social infrastructure, international businesses, and a broad collection of architectural practices, consultant firms, and other design-related resources. Locating the 5th-year B.ARCH in the UNC Charlotte's Center City Building embeds students and faculty within the lifeblood of the profession, and the program is structured in order to take advantage of the resources of the city. The serendipity of the urban realm and the ability to witness the workings of the profession in situ drive the objectives of the program to produce civic-minded and technologically-adept young professionals.

Online Learning

All SoA architecture classes are all taught "face-to-face", in person. The university does support a Moodle system for incorporating digital course and learning materials; the system is accessible to students 24/7.

Minors Available for Undergraduate Students

All Minors listed in the preceding B.A. in Architecture section are also available for Bachelor of Architecture students.

Bachelor of Architecture Admissions: See APR 3.II.3 Evaluation of Preparatory Education for more information)

Master of Architecture II (M.ARCH II) (2-years following the completion of preprofessional degree)

Introduction: The professional M.ARCH II is accredited. Students in the M.ARCH II track have previously completed a preprofessional undergraduate degree within an NAAB accredited program (such as the B.A. in Architecture at UNC Charlotte). UNC Charlotte B.A. in Architecture students who have maintained a 3.25 GPA in through the 4th year fall semester are automatically recommended for admission to the M.ARCH II program; students who have not met this benchmark must apply. (See APR Section 3.II.3 Evaluation of Preparatory Education).

Curriculum Structure: Themes, Skills, Methods, Software, Co-Requisites

B.A. or B.S. in Architecture (Other Institution) +	M.ARCH II
Incoming students from preprofessional programs at other qualifying institutions must meet required entry-level competencies to be admitted into M.ARCH II with the standard curriculum. • 6 semesters of architecture design studio • 2 semesters of architecture history/theory • 4 semesters of building technology equivalent to Material and Assembly Principles (ARCH 5301), Environmental Systems Principles (ARCH 5302), Structural Principles (ARCH 5303) and Structural Systems (ARCH 5304) • 1 architecture computation course Students who are missing prerequisites can complete a modified curriculum that allows them to complete the needed courses in lieu of other Topical and Elective courses. Substitutions can be made in the graduate curriculum as described to the right.	Entering M.ARCH II students who are missing prerequisite technology courses can substitute the needed courses for a Tech Topic in the fall or spring semester of the first year. Entering M.ARCH II students who are missing prerequisite history courses can substitute the needed courses for an Architecture Elective in the fall or spring semester of the first year.
B.A. in Architecture (UNC Charlotte) * +	**M.ARCH II**
B.A. in Architecture students will have completed all Technology and History requirements for entry into the M.ARCH II program. They will also have completed the undergraduate equivalent of ARCH 5203 History III, and one or two of the Computation Courses. Substitutions can be made in the graduate curriculum as described to the right.	M.ARCH II who have completed some of the degree requirements in the equivalent undergraduate courses at UNC Charlotte will make the following substitutions. Substitute ARCH 5205 History Topic for History III. Substitute ARCH 6050 Elective for Computational Methods Substitute ARCH 6050 Elective for Computational Practice

ARCH 1101	ARCH 1102	ARCH 2101	ARCH 2102	ARCH 3101	ARCH 3102	ARCH 4101	ARCH 4102	ARCH 7101	ARCH 7102	ARCH 7103	ARCH 7104
Form, Space, and Order	Precedent Analysis	Site and Context	Program and Use	Structure and Material Assemblies	Systems Integration	Advanced Building Design	Topical Research Studio	Building Topical	Integrated Building Design	Topical Research	Thesis
Hand Sketching Hand Drafting Physical Modeling Presentation Skills and Strategies (Graphic and Verbal) Digital Graphics	Multi-view Drawing Sets Analytical Diagram-ming (2D and 3D) Physical Site Modeling	Digital Drawing and Modeling Presentation Skills and Strategies (Analog/ Digital Hybrid)	Digital Fabrication of Models Full-Scale Construc-tions in Wood	Detail Models Digital Fabrication of Scaled Structural Components Scripting Principles	Writing Building Performance Analysis Full-Scale Construc-tions in Multiple Materials	Building Information Modeling Pre-Design	Instructor Defined	Pre-Design Synthesis of Building and Site Site and Program Analysis Digital Modeling Profession-al Commu-nication	Metric-Based Design Generative Systems Parametric Methods Building Systems Integration Building Information Modeling Compre-hensive Project Documen-tation	Site Anal-ysis Research and Writing Building Perfor-mance Analysis Perfor-mance Based Design Case Studies	Student / Instructor Defined Design Research
Adobe Suite I	Adobe Suite II	Autocad / Rhinoceros	Rhinoceros	Grasshopper	Ecotect	Revit	Instructor defined	Instructor defined	Revit / Grasshop-per /Vasari	Revit	Student defined
Other Courses: ARCH 1601	Other Courses: ARCH 1602	Other Courses: ARCH 4201 ARCH 4302	Other Courses: ARCH 4202 ARCH 4301	Other Courses: ARCH 4604 ARCH 4303	Other Courses: ARCH 3601 ARCH 4304 ARCH 4050	Other Courses: ARCH 4203 ARCH 4605	Other Courses: ARCH 4204 ARCH 4050	Other Courses: ARCH 5205 ARCH 6307 ARCH 6050	Other Courses: ARCH 7201 ARCH 6306 ARCH 6050	Other Courses: ARCH 7202 ARCH 5305 ARCH 6050	Other Courses: ARCH 5206 ARCH 6050 ARCH 6050

B.A. in Architecture Preprofessional Curriculum (4 year-128 cr. hr.)				
Four Year B.A. in Architecture		General Education	B.A. in Architecture (UNC Charlotte)	45
		Professional Studies	B.A. in Architecture (UNC Charlotte)	74
		Optional Studies	B.A. in Architecture (UNC Charlotte)	9
			Total Degree Credit Hours	128 Cr. Hr.
		A preprofessional undergraduate degree that is a component of an NAAB accredited degree program from another institution is assumed to meet the basic NAAB requirements for a balance of professional studies, optional studies and general education.		

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M.ARCH II Professional Curriculum (2 year- 60 graduate cr. hr.)					
1st Year	Fall		ARCH 7101	Design Studio: Topical Building	6
			ARCH 5203	Arch. History III (UNC Charlotte B.A. in Arch Ugrads sub 5205)	3
			ARCH 6307	Architectural Technology Topic	3
		OR	ARCH 5604	Computational Methods is required for students preprofessional degrees from other institutions	3
		OR	ARCH 6050	Architectural Elective (B.A. in Architecture grads who completed Computation Methods in undergraduate)	
				Term Total	15 Cr. Hr.
	Spring		ARCH 7102	Design Studio: Integrated Project Design	6
			ARCH 7201	Design Methodologies	3
			ARCH 6306	Architectural Technology Topic	3
		OR	ARCH 5605	Computational Practices is required for all students who have not completed an equivalent course*	3
		OR	ARCH 6050	Architectural Elective (students who have completed an equivalent undergraduate course)	
				Term Total	15 Cr. Hr.
2nd Year	Fall		ARCH 7103	Design Studio: Topical	6
			ARCH 7202	Final Project / Thesis Document	3
			ARCH 5305	Building Systems Integration	3
			ARCH 6050	Architectural Elective	3
				Term Total	15 Cr. Hr.
	Spring		ARCH 7104	Final Project / Thesis Studio	6
			ARCH 5206	Professional Practice	3
			ARCH 6050	Architectural Elective	3
			ARCH 6050	Architectural Elective	3
				Term Total	15 Cr. Hr.
				Total Degree Credit Hours	60 Cr. Hr.

General Studies / General Education
Professional Studies
Optional Studies

* Students are required to take ARCH 5605 in the M.ARCH unless they have completed an equivalent computation courses that includes thorough coverage of Revit.

