



**University of Nevada, Las Vegas  
School of Architecture**

## **2017 Visiting Team Report**

### **Master of Architecture**

Track I (preprofessional degree + 48 graduate credits)

Track II (non-preprofessional degree + 48-96 graduate credits)

The National Architectural Accrediting Board  
March 22, 2017

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

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

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**I. Summary of Visit**

**a. Acknowledgements and Observations**

The University of Nevada, Las Vegas (UNLV), an urban land-grant university, is a rapidly growing institution. It provides traditional and professional academic programs for a diverse student body, and encourages interdisciplinary approaches to teaching, learning, and scholarship. The university's mission—fostering a climate of innovation, promoting health, and enriching the cultural vitality of the community—is clearly evidenced through the engagement of the School of Architecture (SOA).

Founded by local practitioners in the early 1980s, the SOA has grown into a leading academic unit within the broader institution. The SOA is a pivotal investigator of UNLV's entries in the U.S. Department of Energy Solar Decathlon competition, and the school's 2013 entry in the competition placed second. The school's leadership in the Solar Decathlon is emblematic of the architecture program's focus on a design-build educational model.

Unique to the SOA is the extensive and continuous support from the local professional community—American Institute of Architects (AIA) Las Vegas Chapter and AIA Nevada Chapter. Local practitioners provide financial contributions to the SOA and hire currently enrolled students and recent graduates. They contribute to teaching at the SOA and mentor students. With 14 of the 15 graduate professors licensed in the State of Nevada, the SOA is demonstrating the important role of practice in the community and the institution. Further, the SOA faculty and students exhibit their commitment to the advancement of the built form in the region through the mission and location of the SOA's Downtown Design Center (DDC), and projects such as the Hundred Year Plan for the Historic Westside Community and the Moapa Valley design-build project.

The visiting team notes that the professional degree program at UNLV has addressed all categories deemed Not Met during the previous accreditation review. Going forward, the SOA is positioned for continued leadership within the institution and the architecture industry as a whole. With expanding partnerships across the institution, such as the partnership with the College of Hotel Administration, and a diverse faculty and student body, the SOA is situated to provide a dynamic learning environment that offers professional education in socially and environmentally responsible design.

**b. Conditions Not Achieved**

**B.10** Financial Considerations

**D.2** Project Management

**D.4** Legal Responsibilities

**D.5** Professional Ethics

**II.4.1** Statement on NAAB-Accredited Degrees

**II. Progress Since the Previous Site Visit**

**2009 I.3.2 Annual Reports:** *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**Previous Team Report (2011):** The visiting team did not find the annual reports in the Team Room, nor were they included in the APR. The 2008 Focused Evaluation Team Report was provided.

**2017 Visiting Team Assessment:** The referenced condition is now **Met**. Note that the 2009 Condition I.3.2 Annual Reports is now Condition III.1 Annual Statistical Reports.

**2009 Criterion B.2, Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

**Previous Team Report (2011):** Studio work did not satisfactorily demonstrate the ability of the students to design sites and facilities for access by individuals with a range of disabilities.

**2017 Visiting Team Assessment:** The referenced criterion is now **Met**. Note that the 2009 Criterion B.2 Accessibility is now Criterion B.3 Codes and Regulations.

### III. Compliance with the 2014 Conditions for Accreditation

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

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

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

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

**2017 Analysis/Review:** The information was found through the APR (pp. 4-8) and through team meetings with the faculty, SOA coordinators, SOA interim director, and dean of the College of Fine Arts, which houses the SOA.

During the last 5 years, the SOA has gone through a period of transformation and restructuring to address the effects of the great recession and the change in Southern Nevada's economic climate and outlook. The SOA's academic programs focus on local and regional issues that influence architecture, interior architecture and design, and landscape architecture. These include:

- The Las Vegas Strip and its implications for entertainment and resort architecture worldwide.
- Evidence-based design of health-promoting environments for an aging population using neuroscience-informed design strategies.
- Sustainable growth and development in urban and rural environments in the U.S. Southwest.
- The design of Zero Net Energy Buildings (ZNEB) in arid desert regions.