Concentrations / Dual Degrees for Graduate Students

The School of Architecture does not offer formal graduate degree concentrations. However, students may use a combination of Technology Topics and Architecture Electives to concentrate their courses in an area of choice; the SoA offers a large number of courses in architecture technology, computation, and urbanism which are also supported by research opportunities associated with the three research centers in the School of Architecture--the **Integrated Design Research Laboratory**, **Digital-Arts Center**, and **City. Building.Laboratory**.

Dual Degrees: Several Dual Degree options are also available for students pursuing the M.ARCH who wish to develop strong secondary areas of expertise and skill, including:

- M.ARCH II + M.ARCH-China (Tongji University) (professional degree for licensure in China)
- M.ARCH II + Master of Urban Design (M.U.D.)
- M.ARCH II + Master of Science in Software Information Systems or Computer Science (M.S.S.I.S. or M.S.C.S.)
- M.ARCH II + Master of Business Administration (M.B.A.)
- M.ARCH II + Master of Science in Real Estate (M.S.R.E.)
- Other Dual Degrees can be proposed and approved

The benefit of a Dual Degree as compared to two parallel degrees is up to 25% reduction in the total number of credit hours required due to shared requirements. The credit hour reduction for either of the accredited degrees is isolated to elective and topical components of the curriculum which are replaced by courses in the second degree. The affect is a net increase in coursework, the addition of specialization through the second degree, with no loss of required professional curricular content. Otherwise, all degree requirements remain the same.

Several of these dual-degree options have courses that are offered in locations other than the main UNC Charlotte campus.

Dual Degree (M.ARCH II + Master of Urban Design): Urban design coursework is offered exclusively at the Center City Building.

Dual Degree (M.ARCH II + M.ARCH-China): M.ARCH II students can spend one academic year taking courses Tongji University, Shanghai, and pursue a professional internship in China. By completing this curriculum, dual degree students earn the equivalent professional M.ARCH degree recognized by accreditation agencies in China.

Dual Degrees (M.ARCH II + M.S.R.E. or M.ARCH + M.B.A.): Graduate business and real estate courses are offered primarily at the Center City Building.

Off-Campus Components of Program: Required: Two required courses in the professional M.ARCH II curriculum are taught at the Center City Building location--ARCH 5305 Building Systems Integration (fall), and ARCH 5206 Professional Practice (spring). These are the only mandatory components of the degree program that are not located on the main campus.

International Summer Programs: Students may elect to participate in summer study abroad opportunities as part of their degree program. Each summer, the School of Architecture hosts one or more summer study abroad programs focused on architecture and / or urbanism. These programs are faculty planned and directed, are typically 5-6 weeks long, earning 6 credit hours (two 6050 Architecture Elective classes). Recent architecture abroad programs have included travel to: Italy, Eastern Europe, Scandinavia, China, Spain, Brazil, and Switzerland. An architecture abroad program in Rome, Italy, and a graduate urban design abroad program in Rio de Janeiro, Brazil are planned for summer 2016.

Online Learning: All SoA architecture classes are all taught “face-to-face”, in person. The university does support a Moodle system for incorporating digital course and learning materials; the system is accessible to students 24/7.

M.ARCH Admission: See APR 3.II.3 Evaluation of Preparatory Education for more information.

M.ARCH I (non-preprofessional + 3-year degree)

The professional M.ARCH I is accredited. Students in the M.ARCH I have previously completed a non-preprofessional 4-year undergraduate degree from a regionally accredited college or university.

The curriculum is designed to meet all NAAB SPC.

Curriculum Structure: Themes, Skills, Methods, Software, Co-Requisites

Master of Architecture I Studio Progression						
ARCH 6100	**ARCH 6101**	**ARCH 6102**	**ARCH 7101**	**ARCH 7102**	**ARCH 7103**	**ARCH 7104**
M.ARCH I students enter the program one year earlier than students who have a previous preprofessional degree. The curriculum for the M.ARCH I first summer and first year are designed to present the same themes and skills that are typical to preprofessional degrees, including architectural technology, history, and representation. Additional foundation technology courses continue in the second year when M.ARCH I students merge with new incoming M.ARCH II students in most other classes. SPC met in the technology, history, and representation components of this early curriculum are the cam as those met in the parallel courses of the undergraduate B.A. in Architecture.			M.ARCH I and M.ARCH II students merge in the majority of classes. M.ARCH I students continue in the technology foundations (ARCH 5303 Structural Principles and ARCH 5304 Structural Systems), which M.ARCH II students typically take advanced Tech Topics (ARCH 6306 and 6307). Entering M.ARCH II students who are missing prerequisite technology courses can substitute the needed courses for a Tech Topic in the fall or spring semester of the first year. Entering M.ARCH II students who are missing prerequisite history courses can substitute the needed courses for an Architecture Elective in the fall or spring semester of the first year.			
Visual Communication, Analytical Thinking and Conceptual Development	Form, Space, and Order, and Building in the Landscape	Urban Program and Materiality	Building Topical	Integrated Building Design	Topical Research	Thesis
Hand Sketching Drafting Principles Digital Drawing Digital Modeling Physical Modeling Photography Graphic and Oral Presentation Strategies	Drawing Sets Orthographic and Axonometric Views Precedent Analysis Analytical Diagrams 2D and 3D Analog Diagrams	Digital Drawing Sets Orthographic, Axonometric and Perspectival Views Digital Presentation Strategies Case Studies	Pre-Design Synthesis of Building and Site Site and Program Analysis Digital Modeling Professional Communication	Metric-Based Design Generative Systems Parametric Methods Building Systems Integration Building Information Modeling Comprehensive Project Documentation	Site Analysis Research and Writing Building Performance Analysis Performance Based Design Case Studies	Student / Instructor Defined Design Research
Adobe Suite / Autocad	Autocad	Rhinoceros	Instructor defined	Revit / Grasshopper / Vasari	Revit	Student defined
Other Courses: ARCH 6601	Other Courses: ARCH 5201 ARCH 5302 ARCH 6602	Other Courses: ARCH 5202 ARCH 5301 ARCH 6603	Other Courses: ARCH 5203 ARCH 5303 ARCH 5604	Other Courses: ARCH 7201 ARCH 5304 ARCH 5605	Other Courses: ARCH 7202 ARCH 5305 ARCH 6050	Other Courses: ARCH 5206 ARCH 6050 ARCH 6050

Non-preprofessional Degree (4 year-Regionally Accredited College or University)				
4-Year Degree		General Education	Non-preprofessional Degree	Varies
		Professional Studies	Non-preprofessional Degree	Varies
		Optional Studies	Non-preprofessional Degree	Varies
		Students in M.ARCH I program are required to have completed a non-preprofessional undergraduate degree from a regionally accredited institution. It is assumed to meet the NAAB General Education requirements and supplement the optional studies.		

+

M.ARCH I Professional Curriculum (3 year-96 cr. hr.)				
Summer	S2	ARCH 6100	Design Studio: Basics	3
		ARCH 6601	Ideas in Architecture	3
			Term Total	6 Cr. Hr.
1st Year	Fall	ARCH 6101	Design Studio: Fundamentals	6
		ARCH 5201	Architectural History I	3
		ARCH 5302	Environmental Systems Principles	3
		ARCH 6602	Representation I: Fundamentals	3
			Term Total	15 Cr. Hr.
	Spring	ARCH 6102	Design Studio: Fundamentals	6
		ARCH 5202	Architectural History II	3
		ARCH 5301	Material and Assembly Principles	3
		ARCH 6603	Representation II: Digital Fundamentals	3
			Term Total	15 Cr. Hr.
2nd Year	Fall	ARCH 7101	Design Studio: Topical Building	6
		ARCH 5203	Architectural History III	3
		ARCH 5303	Structural Principles	3
		ARCH 5604	Computational Methods	3
			Term Total	15 Cr. Hr.
	Spring	ARCH 7102	Design Studio: Integrated Project Design	6
		ARCH 7201	Design Methodologies	3
		ARCH 5304	Structural Systems	3
		ARCH 5605	Computational Practices	3
			Term Total	15 Cr. Hr.
3rd Year	Fall	ARCH 7103	Design Studio: Topical	6
		ARCH 7202	Final Project / Thesis Document	3
		ARCH 5305	Building Systems Integration	3
		ARCH 6050	Architectural Elective	3
			Term Total	15 Cr. Hr.
	Spring	ARCH 7104	Final Project / Thesis Studio	6
		ARCH 5206	Professional Practice	3
		ARCH 6050	Architectural Elective	3
		ARCH 6050	Architectural Elective	3
			Term Total	15 Cr. Hr.
			Total Degree Credit Hours	96 Cr. Hr.

General Studies / General Education
Professional Studies
Optional Studies

Concentrations / Dual Degrees for Graduate Students:

Information previously presented regarding M.ARCH II graduate concentrations and Dual Degrees also applies to the M.ARCH I students. The M.ARCH I curriculum has a higher number of required courses, but electives can be applied to concentrated study and Dual Degree courses.

Off-Campus Components of Program: See preceding M.ARCH II section.

International Summer Programs: See preceding M.ARCH II section.

Online Learning: See preceding M.ARCH II section.

M.ARCH Admission: See APR 3.II.3 Evaluation of Preparatory Education for more information.

Postprofessional Degrees:

The School of Architecture currently offers two Postprofessional degrees.

Master of Urban Design (M.U.D.): The Master of Urban Design is a 1-year program, 36-39 credit hour (Fall, Spring, Summer) program. It is an applied research and design degree and is not NAAB accredited. This degree is for students who have completed a professional B.ARCH or M.ARCH, or a preprofessional B.A. or B.S. in architecture (for students not seeking a professional degree), planning, landscape architecture, or another related discipline. A broad and inclusive admissions policy attracts an intentionally diverse cross-disciplinary group of students who wish to pursue specialized professional and academic opportunities, mid-career enhancement, or meet a growing global demand for expertise in urban design. The program is designed to fit the needs of both full-time and part-time students. Students entering the M.U.D. program with a professional architecture degree (B.ARCH or M.ARCH) can earn approximately one year of IDP credits towards architectural licensure.

M.U.D. Curriculum

Dual M.ARCH III / Master of Science in Software Information Systems (M.S.I.T) or Computer Science (M.S.C.S.):

The Dual Degree in M.ARCH with the M.S.C.S. or M.S.S.I.S. is a two-year curriculum with tightly integrated coursework and research. This program is founded upon the idea that design has become increasingly important to computer scientists, and at the same time, computation has become important to designers. This program has a unique curriculum that systematically combines the strength and insights of both disciplines.

M.ARCH III / M.S.C.S.

M.ARCH III / M.S.S.I.S. Curriculum

Degree Title Conversion

The School of Architecture offers one degree program which is not in compliance with the degree title nomenclature required by NAAB--the M.ARCH III (noted above under Postprofessional Dual Degrees). The SoA has taken steps and is in the process of changing the title of this degree.

M.ARCH III: In 2008, the SoA began developing a new postprofessional Masters program focused around concentrations in faculty research, teaching, and the SoA research centers. Concurrently, budget restrictions within the State of North Carolina led the university system's General Administration to place a moratorium on new programs. Consequently, the SoA made an internal UNC Charlotte request to add a third path--M.ARCH III--to our M.ARCH degree to temporarily accommodate this new research-focused degree. The M.ARCH III is not accredited and is not seeking accreditation; it is intended as a Postprofessional degree. It is only offered as a component of a 2-year Dual Degree in concert with the Master of Science in Software Information Systems or the Master of Science in Computer Science. The Postprofessional M.ARCH III enrolled its first students in the fall of 2013.

The SoA has submitted a request, and is currently in the process of converting the M.ARCH III program into an Master of Science in Architecture once the General Administration has lifted the moratorium on new programs. During the 2014-2015 Academic Year, a formal Permission to Plan document was submitted to the Graduate School at UNC Charlotte.

Master of Science Permission to Plan Document

Evaluation of Preparatory Information / Admission to SoA Programs

> ***NAAB Condition and Specification of APR Content***: *The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in nonaccredited programs have indeed been met.*
>
> *The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB- accredited degree program.*
>
> *Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.*
>
> *In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.*
>
> *The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. (2014 Conditions)*

Admission processes and evaluation of preparatory education for each of the accredited SoA programs is outlined below.

Bachelor of Arts in Architecture (B.A. in Architecture): Admissions Process

Admission to the School of Architecture is competitive and requires two separate admission processes: 1) admission to the University of North Carolina at Charlotte, and 2) admission to the School of Architecture. After indicating "Architecture" as their intended major, applicants receive an email notification explaining the SoA admission process with instructions, and providing access to the online **SoA Application**.

The **SoA Application** includes: a resume, essay questions, and five samples of creative work. Applications are reviewed by an Undergraduate Admissions committee. Based on academic standing and the quality of SoA Application, the most promising applicants are selected for an individual interview to be conducted during one of 3-4 Open House / Interview Events. The Open House / Interview Event is a 5-hour program that introduces students to the SoA through: 1) an information session, 2) a tour of the building and facilities, 3) student presentations of the Undergraduate studio curriculum and work, 4) small group discussions with students and faculty, and 5) a thirty-minute individual interview. The interview is conducted by a committee member and a student representative, and provides the opportunity to view and discuss a collection of the applicant's original, creative work; typically this includes a combination of art (freehand drawing, graphic design, painting, photography, and sculpture) or other forms of creative expression (carpentry, craft, ceramics, dance, film-making, model-making, music, poetry, and set/costume design).

The committee members forward recommendations and notes on both the application and the interview to the Associate Director, who makes final admission decisions on applicants by April 1st.

The SoA admits applicants for the fall semester only. Many applicants who are initially denied admission to the SoA choose to enroll at the University and reapply to the SoA the following year. More details regarding the admission process can be found on the **SoA Website**.

Evaluation of Preparatory Education: No specific courses or prerequisites are required prior to admission into the preprofessional B.A. in Architecture.

Analysis of the applicants, admitted students, and incoming first year class allows us to better understand the profile of our student body. For more information on these studies, please link to the three-year combined **Admissions Report: B.A. 2013-2015**.

Bachelor of Architecture (B.ARCH): Admissions Process

Students who have earned the preprofessional B.A. in Architecture from UNC Charlotte and maintained a 3.0 GPA through the 4th year fall semester are automatically recommended for admission into the Bachelor of Architecture program. Students who have not achieved this GPA must apply.

Application: Students who have met the basic requirement of completing a B.S. or B.A. in Architecture from a NAAB - accredited institution are qualified to apply. Admission to the B.ARCH program is competitive and requires two separate admission processes: admission to the University of North Carolina at Charlotte and admission to the School of Architecture; instructions and qualifications for applying are posted with links on the SoA Website. All applications and application materials are due mid-January.

Required materials in the application include:

- Statement of Purpose (approximately 500 words)
- Resume (including educational and professional experience)
- Core Competency Evaluation Form
- 8.5” x 11” bound portfolio of design/creative work
- Academic essay or research paper related to architectural study (properly footnoted)
- Three recommendations accounting for personal and professional qualifications

For more information, visit the Bachelor of Architecture Admissions web page, linked here)

Evaluation of Preparatory Education:

> ***NAAB Condition and Specification of APR Content***: *The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.*
>
> *Programs must document their processes for evaluating a student’s prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program. (2014 Conditions)*

To ensure that applicants qualify for the 1-year B.ARCH, the Admissions Committee and the Academic Advisor carefully review all prior architectural coursework and official transcripts to determine if an applicant meets the required entry-level competencies. The Core Competency Evaluation Form assists reviewers in evaluating whether an applicant has completed an equivalent prerequisite course in their preprofessional coursework. In order to qualify for admission to the B.ARCH program, applicants from other (Non-SoA) preprofessional architecture programs must have completed the following Entry Level

Competencies:

- Minimum of 8 architectural design studios (average 5 credit hours / studio)
- Minimum of 3 architectural history/theory courses (average 3 credit hours / course)
- Minimum of 4 building technology courses equivalent to Material and Assembly Principles (ARCH 4301), Environmental Systems Principles (ARCH 4302), Structural Principles (ARCH 4303) and Structural Systems (ARCH 4304) (average 3 credit hours / course)
- Minimum of 1 architecture computation course (average 3 credit hours / course); two courses is preferred. Students entering with two computation courses (and strong Revit capabilities) are not required to enroll in ARCH 4604 Computational Methods or ARCH 4605 Computational Practice. For students with one course, or insufficient Revit capability, Computational Practice is required as part of the 5th year curriculum and is substitute for one architecture elective.
- Missing prerequisite courses (with the exception of Computational Practice), must be completed prior to and in addition to the standard 30 credit hour curriculum.