The university began as the Southern Regional Division of the University of Nevada in 1954. The UNLV became an independent institution in 1969. It is an urban research university.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

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

**2017 Analysis/Review:** The team found evidence of a positive and respectful learning environment through the APR (p. 8) and through conversations with the administration, faculty, staff and students.

The SOA has a documented and published Studio Culture Policy. This policy is reviewed annually through a structured process that involves student review, a formal proposal of changes, final approval of the changes, and distribution of the revised policy to all students, faculty, and staff at the beginning of the

fall semester. The students noted that they do not participate in the development or refinement of the policy.

A pivotal component of the SOA's learning culture is the school's creation of learning communities in which faculty coordinate the alignment of anticipated outcomes and annually review student work against those outcomes. As noted in the APR, the learning communities "help cohorts of students move through the curriculum in series of co-requisite courses that strive to be highly integrated as a means of reinforcing transference of knowledge across all realms of the curriculum." The success of these learning communities is demonstrated through the sharing of curricular lessons between studios and seminars as well as the integration of topical activities related to lectures and workshops.

The program's engagement in the Solar Decathlon, Veteran's Home for Women studio project, and Hundred Year Plan for the Historic Westside Community constitutes an extension of the SOA's learning environment. Additionally, the DDC, located in the Historic Fifth Street School, serves as an extension of the SOA. Through the activities and courses offered at the DDC, the SOA is able to strategically facilitate increased community engagement on behalf of the broader institution.

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

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

**2017 Analysis/Review:** The APR (p. 9) and supplemental material provided by the program demonstrate evidence of policies that support a diverse and inclusive program. The SOA relies almost exclusively on institutionally driven policies and procedures related to diversity and social equity. The current ethnic diversity rate of the program's faculty is 28.5%, and it is 23% for the student population.

Since the previous visit, important new developments in the institution's approach to diversity include the appointment of the first University Ombudsman, the provision of faculty search guidelines to increase diversity, the establishment of a chief diversity officer, and the creation of an Office of Compliance to ensure that federal EEO/AA regulations are met. The SOA has followed the diversity hiring process guidelines since 2012 and has achieved a faculty and staff diversity rate that is reflective of UNLV's diverse student body.

The SOA participates in UNLV's required Recruit, Retain, Progression, and Completion Plan (R2PC). The R2PC Plan identifies opportunities and challenges for programs through a templated reporting process. While specific diversity metrics related to incoming students are not articulated in the SOA's R2PC Plan, the program has written goals identifying areas for diversity growth through FY2022.

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

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse

constituency, and providing value and an improved future.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

**2017 Analysis/Review:**

**A. Collaboration and Leadership.** The program has demonstrated a strong emphasis on collaboration and leadership. These traits are evident in the work shown in the team room and in conversations with the students, faculty, and administration. Structured curricular experiences, faculty mentoring, and required internships are inherent in each of the following activities (APR, pp. 9-10):

- 2013 Solar Decathlon (second place overall and the top-placing national submission)
- 2017 Solar Decathlon (currently in process)
- 2014 and 2015 U.S. Department of Energy Race to Zero Student Design Competitions
- The Hundred Year Plan for the Historic Westside Community funded by the City of Las Vegas
- The Moapa Valley design-build project
- Projects that are competitions and projects that provide civic leadership, which are pursued by faculty members.

**B. Design.** Design is integral to the SOA and is manifested in the program's design studios. An example is the work developed in the design-build vertical studios, where students are involved from the early stages of pre-design to the actual construction of prefabricated projects on the SOA campus. Students are prepared to engage increasingly complex problems. Technical synthesis is expected in both the intermediate- and advanced-level coursework, which also incorporate issues regarding professional practice, interdisciplinary, and contemporary theories.

**C. Professional Opportunity.** The SOA was started on the initiative of local professionals who wanted to increase local access to the profession and establish a next generation of designers to serve local demand. The professional community has maintained strong support for the SOA since that time. Internships have been an important part of both the undergraduate and graduate programs. The Architect Licensing Advisor is active in assisting students in establishing NCARB records and in seeking appropriate employment positions. A significant proportion of the students are working in professional settings while in the program, and there is a strong culture of optimizing the path to licensure.

**D. Stewardship of the Environment.** The SOA was an early adopter of the "2010 Imperative" and the "2030 Challenge," which continue to challenge students to seek carbon-neutral design proposals through investigations in their studio coursework and other supporting coursework. This is most evident in student-driven projects involving participation in the Solar Decathlon competition, the Race to Zero Student Design Competition, and the SOA's many design-build products. Additionally, students may select a coursework concentration in "Building Science and Sustainability."

**E. Community and Social Responsibility.** Students in the SOA are exposed to community involvement and grassroots approaches to design through the vertical design studios, which expose them to public-

private partnerships and the value of working with underserved communities and policy makers.

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

**2017 Analysis/Review:** The new university president has initiated a new strategic vision for UNLV to elevate the overall academic standing of the institution and to enhance the quality of the student experience on campus. This “Top Tier” Initiative is aimed at establishing long-range planning objectives for all colleges and departments through the creation of their own long-range strategic plans. Under the guidance of the dean and the SOA interim director, the College of Fine Arts and the SOA are now authoring unit-specific plans that will address multi-year objectives for continuous improvement of the program.

Information found through the APR (p. 13) and through discussions with college and school leadership provided sufficient evidence that the program is working toward the development of a long-range strategic plan.

#### **I.1.6 Assessment:**

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.
- The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

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

**2017 Analysis/Review:** The program’s self-assessment process conforms to the university’s requirement for filing annual reports (APR, pp. 13-16, and discussions with faculty). These reports include the student learning outcomes, methods for the assessment, results of the assessment, and conclusions regarding necessary changes to the program. Additionally, at the end of each academic year, SOA faculty assess student work produced within each of the school’s learning communities (learning communities are typically formed from clusters of related courses taken during a given academic year). The assessment process, which involves the majority of the faculty, sheds light on the appropriateness of the learning outcomes sequence and the process of skill retention.

In 2015, a 3-year curriculum assessment plan was adopted by the SOA faculty and submitted to the University Office of Academic Assessment. The plan correlates required courses to the program learning objectives expected and the means of assessment. Student course evaluations and annual faculty reviews by the SOA director supplement the findings of the program’s self-assessment process. The outcomes of these activities and their implications for curricular development are an ongoing focus at faculty meetings, faculty retreats, and end-of-year school-wide reviews. When deemed necessary, the faculty initiate curricular change through the agency of a curriculum committee, which creates a specific proposal. The entire faculty votes on proposed curricular changes before sending them for review and



approval at the college and university levels.

## **PART ONE (I): SECTION 2 – RESOURCES**

### **I.2.1 Human Resources and Human Resource Development:**

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

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

#### **[X] Demonstrated**

**2017 Team Assessment:** The program has appropriate human resources to support student learning and achievement. In meetings with the visiting team, faculty reported that their workloads were reasonably balanced and that an effort is made by the SOA to limit the student-faculty ratio to enhance the tutorial exchange.

The program has a trained and active ALA (APR, p. 23). The ALA also serves as the graduate coordinator and has regular communication with students. The team's anecdotal conversations with students at both the graduate and undergraduate levels confirmed the regularity of their communication with the ALA and the depth of information provided to the students.

Faculty and staff have opportunities to pursue professional development through financial support from the program and through funded research (APR, pp. 20-23).

Support services are provided to students through multiple school, college, and university resources (APR, p. 23). The College of Fine Arts Advising Center plays a critical role in the support of the program's students.

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

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

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

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

**[X] Described**

**2017 Team Assessment:** After reviewing the detailed description of the physical resources in the APR (pp. 24-38) and visiting the facilities described in it, the team determined that the program has the full range of physical resources needed to support an effective architecture program.