The process of evaluating Preparatory Education includes:

1. Applicant completion of the **Core Competency Evaluation Form** in the Application.
2. Admissions Committee verifies Core Competency Form correctness through transcript review.
3. Academic Advisor further investigates missing prerequisite courses for provisionally admitted Applicants, which can include online research of courses.
4. If there are doubts regarding the necessary content of a prerequisite course taken at a different institution, the applicant must supply course materials (syllabus, calendar, assignment statements, student notebook, exams, projects etc). These materials are then reviewed by the faculty teaching the required course in the SoA to ensure parity.
5. Academic Advisor communicates with applicant if any prerequisites must be completed prior to entering the program. Prerequisites cannot be substituted for B.ARCH requirements.
6. Academic Advisor will communicate the findings and requirements to the applicant by letter at the time of admission.

Applicants with deficient entry-level competencies are required to complete all required coursework prior to and in addition to the 30 credit hours required for the B.ARCH degree program. Computational Practice may be substituted for one elective. No other substitutions are permitted, and no credits can be transferred from other institutions to fulfill B.ARCH course requirements.

> ***NAAB Condition and Specification of APR Content***: *In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. (2014 Conditions)*

When there are doubts about the equivalency of an applicant's prerequisite course, the applicant is asked to supply course materials (syllabus, calendar, assignment statements, student notebook, exams, projects etc). These materials are then reviewed by the faculty teaching the required course in the SoA to ensure parity.

Master of Architecture (M.ARCH): Admissions Process

Admission to the M.ARCH program is competitive and requires two separate admission processes: 1) admission to The Graduate School at UNC Charlotte, and 2) admission to the School of Architecture (SoA).

All application materials are due mid-January. Early Priority Deadlines are strongly considered for financial assistance. Applications received later are considered only if space is available. Required application materials include:

- Graduate School application
- Official transcripts from all previous, college-level institutions
- Official GRE test scores (TOEFL if applicable)
- Statement of Purpose (approximately 500 words)
- Resume (educational and professional experience)
- Portfolio (PDF document upload)
- Three recommendations referencing personal and professional qualifications

All applicants to the M.ARCH II program must complete a B.A. or B.S. in Architecture from a NAAB - accredited institution prior to enrollment (with the exception of Early Entry students who are completing final B.A. in Architecture requirements simultaneously). UNC Charlotte students who have earned the preprofessional B.A. in Architecture are automatically recommended for admission to the M.ARCH II program if they have earned an architecture / major GPA of 3.25. UNC Charlotte students who do not meet this requirement may submit a full application for admission to the M.ARCH II program.

Evaluation of Preparatory Education for M.ARCH II:

> ***NAAB Condition and Specification of APR Content*****:** *The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.*
>
> *Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program. (2014 Conditions)*

Applicants who completed a qualifying preprofessional B.A. or B.S. from another institution:

To ensure that incoming students qualify for the M.ARCH II 2-year curriculum, the M.ARCH Admissions Committee and Academic Advisor carefully review all prior architectural coursework and official transcripts to determine if an applicant meets the required entry-level competencies. The Admissions Committee completes a **Core Competency Evaluation Form** to assist in evaluating whether an applicant has completed each of the required prerequisite courses in their preprofessional coursework. In order to qualify for the standard M.ARCH curriculum, applicants from other (Non-SoA) preprofessional architecture programs must have completed the following Entry Level Competencies:

- Minimum of 6 semesters of architecture design studio
- Minimum of 2 semesters of architecture history/theory
- Minimum of 4 semesters of building technology equivalent to:
  - Material and Assembly Principles (ARCH 4301 / 5301)
  - Environmental Systems Principles (ARCH 4302 / 5302)
  - Structural Principles (ARCH 4303 / 5303)
  - Structural Systems (ARCH 4304 / 5304)
- Minimum of 1 architecture computation course (average 3 credit hours / course).
- Missing prerequisite courses can often be completed in the process of the M.ARCH II curriculum, often without extending the time-to-degree.

3-II.3
Evaluation of Preparatory Education

The process of evaluating Preparatory Education includes: .

1. Admissions Committee completes a **Core Competency Evaluation Form** through transcript review.
2. Academic Advisor further investigates missing prerequisite courses for provisionally admitted Applicants, which can include online research of courses. The Academic Advisor evaluates whether the applicant is qualified to complete the standard, or a modified version of, the M.ARCH II curriculum. At this time, it may be recommended that the candidate be considered for the longer M.ARCH I path if substantial deficiencies exist.
3. If there are doubts regarding the necessary content of a prerequisite course taken at a different institution, the applicant must supply course materials (syllabus, calendar, assignment statements, student notebook, exams, projects etc). These materials are then reviewed by the faculty teaching the required course in the SoA to ensure parity.
4. Academic Advisor communicates with the committee and the applicant if any prerequisites must be completed prior to entering the program, or if there are substitutions that can be made to rectify the deficiencies.
5. Academic Advisor will communicate the findings and requirements to the applicant by letter at the time of admission.

Applicants with modest deficiencies in prerequisites may complete missing requirements during the 2-year M.ARCH II degree program. An applicant with substantial prerequisite deficiencies will be redirected to the M.ARCH I program.

> ***NAAB Condition and Specification of APR Content*****:** *In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. (2014 Conditions)*

When there are doubts about the equivalency of an applicant's prerequisite course, the applicant is asked to supply course materials (syllabus, calendar, assignment statements, student notebook, exams, projects etc). These materials are then reviewed by the faculty teaching the required course in the SoA to ensure parity.

Evaluation of Preparatory Education for M.ARCH I:

Applicants to the M.ARCH I program is far simpler. Applicants must have completed a 4-year undergraduate degree from a regionally accredited college of university. It is not assumed that M.ARCH I students have completed any formal architectural education or coursework, and the curriculum is designed to present a full range of beginning to advanced studies. Prior to enrollment, students must have completed the following basic undergraduate requirements:

- Physics I
- Pre-Calculus

Section 3: II.4 Public Information

This section contains a brief overview of required public information, and the URL links to the information.

II.4.1 Statement on NAAB-Accredited Degrees

> ***NAAB Condition and Specification of APR Content***: *All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB 2014 Conditions for Accreditation, Appendix in catalogs and promotional media. (2014 Conditions)*

The SoA meets this requirement. The Statement on Accredited Degrees appears in the Graduate and Undergraduate UNC Charlotte Catalogs, on the SoA website, and in both the Undergraduate and Graduate Program Guides which are promotional documents for the SoA.

The statement reads as follows:

> *"The SoA maintains accredited status through the National Architectural Accrediting Board, which reviews the curriculum, facility, faculty, and program resources annually. In addition, the NAAB conducts an intensive site visit every eight years. The School has maintained full accreditation standards as prescribed by this board and includes the following required statement:*
>
> *"In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.*
>
> *"Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.*
>
> *"University of North Carolina at Charlotte, SoA, offers the following NAAB-accredited degree programs:*
>
> *"B. Arch. (Preprofessional degree + 30 undergraduate credits)*
>
> *"M. Arch. (Preprofessional degree + 60 graduate credits)*
>
> *"M. Arch. (Non-preprofessional degree + 96 graduate credits)*
>
> *"Next accreditation visit for all programs: 2016"*

This statement is published in several locations.