The studio spaces are excellent, and provide more than adequate desk and wall space for a dynamic and collaborative learning environment. The studio spaces include newly upgraded workspace, furniture, and power outlets, and a campus-wide wireless network. In support of the program's pedagogical approach, the learning lab spaces (wood shop, metal shop, and construction yard) have all been upgraded recently, and further enhancements are scheduled. Additionally, the faculty are provided with adequate space to execute the full range of their responsibilities.

The location of the Architectural Studies Library (ASL) within the Paul B. Sogg Architecture Building (ARC) affords direct and regular access to digital and print material for the faculty and students. The ASL also provides additional space for meetings, collaborative workgroups, and public lectures.

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

**[X] Demonstrated**

**2017 Team Assessment:** The APR (pp. 38-42) outlines the program's funding sources and expenses, and the administrative oversight for the program's financial resources. The SOA funding comes from four sources: the State General Fund, differential tuition, endowment income, and sponsored projects. With the exception of the sponsored projects, which are managed directly by their principal investigators, funding sources are managed by the SOA director.

In 2012, the SOA adopted differential tuition to pay for salaries and fringe benefits for one professor and one professional staff member; to fund four graduate assistant (GA) positions and augment benefits for all 14 GAs; to pay for student worker salaries and benefits; and to invest in technology and building upgrades. It is noted that differential tuition now accounts for nearly one-third of the program's annual revenue.

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

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

**[X] Demonstrated**

**2017 Team Assessment:** The ASL provides access to resources and information focusing on the professional fields of architecture, landscape architecture, interior design, urban planning, and building and construction. Located in the ARC, the library opened in 1997 and contains 16,000 square feet on two levels. An up-to-date computer lab and additional classrooms and conference rooms are available to the program in the ASL.

The APR (pp. 42-43) and the team's visual observations supported the finding that students, faculty, and staff have access to the necessary information, literature, and visual resources to support professional education in the field of architecture.

**I.2.5 Administrative Structure and Governance:**

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

**[X] Described**

**2017 Team Assessment:** The APR (pp. 44-45) provides a visual and written description of the SOA's position within the College of Fine Arts and a description of the responsibilities of the SOA director. Both the graduate and undergraduate programs have a faculty coordinator who reports to the SOA director and is responsible for the management of curriculum coordination, admissions, and student progress. The SOA director also appoints a faculty member to serve as the director of the SOA's DDC.

In terms of governance, regular faculty meetings provide the primary context. Standing committees are charged with overseeing ongoing educational and administrative areas of concern. The additional involvement of faculty may take the form of participation in ad hoc committees, college-level committees, or university committees.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 772L Architectural Design VI and ABS 741 Integrated Building Systems.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 790 Professional Project Design and AAE 791 Thesis Writing. Additional examples of considering diverse points of view were found in AAE 771L Architectural Design V - Veterans Home for Women and AAE 712L Graduate Design II - The Hundred Year Plan for the Historic Westside Community.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAD 202 Analysis of the Built Environment and AAE 711L Graduate Design I.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 382 Architecture Design II and AAE 713L Graduate Design III.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 280 Design Foundations I and AAE 282 Design Foundations II.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 382 Architecture Design II and AAE 712L Graduate Design II.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAD 201 History of the Built Environment and AAE 455/555 Enlightenment to Mid-20th Century.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 790 Professional Project Design and AAE 791 Thesis Writing.

**Realm A. General Team Commentary:** Students in the SOA demonstrate a capacity for analysis and synthesis of theoretical, social, political, economic, cultural, and environmental contexts. They also exhibit an ability to articulate complex thinking in a variety of formats and media. They are competent in confronting diverse cultural realms and in examining the social circumstances of various communities.

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

Student learning aspirations for this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 771L Architectural Design V and AAE 772L Architectural Design VI.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 380 Architecture Design I and AAE 382 Architecture Design II.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ABS 741 Integrated Building Systems.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 480 Architecture Design III and AAE 714L Graduate Design IV.