UNC Charlotte Undergraduate Catalog Web Link

UNC Charlotte Graduate Catalog Web Link

SoA Web Link

Undergraduate Program Guide (See Page 9)	**Web Link**
Graduate Program Guide (See Page 18)	**Web Link**

3-II.4
Public Information

II.4.2 Access to NAAB Conditions and Procedures

NAAB Condition and Specification of APR Content: *The program must make the following documents electronically available to all students, faculty, and the public:*

- *The 2014 Conditions for Accreditation*
- *The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)*
- *The Procedures for Accreditation (edition currently in effect)*

(2014 Conditions)

The SoA meets this requirement. The last NAAB Accreditation visit to UNC Charlotte's SoA in 2010 was subject to the 2004 Conditions for Accreditation. The 2004, 2010, and 2014 Conditions for Accreditation, and the Procedures for Accreditation are linked to the UNC Charlotte's SoA website.

2004 Conditions for Accreditation Web Link	Document
2009 Conditions for Accreditation Web Link	Document
2014 Conditions for Accreditation Web Link	Document
2015 Procedures for Accreditation Web Link	Document

II.4.3 Access to Career Development Information

NAAB Condition and Specification of APR Content: *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. (2014 Conditions)*

University Career Center

The University Career Center (UCC) at UNC Charlotte is dedicated to helping architecture students with a comprehensive approach to career preparation and development, with experiential learning as a key component. The UCC provides advising and counseling related to self-assessment, career exploration, internships, and interview preparation. They frequently host workshops to develop skills related to interviewing and creating a resume. As well, they work directly with architecture firms to communicate internships and full-time positions to students. The SoA has a dedicated liaison in the UCC who specifically works with architecture students. Additional information can be found at the **University Career Center** web site.

Internship

Each year, the SoA and AIAS host the Career EXPO. This is a day long event when architecture firms throughout the region interview students for internships and full-time positions. As well, the SoA has dedicated faculty liaisons for the SoA to NCARB and AIA Charlotte.

- David Thaddeus, AIA: Outgoing Architect Licensing Advisor
- Jefferson Ellinger, AIA: Incoming Architect Licensing Advisor
- Dale Brentrup, AIA: AIA Charlotte Liaison

Annually they update all students on the upcoming changes related to IDP and the specific requirements necessary for licensure. Links to the IDP website of the NCARB can be found on the **SoA Web Page**.

II.4.4 Public Access to APRs and VTRs

NAAB Condition and Specification of APR Content: *To promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:*

- *All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012)*
- *All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual*
- *Reports [narrative] submitted 2009–2012)*
- *The most recent decision letter from the NAAB The most recent APR8*
- *The final edition of the most recent Visiting Team Report, including attachments and addenda*

(2014 Conditions)

The SoA meets this requirement. The most recent APR, VTR (including attachments and addenda), and the NAAB Decision Letter from the 2010 NAAB Accreditation visit to UNC Charlotte's SoA are linked to the UNC Charlotte's SoA website.

APR UNC Charlotte School Architecture, 2009 / 2010	**Document**
VTR (Visiting Team Report) from 2010 Visit	**Document**
NAAB Decision Letter	**Document**

Annual Reports [narrative only] (2011-2012)

II.4.5 ARE Pass Rates

NAAB Condition and Specification of APR Content: *NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/postsecondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their web sites to the results. (2014 Conditions)*

The SoA meets this requirement. ARE Pass Rates are linked to UNC Charlotte's SoA website in the following locations:

UNC Charlotte SoA Graduate Degree Programs web page

UNC Charlotte SoA Undergraduate Degree Programs web page

II.4.6. Admissions and Advising

NAAB Condition and Specification of APR Content: *The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution. This documentation must include the following:*

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

(2014 Conditions)

Information regarding the SoA Admission policies is readily available on the SoA website.

SoA Undergraduate Admissions: Both the B.A. in Architecture and the B.ARCH require two admission processes. All applicants must begin with an application to UNC Charlotte--see the **UNC Charlotte Undergraduate Admissions** web portal. All undergraduate applicants interested in pursuing a preprofessional degree or professional degree can find basic information about SoA admissions on the SoA web site--see **SoA Architecture Admissions General**.

The B.A. in Architecture admission process is detailed on a subpage--see **SoA B Arts In Architecture Admission Processes**. The application for the B.A. in Architecture degree is made through an online application portal; for current UNC Charlotte students, an application login can be requested on the site--see **SoA B Arts in Architecture Application**; new applicants to the university receive a login to the same application when they complete a UNC Charlotte Application and select “Architecture” as the desired major.

The B.ARCH admission process is detailed on a separate subpage--see **SoA B Arch Application / Admission Processes**. As part of this application, students must complete a **SoA B.ARCH Core Competency Evaluation Form (web)** or **SoA B.ARCH Core Competency Evaluation Form (form)** indicating the prerequisite courses that they have completed in their preprofessional degree programs. They must also send three references using the **SoA B Arch Applicant Evaluation Form (web)** and **SoA B Arch Applicant Evaluation Form (form)**.

SoA Graduate Admissions: All SoA graduate programs require two admission processes. All applicants must begin with an application to The Graduate School at UNC Charlotte--see the **UNC Charlotte Graduate Admissions** web portal. All graduate applicants interested in pursuing a degree program in the SoA can find basic information about SoA graduate admissions on the SoA web site--see **SoA Graduate Programs Application / Admission Processes**.

An overview of the M.ARCH I program, its curriculum, and admission application requirements are detailed on a separate subpage--see **SoA M.ARCH I Application / Admission Processes**. An overview of the M.ARCH II program, its curriculum, admission application requirements, and dual degrees are detailed on a separate subpage--see **SoA M.ARCH II Application / Admission Processes**.

Financial Aid and Scholarships

The SoA offers several scholarships that are exclusively available to SoA students. Qualification for the individual scholarships varies--some are need-based, some merit-based, others dedicated to year levels--but there are scholarships available to all level students. Students may begin applying online for the available awards in November each year, and awards are applied to the spring semester term. For more information on the process, see **SoA Scholarship FAQ (Frequently Asked Questions)**. For information on the available scholarships in the SoA, see **SoA Scholarship Opportunities**. To view the previous year's application form, see **SoA Scholarship Application Form**.

Student Diversity Initiatives

There are many diversity initiatives at both the university and within the SoA; information on these initiatives can easily be viewed on line. Many of these are centrally located on the **SoA Diversity and Inclusion Web Page**. This page directs students to other initiatives and resources including:

- **The SoA Diversity and Inclusion Action Plan**: This plan sets out specific goals and objectives aimed at developing "a profession that reflects the diversity of the communities, users, and clients we serve." (2009-2013 AIA Diversity Action Plan).
- **SoA Studio Culture Policy**: Addressed in detail in the introduction to the SoA, this plan calls upon all parties in the SoA to contribute to a culture of mutual respect and responsibility, regardless of differences.
- **UNC Charlotte Multicultural Resource Center**: Is an SoA web link to a university-wide resource that promotes multicultural student learning and development, provides services, fosters an involved campus community through over 100 student organizations linked by dimensions of multiculturalism.
- **Freedom by Design**: A community-service subsidiary organization of the AIAS, that utilizes the talents of architecture students to impact the lives of people in their community. (FBD) teaches students how to resolve accessibility issues while simultaneously providing them with the real world experience of working with a client, mentorship from a local architect and constructor, and an understanding of the practical impact of architecture and design. More information on the group and its projects can be viewed on the **Freedom by Design Facebook Page**.
- **National Organization of Minority Architects (NOMA)**: The mission of NOMA is "building of a strong national organization, strong chapters and strong members for the purpose of minimizing the effect of racism in our profession." The SoA has a student chapter--NOMAS--who participate in design competitions and organize student events.