**B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their

ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ABS 440/640 Structures for Architects II.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ABS 332/532 Environmental Control Systems II.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ABS 741 Integrated Building Systems.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ABS 321/521 Construction Technologies I and ABS 322/522 Construction Technologies II. ABS 741 Integrated Building Systems provided the clearest evidence of decision making related to the selection of appropriate structural systems.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ABS 332/532 Environmental Control Systems II and ABS 741 Integrated Building Systems.

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

**[X] Not Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was not found in student work prepared with respect to financing methods and feasibility, construction scheduling, operational costs, and life-cycle costs. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

**Realm B. General Team Commentary:** The artifacts presented demonstrated achievement of the basic technical skills required by this realm. A focus on site considerations, accessibility, and code regulations was clearly integrated into studio work. The analysis of climatic conditions and sustainable principles and their influence was exemplary, and was found in many seminars and studios throughout the curriculum. However, a basic understanding of the financial considerations related to the practice of architecture was inconsistently demonstrated in the presented work.

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

Student learning aspirations in this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for AAE 770 Research Methods.

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

**[X] Met**

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for AAE 772L Architectural Design VI and ABS 741 Integrated Building Systems.

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



**[X] Met**

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for AAE 772L Architectural Design VI and ABS 741 Integrated Building Systems.

**Realm C. General Team Commentary:** This entire realm is Met with Distinction. The professional degree program demonstrates student comprehension of complex solutions through investigative research and synthesized solutions. The program achieves this through the offering of two courses taken in conjunction with each other.

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

Student learning aspirations for this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AAE 382 Architecture Design II and AAE 712L/714L Graduate Design II/IV.

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

**[X] Not Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was not found in student work prepared with respect to methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student

work prepared for AAE 756 Design Practice Management and ABS 321/521 Construction Technologies I.

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

**[X] Not Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was not found in student work prepared with respect to 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. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

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

**[X] Not Met**

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was not found in student work prepared with respect to the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

**Realm D. General Team Commentary:** The SOA has a strong culture of professional activities, including internships, design-build studios, and community design projects. These activities provide unique opportunities for hands-on learning. The topics relevant to this realm appear in some course materials; however, artifacts of student work were insufficient to demonstrate compliance with the non-met criteria. Through conversations with SOA administrators and faculty, the team learned that the program is aware of both the opportunities to teach professional practice through innovative methods and the requirements for documenting the outcomes.

## PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

### II.2.1 Institutional Accreditation:

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

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and

Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

**[X] Met**

**2017 Team Assessment:** [The University of Nevada, Las Vegas is accredited by the Northwest Commission on Colleges and Universities \(NWCCU\), as evidenced by the accreditation letter provided in the APR.](#)

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

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

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

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

**[X] Met**

**2017 Team Assessment:** [The SOA offers a non-accredited preprofessional degree and two tracks for the M. Arch accredited degree:](#)

- [Bachelor of Science in Architecture: 124-127 credit hours](#)
- [Master of Architecture for non-preprofessional degree holders: 48-96 credits depending on review of undergraduate coursework](#)
- [Master of Architecture for preprofessional degree holders: 48 credit hours unless remedial coursework is required](#)

[These curricula meet the minimum credit hours required by the \*NAAB Conditions for Accreditation\* \(APR, pp. 52-54\).](#)

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

**[X] Met**

**2017 Team Assessment:** Evidence of a thorough and equitable evaluation process was found in the APR (pp. 55-56), on written material in the team room, and on the following web pages:

<https://www.unlv.edu/graduatecollege/become-a-grad-student>

<https://www.unlv.edu/graduatecollege/futurestudents>

<https://www.unlv.edu/architecture/admissions>

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

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

**II.4.1 Statement on NAAB-Accredited Degrees:**

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

**[X] Not Met**

**2017 Team Assessment:** Text in the 2016-2017 Graduate Catalog of UNLV is inconsistent with the language in the *NAAB Conditions for Accreditation*, Appendix 1. Additionally, the Graduate Catalog lists two non-NAAB accredited degrees: [http://catalog.unlv.edu/preview\\_entity.php?catoid=17&ent\\_oid=1316](http://catalog.unlv.edu/preview_entity.php?catoid=17&ent_oid=1316)

Discrepancies related to the number of required credits for students with a non-preprofessional degree exist between the Graduate Catalog and the SOA's website.

**II.4.2 Access to NAAB Conditions and Procedures:**

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

*The 2014 NAAB Conditions for Accreditation*

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

*The NAAB Procedures for Accreditation* (edition currently in effect)

**[X] Met**

**2017 Team Assessment:** Evidence in the form of links to the SOA's website is provided in the APR (p. 56).

**II.4.3 Access to Career Development Information:**

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

**[X] Met**

**2017 Team Assessment:** Information related to services available to students and graduates is provided in the APR (p. 57). It consists of links to university career services, college advising, and professional organization websites. Students are required to complete a clinical internship, establish an NCARB record, and log AXP/IDP hours. The internship provides the students with their first connections to professional firms in the local community. The SOA and the American Institute of Architecture Students (AIAS) cooperate in sponsoring an annual job fair and in establishing professional mentor relationships. In the team's meetings with students, it was evident that a significant proportion of the students work in professional settings throughout the year.

**II.4.4 Public Access to APRs and VTRs:**

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.<sup>1</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2017 Team Assessment:** Evidence in the form of links to the SOA's website is provided in the APR (p. 57).

**II.4.5 ARE Pass Rates:**

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

**[X] Met**

**2017 Team Assessment:** The team verified that the link to this content is present on the SOA's website.

**II.4.6 Admissions and Advising:**

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

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and

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

advanced standing.

- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2017 Team Assessment:** The admissions processes are clearly articulated on the UNLV website. Admissions information was found in the APR (p. 57), on written material in the team room, and on several pages on the website:

Information about admissions into the SOA can be found in the school's website:

<https://www.unlv.edu/architecture/admissions>

Information about undergraduate and graduate admissions can be found at:

<http://www.unlv.edu/apply>

Information about graduate admissions can also be found on the Graduate College website:

<http://www.unlv.edu/graduatecollege>

Information about undergraduate admissions can also be found in the 2016-2017 Undergraduate Catalog:

[http://catalog.unlv.edu/preview\\_entity.php?catoid=16&ent\\_oid=1257&returnto=2840](http://catalog.unlv.edu/preview_entity.php?catoid=16&ent_oid=1257&returnto=2840)

Information about academic advising can be found on the SOA's website:

<https://www.unlv.edu/architecture/advising>

Additional information about academic advising can be found on the College of Fine Arts website:

<https://www.unlv.edu/finearts/advising>

**II.4.7 Student Financial Information:**

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

**[X] Met**

**2017 Team Assessment:** The APR (pp. 57-58) provides links to the following pertinent web pages:

<https://www.unlv.edu/architecture/student-resources>

<https://www.unlv.edu/finaid>

<https://www.unlv.edu/research/financial-resources-graduate-and-undergraduate-students>

[www.unlv.edu/apply](http://www.unlv.edu/apply)

<https://www.unlv.edu/about/college-costs>

### **PART THREE (III): ANNUAL AND INTERIM REPORTS**

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

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

**[X] Met**

**2017 Team Assessment:** [The APR \(p. 59\) affirms that all statistical data has been verified by the university.](#)

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

**[X] Met**

**2017 Team Assessment:** [Currently, the professional degree program is not required to provide the referenced Interim Progress Reports.](#)

**IV. Appendices:**

**Appendix 1. Conditions Met with Distinction**

**Realm C: Integrated Architectural Solutions**

The visiting team noted widespread integration of architectural solutions in multiple studios and multidisciplinary design-build projects, including the Solar Decathlon, the Desert Sunrise Home, the Mesa Artist Retreat Center, the U.S. Department of Energy Challenge Home, and the Veteran's Home for Women.