II.4.7 Student Financial Information

NAAB Condition and Specification of APR Content: *The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.*

The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program. (2014 Conditions)

Student Financial Information for students attending UNC Charlotte is widely available on the web, and centrally organized in two locations--the UNC Charlotte Financial Services site and the Office of Student Financial Aid website. Basic information on applying for Financial Aid can be found at **UNC Charlotte Four Steps to Financial Aid**. A general estimate sheet that includes tuition, fees, housing, books, transportation, and miscellaneous cost of attending the university is covered in the **UNC Charlotte Estimating Costs** document, linked from the Office of Student Financial Aid website. For official costs for tuition and fees by semester, see **UNC Charlotte Tuition and Fees**. Fees and tuition vary for undergraduate and graduate students. Undergraduates can view the **UNC Charlotte Undergraduate Cost of Attendance** and graduate students can view the **UNC Charlotte Graduate Cost of Attendance**, and search for funding resources through **UNC Charlotte Funding Sources for Graduate Students**. A price calculation tool that can use variables to estimate costs for students can be accessed through the Financial Aid website at **UNC Charlotte Net Price Calculator** and additional information for parents of UNC Charlotte students can be found at **UNC Charlotte Parent Information**. Frequently asked questions regarding student accounts and financial aid can be found at **UNC Charlotte Your Aid and Your Bill**, and consumer information about financial assistance, tax information and FAFSA can be viewed at **UNC Charlotte Consumer Information**.

Other financial information is major specific, and is provided by the SoA. Incoming students should purchase a computer that meets the specifications provided by the SoA to meet the needs of the major. The specification assists students with this major cost associated with the major--**SoA Computer Purchasing Guide**. Another one-time cost is a tool kit for architecture majors. For undergraduates, the kit that has been designed can be purchased online or at the UNC Charlotte bookstore; view the architecture kit online at **Dew Drafting Supplies**; for graduate students, the kit is prepared at a local Charlotte art supply store--Binders. The costs associated with these kits, and with other up-front costs are covered in introductory letters sent to incoming students--see **Graduate 6100 Welcome Letter** and **Welcome Letter for 1st Year Undergraduates**. The SoA website also has a page outlining “First Year Supplies and Fees”, as this is the year that will have the highest start-up costs for our majors. This information is communicated in a letter to our students, but it can also be viewed online--**SoA First Year Supplies and Fees**.

Graduate students in the SoA have an additional “tuition surcharge” each semester. This fee can be viewed in the **SoA Graduate Student Tuition and Fees**. To offset these costs, there are several sources of funding for graduate students, including: Graduate Assistance Support Plan (GASP) awards, Research and Teaching Assistantships, Tuition Awards, Tuition Assistance Grants (TAG) awards. Approximately 40% of our current graduate students benefit from these awards, which can be viewed at **SoA Funding Sources for Graduate Students**.

Section 3: III.1.1 Annual Statistical Reports

NAAB Condition and Specification of APR Content: *The program must submit annual statistical reports in the format required by the NAAB Procedures. The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics." (2014 Conditions,)*

The APR must include a statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics. (2014 Guide,)

The Office of Institutional Research assists the SoA Annually with statistics needed for our NAAB Annual Report. Attached is a letter from the Associate Director of Institutional Research, Wayne Stone, verifying their preparation of this data annually in using data reported to state and federal agencies.

Verification Letter from Institutional Research

3-III.1.1
Annual
Statistical
Reports

Section 3: III.1.2 Interim Progress Reports

***NAAB Guide to the Condition and Specification of APR Content*:** *Interim Program Reports are NOT to be included in the APR. The NAAB will provide the following directly to the team at the same time as the VTR template and other materials:*

- *All narrative annual or interim reports submitted since the last visit.*
- *All NAAB Responses to annual reports submitted between 2008 and 2012.*
- *In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda.*

(2014 Guide)

The 2014 Guide to the Conditions for Accreditation indicates that the NAAB will provide the items mentioned directly to the team at the same time as the VTR template and other materials.

3-III.1.2
Interim
Progress
Reports

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal. Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website.

SoA Required Undergraduate Courses *Please note: This document contains internal links for navigation. The document must be downloaded for the links to function.*

SoA Required Graduate Courses*Please note: This document contains internal links for navigation. The document must be downloaded for the links to function.*

SoA Elective Courses (Sample of most recent and frequent Electives)*Please note: This document contains internal links for navigation. The document must be downloaded for the links to function.*

Studio Culture Policy

SoA Studio Culture Policy

Policies on academic integrity for students (e.g., cheating and plagiarism)

UNC Charlotte Academic Integrity Site

Information resources policies including collection development

Information resource policies including collection development

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

UNC Charlotte EEO Policy

UNC Charlotte Affirmative Action Plan

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

UNC Charlotte Tenure Policies, Regulations, and Procedures

SoA Reappointment, Promotion and Tenure Document

Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire)

Response to the Offsite Program Questionnaire (Branch Campus Questionnaire)

SoA Lectures 2010-2015

University of North Carolina Charlotte
School of Architecture / College of Arts + Architecture

Sarah Graham
Title: Constructed Spaces
When: 2:00pm – 3:15pm Monday, January 11, 2010

Gary Hack
Title: Design After the Age of Oil
When: 6:00pm – 7:30pm Wednesday, January 20, 2010

Robert Fishman
Title: Cities After the End of Cities
When: 5:00pm – 6:30pm Wednesday, February 3, 2010

Charles Waldheim
Title: Planning, Ecology and Emergence of Landscape
When: 5:00pm – 6:30pm Wednesday, February 17, 2010

Yung Ho Chang
Title: Recent Work
When: 5:00pm – 6:30pm Wednesday, January 20, 2010

Neil Denari
Title: Precise Form in an Imprecise World
When: 2:00pm – 3:15pm Monday, August 23, 2010

Winka Dubbeldam
Title: Fragmentation as Optimization
When: 5:00pm – 6:15pm Wednesday, September 22, 2010

Michelle Addington
Title: Energy, Building, Body
When: 5:00pm – 6:15pm Wednesday, October 13, 2010

Lisa Iwamoto
Title: Synthetics
When: 5:00pm – 6:15pm Wednesday, November 3, 2010

Theo Prudon
Title: Mid-Century Modernism
When: 5:00pm – 6:15pm Wednesday, November 8, 2010

Turner Brooks
Title: The Overcoat
When: 2:00pm – 3:15pm Wednesday, January 19, 2011

Peter Soland
Title: Paysages Urbain – Urban Landscapes
When: 2:00pm – 3:15pm Wednesday, February 2, 2011

Mario Carpo
Title: Split Agency: Forms, Standards and Authorship in Times of Variable Media
When: 2:00pm – 3:15pm Wednesday, February 16, 2011

Guy Nordensen
Title: Patterns and Structure
When: 5:00pm – 6:15pm Wednesday, February 23, 2011

Kate Shepherd
Title: What to Look For
When: 5:00pm – 6:15pm Wednesday, January 19, 2011

Silva Ajemian, Jorge Prado
Title: Into the Box: The Frame and its Discontents
When: 5:00pm – 6:15pm Wednesday, January 19, 2011

Billie Tsien
Title: Design for a Vulnerable Planet
When: 2:00pm – 3:30pm Monday, January 9, 2012

Michael Maltzan
Title: Superbigatopolis
When: 2:00pm – 3:30pm Wednesday, January 25, 2012

Juhani Pallasmaa
Title: Atmospheres
When: 2:00pm – 3:30pm Friday, January 27, 2012

Craig Dykers
Title: Design for a Vulnerable Planet
When: 6:00pm – 7:30pm Wednesday, February 15, 2012

Walter Hood
Title: Charlotte's Web: Enmeshed Landscapes
When: 6:00pm – 7:30pm Thursday, March 22, 2012

Bridgette Shim
Title: Shim + Sutcliffe Architects
When: 6:00pm – 7:30pm Thursday, April 12, 2012

Michael Arad
Title: Reflecting Absence: Designing the National 9/11 Memorial
When: 2:00pm – 3:30pm Monday, August 20, 2012

Gensler, Perkins Eastman, tvsdesign
Title: Globalization + Practice
When: 5:30pm – 7:00pm Wednesday, September 26, 2012

Preston Scott Cohen
Title: Form: The Hidden Core of Architecture
When: 2:00pm – 3:30pm Friday, October 17, 2012

Georgina Huljich
Title: In and Out of Material
When: 2:00pm – 3:30pm Wednesday, October 24, 2012