Appendix 2. Team SPC Matrix

Program			Realm A: Critical Thinking and Representation	Realm B: Building Practices, Technical Skills, and Knowledge	Realm C: Integrated Architectural Solutions	Realm D: Professional Practice
B.S.-Arch. Pre-professional Program	M. Arch. Non-pre-professional Program	M. Arch. Pre-professional Program	Professional Communication Skills Design Thinking Skills Investigative Skills Architectural Design Skills Ordering Systems Use of Precedents History and Global Culture Cultural Diversity and Social Equity	Pre-Design Site Design Codes and Regulations Technical Documentation Structural Systems Environmental Systems Building Envelope Systems and Assemblies Building Materials and Assemblies Building Service Systems Financial Considerations	Research Integrated Evals & Decision-Making Design Process Integrative Design	Stakeholder Roles in Architecture Project Management Business Practices Legal Responsibilities Professional Conduct
			<b>A.1 A.2 A.3 A.4 A.5 A.6 A.7 A.8</b>	<b>B.1 B.2 B.3 B.4 B.5 B.6 B.7 B.8 B.9 3.10</b>	<b>C.1 C.2 C.3</b>	<b>D.1 D.2 D.3 D.4 D.5</b>
			(A) (A) (A) (A) (A) (A) (U) (U)	(A) (A) (A) (A) (A) (U) (U) (U) (U) (U)	(U) (A) (A)	(U) (U) (U) (U) (U)
			<i>Ability (A) vs. Understanding (U)</i>			
<b>First Year</b>						
	Spring	AAD 180 Fundamentals of Design				
<b>Second Year</b>						
	Fall	AAE 280 Design Foundations I				
	Fall	AAD 201 History of the Built Environment				
	Fall	AAD 267 Digital Media I				
	Spring	AAE 282 Design Foundations II				
	Spring	AAD 202 Analysis of the Built Environment				
<b>Third Year</b>						
	Fall	AAE 380 Architecture Design I				
	Fall	AAD 367 Advanced Digital Media				
	Fall	ABS 341/541 Structures for Architects I				
	Fall	ABS 321/521 Construction Technologies I				
	Spring	AAE 382 Architecture Design II				
	Spring	ABS 331/531 Environmental Control Sys. I				
	Spring	ABS 440/640 Structures for Architects II				
	Spring	ABS 322/522 Construction Technologies II				
<b>Fourth Year</b>						
	Fall	AAE 480 Architecture Design III				
	Fall	ABS 332/532 Environmental Control Sys. II				
	Spring	AAE 482 Architecture Design IV				
	Spring	AAE 481 Architecture, Place & Identity				
	Spring	AAE 455/555 Enlightenment to Mid-20th C.				
	Spring	AAE 451/651 Multidisciplinary Theory & History				
<b>Flex</b>						
	Summer	AAD 400 Clinical Internship				
<b>Non-Preprofessional Preparatory Studios</b>						
	Fall	AAE 711L Graduate Design I				
	Spring	AAE 712L Graduate Design II				
	Fall	AAE 713L Graduate Design III				
	Spring	AAE 714L Graduate Design IV				
<b>SPC expected to have been met in pre-professional or preparatory education:</b>						
<b>Fifth Year</b>						
	Fall	AAE 771L Architectural Design V				
	Fall	AAE 770 Research Methods				
	Spring	AAE 772L Architectural Design VI				
	Spring	ABS 741 Integrated Bldg. Systems				
<b>Sixth Year</b>						
	Fall	AAE 789 Architecture Research Studio				
	Fall	AAE 660 Issues in Contemporary Urbanism				
	Spring	AAE 790 Professional Project Design**				
	Spring	AAE 791 Thesis Writing**				
	Spring	AAE 756 Design Practice Management				
<b>Flex</b>						
	Summer	AAD 600 Clinical Internship				

**KEY:**  
 Light blue indicates exposure to SPC (e.g. introduction and review); documentation is expected.  
 Dark blue indicates critical assessment of the SPC; evidence is required.