Julie Eizenberg
Title: Big Ideas
When: 2:00pm – 3:30pm Wednesday, January 9, 2013

Hilary Sample
Title: Recent Work of MOS
When: 2:00pm – 3:30pm Wednesday, January 30, 2013

IDEAOffice
Title: Driven by Dilemma
When: 2:00pm – 3:30pm Wednesday, February 6, 2013

Martin Bressani
Title: Hauntings: Towards an Aesthetic of Atmosphere
When: 2:00pm – 3:30pm Wednesday, February 20, 2013

Marc Simmons
Title: Recent Work of MOS
When: 6:00pm – 7:30pm Wednesday, March 27, 2013

Carlo Ratti
Title: Recent Work of MOS
When: 6:00pm – 6:30pm Thursday, March 28, 2013

Heather Woofter
Title: Recent Work of MOS
When: 6:00pm – 7:30pm Friday, March 29, 2013

Susannah Drake
Title: Creating Resilience: Transformation of Urban Infrastructure
When: 2:00pm – 3:30pm Wednesday, August 19, 2013

Lars Lerup
Title: Tough Change: The City of the Third Kind and its Uncertain Future
When: 2:00pm – 3:30pm Wednesday, September 18, 2013

Joan Ockman
Title: The History and Place of Architecture Education in the Historiography of Mid-20th c. Architecture
When: 2:00pm – 3:30pm Wednesday, September 27, 2013

William Morrish
Title: Urbanizing Ecologies
When: 2:00pm – 3:30pm Wednesday, October 30, 2013

Wang Yi, Yiru Huang
Title: China's New Urbanism
When: 5:00pm – 7:00pm Wednesday, November 7, 2013

URBANLab
Title: New Realism
When: 2:00pm – 3:30pm Wednesday, January 8, 2014

Mario Botta
Title: Architecture and Memory
When: 12:30pm – 1:30pm Friday, January 31, 2014

Craig Schwitter
Title: 0 I 10 I 100: Ideas for Curing the Built Environment
When: 2:00pm – 3:30pm Wednesday, February 19, 2014

Rodolfo Machado
Title: Practice and Theory in Architecture
When: 12:30pm – 1:30pm Thursday, March 27, 2014

Joshua Prince-Ramus
Title: Time for Architecture to Do Things Again
When: 6:00pm – 7:00pm Saturday, April 5, 2014

Method Design
Title: Irreverently Reverent
When: 2:00pm – 3:30pm Monay, August 17, 2014

Pedro Rodriguez Sanchez
Title: Strength Training for Specialized Work: Restoration of Old Havana
When: 12:30pm – 1:30pm Monday, August 25, 2014

Juan Moreno
Title: Recent Work
When: 10:30am – 12:00pm Saturday, September 27, 2014

Fritz Steiner
Title: Design for a Vulnerable Planet
When: 2:00pm – 3:30pm Wednesday, October 1, 2014

CASE + SHoP
Title: Built Ecologies I Out of Practice
When: 1:00pm – 3:00pm Friday, October 3, 2014

Greg Lynn
Title: Motion: Literal and Phenomenal
When: 2:00pm – 3:30pm Wednesday, October 15, 2014

Lise Anne Couture
Title: FastForward Rewind Play
When: 2:00pm – 3:30pm Wednesday, January 7, 2015

Bernard Tschumi
Title: Concept and Notation
When: 2:00pm – 3:30pm Friday, January 23, 2015

Lisa Gray
Title: Constraints
When: 2:00pm – 3:30pm Wednesday, February 11, 2015

Richard Jackson
Title: Designing Healthy Communities
When: 6:00pm – 7:30pm Thursday, April 9, 2015

Laurie Hawkinson
Title: Recent Work
When: 6:00pm – 7:30pm Thursday, April 9, 2015

Rahul Mehrotra
Title: The Work of RMA Architects
When: 2:30pm – 3:30pm Monday, August 24, 2015

Mark Lee
Title: Architecture and the Ecology of Objects
When: 2:00pm – 3:30pm Wednesday, September 16, 2015

Larry Scarpa
Title: Latent Potentials
When: 2:00pm – 3:30pm Wednesday, September 30, 2015

De Silva, Sheng, Stratigakos
Title: Women in Architecture
When: 2:00pm – 3:30pm Wednesday, October 21, 2015

CoA+A Gallery Exhibits 2011-2015: Projective Eye Gallery (PEG) + Storrs Hall Gallery

University of North Carolina Charlotte
School of Architecture / College of Arts + Architecture

2011

- **Here's to Hoping it Rhymes for a Reason: John Harriston Jr. and Antoine Williams, PEG**
- **100 Artifacts to Represent SoA: STORRS**
- **Look Right Look Left: Study Abroad Exhibition | London, STORRS**
- **Playground: E.E. Balcos, Maja Godlewska, Mary Tuma, PEG**
- **Confabulators Nocturni: Andrew McClellan and Bryan Ambroziak, STORRS**

2012

- **Violins of Hope, 18 violins recovered from the Holocaust and restored by Israeli master violin-maker Amnon Weinstein.**
- **Primitive Parametric: Chris Beorkrem, Charles Davis, and Bryan Shields with graduate students Ryan Barkes, Nicole Brown, Taylor Milner, and Nicole Rivera**
- **Songs of the Fisherman, PEG**
- **E Pluribus Unum: Nora Ligorano/Reece, Arthur Mole & John Thomas, Krista Corwin, Michael Murphy, Grant Baldwin, Barbara Schreiber, Carrie Gault: Guest Appearance by Queintin Q Talley, PEG**
- **Melting Middle Class, McDowell Park**
- **Opening of the Lona-Frey Collection throughout CCB**
- **100 Artifacts to Represent SoA: STORRS**
- **Foreign Studies Exhibition SoA: STORRS**
- **ANDREAS BECHTLER: The Artist, PEG**
- **Torqued and Twisted: bentwood furniture today Clifton Monteith, Don Miller, Frank Gehry, Jeremy Holmes, Mathias Pliessnig, Michael Cooper, Mike Jarvi, Michael Thonet, Yuri Kobayahi, STORRS**

2013

- **Favellas: Architecture of Survival by Pedro Lobo**
- **Negotiating the Gap: SoA & Urban Ministries, PEG**
- **AxeOME: Heather Woofter + Sung Ho Kim, STORRS**
- **Aggregation Transformation: Ryan Buyssens, Kelly Carlson-Reddig, Heather Freeman, and Erik Waterkotte, Guest Performance by Triptyche Collective, PEG**
- **Mad Hatters to Pixel Pushers: Anne Arden McDonald, Carolyn DeMeritt, Dan Estabrook, Aspen Hochhalter, Antonio Martinez, Phil Moody, Jeff Murphy, Linda Foard Roberts, Laurie Schorr, Alice Sebrell, Gayle Stevens, Lorraine Turi, PEG**
- **Murmurs on the other side of Light: the art work of Stanley Greaves, PEG**

2014

- **Henrique Oliveira: PEG**
- **KEEPING WATCH on PLASTICS: Sustain Me Baby, Chris Jordan, Joyce Dallal, Kurt Warnke & Nancy Pierce, PEG**
- **2nd Gear, 1st Ward Elementary, PEG**
- **IS this Yours: Kurt Warnke at Discovery Place, Bearden Park, and Mecklenburg County Court house**
- **CHROMA: lyrical lines and compulsive colorLinda Luise Brown, Marge Loudon Moody and Gregg Scott, PEG**
- **INSIDE Marina City Towers: Andreas Larson & Iker Gil, STORRS**
- **+A Global Studies Exhibition, STORRS**
- **ICARUS: an Exploration of the Human Urge to Fly Artists include Ryan Buyssens, Christopher Davis, Jennifer Fadel, Damien Hirst, Kahn & Selesnick, Marcus Kiser, Ashley Lathe, Dorne Pentes, Paul Villinski, Jennifer Marie Wallace, Rosalia Torres-Weiner, and Aggie Zed**
- **PEG**
- **False Front: Ted Lott, STORRS**

2015

- **Pulse Dome: works by Don Zanfagna, PEG**
- **Dirty Geometries & Mechanical Imperfections: Bryan Cantley, STORRS**
- **KEEPING WATCH on WATER: City of Creeks- Lauren Rosenthal, Stacy Levy, Marek Ranis, Nancy Pierce, Bill Stokes, PEG**
- **Watershed Panttry : 8 schools, PEG**
- **Passage of Rain: Revolution Park Neighborhood**
- **Amalgam: Albert Chong, PEG**
- **NY Portrait I, II, III: Peter Hutton, STORRS**

General Human Resources for Staff and Faculty

- UNC Charlotte Human Resource Learning and Development
- Leadership Development
- Organizational Development
- E-Learning
- New Employee Orientation
- Education Benefits
- Professional Development
- Staff Awards & Recognition

Faculty Development Opportunities

- Reassignment of Duties
- ADVANCE
- Awards
- BRIDGES
- Diversity
- Faculty Governance
- Faculty Mentoring Program
- Faculty Research Grants
- International Program Opportunities NC Campus Compact
- Proposal Development
- Provost Faculty Fellow
- Scholarship of Teaching and Learning Grants

Teaching/Advising Support

- Academic Advisor Resources (Undergraduate)
- Academic Advisor Resources (Graduate)
- Campus Accessibility
- Center for Teaching and Learning
- Communication Across the Curriculum
- Disability Services
- E-Learning Tools
- Moodle

Additional Faculty Resources

Faculty Handbooks

Faculty Ombuds

Information and Technology Services

New Faculty Information

Phased Retirement Program

Retired Faculty and Professional Staff Association

I.4.1 Statement on NAAB-Accredited Degrees

The School of Architecture meets this requirement. Statement on Accredited Degrees appears in the Graduate and Undergraduate UNC Charlotte Catalogs, on the School of Architecture website, and in both the Undergraduate and Graduate Program Guides which are promotional documents for the SoA.

The statement reads as follows:

> *"The School of Architecture maintains accredited status through the National Architectural Accrediting Board, which reviews the curriculum, facility, faculty, and program resources annually. In addition, the NAAB conducts an intensive site visit every six years. The School has maintained full accreditation standards as prescribed by this board and includes the following required statement:*
>
> *"In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.*
>
> *"Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.*
>
> *"University of North Carolina at Charlotte, School of Architecture, offers the following NAAB-accredited degree programs:*
>
> > *"B. Arch. (158 undergraduate credits)*
> >
> > *"M. Arch. (Preprofessional degree + 60 graduate credits)*
> >
> > *"M. Arch. (Non-preprofessional degree + 96 credits)*
>
> *"Next accreditation visit for all programs: 2016"*

This statement is published in several locations.

UNC Charlotte Undergraduate Catalog Web Link

UNC Charlotte Graduate Catalog Web Link

SoA Web Link

Undergraduate Program Guide (See Page 9) **Web Link**

Graduate Program Guide (See Page 18) **Web Link**

4-
Appendix 1
Statement on
NAAB Degrees

Appendix 2. Glossary

Ability

Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation

Access

The program must show that students, faculty, or staff have the ability to obtain or make use of a service, specialized professional, or document.

ACSA

Association of Collegiate Schools of Architecture

AIAS

American Institute of Architecture Students

APR

Architecture Program Report

APR-IC

Architecture Program Report for Initial Candidacy

APR-IA

Architecture Program Report for Initial Accreditation

ARE

Architect Registration Examination

Demonstrate

The program must illustrate and explain, especially with many examples

Describe

The program must give a written account of an activity or a set of processes

Document

The program must convey evidence or proof through writing and then provide supporting materials or documentation of activity or policies

IDP

Intern Development Program

Must

Sets a minimum requirement; establishes what is mandatory

NAAB

National Architectural Accrediting Board

NCARB

National Council of Architectural Registration Boards

Shall

Sets a minimum requirement; establishes what is mandatory (i.e., same as must).

Understanding

The capacity to classify, compare, summarize, explain, and/or interpret information.

VTR

Visiting Team Report

VTR-IC

Visiting Team Report for Initial Candidacy

VTR-IA

Visiting Team Report for Initial Accreditation

Appendix 3. Branch Campus Questionnaires

Branch Campuses Questionnaire: Center City Building, UNC Charlotte
Program: Bachelor of Architecture

Name of Institution:		UNC Charlotte, School of Architecture (SoA)
Title of Degree:		Bachelor of Architecture
Name of Program Administrator:		Chris Jarrett, Director SoA
Name of Person Completing this Form:		Kelly Carlson-Reddig, Associate Director SoA
Location of Branch Campus:		Center City Building (CCB), UNC Charlotte 320 E. 9th Street Charlotte, NC 28202
Distance from Main/Flagship Campus:		9 Miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site		8
Course Number	Credits offered	Course Title
ARCH 4103	6	Architecture Design Studio (Fall)
ARCH 4050	3	Urban Elective Fall)
ARCH 4305	3	Building Systems Integration (Fall)
ARCH 4050	3	Architecture Elective (Fall)
ARCH 4104	6	Architecture Design Studio (Spring)
ARCH 4206	3	Professional Practice (Spring)
ARCH 4205	3	History Topic (Spring)
ARCH 4050	3	Architecture Elective (Spring)
Is attendance at the branch campus required for completion of the NAAB-accredited degree program?		Yes
Who has administrative responsibility for the program at the branch campus?		Chris Jarrett, Director SoA
To whom does this individual report?		Kenneth Lambla, Dean CoA+A
Where are financial decisions made?		School of Architecture, Chris Jarrett
Who has responsibility for hiring faculty?		Chris Jarrett, Director & Kenneth Lambla, Dean
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?		Chris Jarrett, Director & Kenneth Lambla, Dean
Does the branch campus have its own curriculum committee?		No
Does the branch campus have its own admissions committee?		No
Does the branch campus have its own grievance committee?		No
Does the branch campus have its own resources for faculty research and scholarship?		No
Does the branch campus have its own AIAS or NOMAS chapter?		No
Does the branch campus maintain its own membership in ACSA?		No

Additional Comments: Physical space and resources at the Center City Building are addressed in detail in the I.2.2 Physical Resources section of the APR. **Branch Campuses Questionnaire:** Center City

Appendix 3. Branch Campus Questionnaires

Branch Campuses Questionnaire: Center City Building, UNC Charlotte
Program: Bachelor of Architecture

Name of Institution:		UNC Charlotte, School of Architecture (SoA)
Title of Degree:		Master of Architecture
Name of Program Administrator:		Chris Jarrett, Director SoA
Name of Person Completing this Form:		Kelly Carlson-Reddig, Associate Director SoA
Location of Branch Campus:		Center City Building (CCB), UNC Charlotte 320 E. 9th Street Charlotte, NC 28202
Distance from Main/Flagship Campus:		9 Miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site		2
Courses Offered at the Center City Building		
Course Number	Credits offered	Course Title
ARCH 5305	3	Building Systems Integration (Fall)
ARCH 5206	3	Professional Practice (Spring)
Is attendance at the branch campus required for completion of the NAAB-accredited degree program?		Yes
Who has administrative responsibility for the program at the branch campus?		Chris Jarrett, Director SoA
To whom does this individual report?		Kenneth Lambla, Dean CoA+A
Where are financial decisions made?		School of Architecture, Chris Jarrett
Who has responsibility for hiring faculty?		Chris Jarrett, Director & Kenneth Lambla, Dean
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?		Chris Jarrett, Director & Kenneth Lambla, Dean
Does the branch campus have its own curriculum committee?		No
Does the branch campus have its own admissions committee?		No
Does the branch campus have its own grievance committee?		No
Does the branch campus have its own resources for faculty research and scholarship?		No
Does the branch campus have its own AIAS or NOMAS chapter?		No
Does the branch campus maintain its own membership in ACSA?		No

Additional Comments: Physical space and resources at the Center City Building are addressed in detail in the I.2.2 Physical Resources section of the APR.

4
Appendix 3
Branch
Campus
Questionnaires