**NOTES:**  
 \*\* Students pursue one of these two options

### Appendix 3. The Visiting Team

Team Chair, Representing the AIA  
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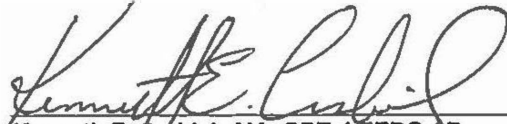
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V. Report Signatures

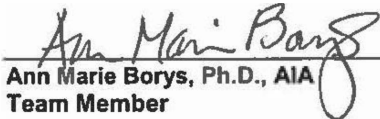
Respectfully Submitted,



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Kenneth E. Crabel, AIA, CDT, LEED® AP  
Team Chair


Representing the AIA



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Ann Marie Borys, Ph.D., AIA  
Team Member


Representing the ACSA



---

William Carlson  
Team Member


Representing the AIAS



---

John P. Ehrig, NCARB, LEED® AP, FAIA  
Team Member

Representing the NCARB



---

Namyd Lyoubi, AIA  
Team Member

Non-voting member

**Confidential Recommendation – Continuing Accreditation**

Upon consideration of the terms of accreditation in Section 3 of the *2015 NAAB Procedures for Accreditation* and an assessment of compliance with the *2014 NAAB Conditions for Accreditation*, the team unanimously recommends to the NAAB Board:

Institution, Academic/Administrative Unit: **University of Nevada, Las Vegas School of Architecture**

Degree Title: **Master of Architecture:**

**Track I (preprofessional degree + 48 graduate credits)**

**Track II (non-preprofessional degree + 48-96 graduate credits)**

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The team finds (choose one of the following)

That deficiencies, if any, are minor, the intent to correct them is ensured

OR

That major deficiencies are present in at least three areas listed in Section 3.4.b of the *2015 Procedures for Accreditation*, and the intent to correct them is ensured or in progress;

OR

That the following SPC (list by number and title) has/have been identified as not met for a second, consecutive accreditation visit, and the intent to correct them is ensured or in progress;

The team recommends:

Eight-year term of accreditation

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The team finds (choose one of the following)

That major deficiencies are present in at least three areas listed in Section 3.4.b of the *2015 Procedures for Accreditation*, and may also have been present at the time of the previous visit, and the intent to correct them is not ensured or in progress;

OR

That the following SPC (list by number and title) has/have been identified as not met for a second, consecutive accreditation visit, and the intent to correct them is not ensured or in progress;

The team recommends:

Four-year term of accreditation

By signing below, the team affirms that it has been thorough in its assessment of the SPC

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The team finds that the deficiencies are severe enough to have eroded the quality of the program and that the intent or capability to correct these deficiencies is not evident; the team recommends:

Two-year probationary term of accreditation

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The team finds (choose one of the following)

That insufficient progress was made during a two-year probationary term to warrant a four-year term;

OR

Substantial and uncorrectable noncompliance with the *NAAB Conditions for Accreditation* during any site visit;

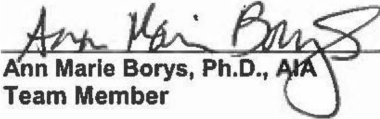
The team recommends:



**Kenneth E. Grabel, AIA, EDT, LEED® AP  
Team Chair**

**Representing the AIA**

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**Ann Marie Borys, Ph.D., AIA  
Team Member**

**Representing the ACSA**

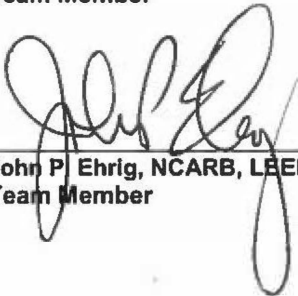
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**William Carlson  
Team Member**

**Representing the AIAS**

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**John P. Ehrig, NCARB, LEED®AP, FAIA  
Team Member**

**Representing the NCARB**

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# **Program Response to the Final Draft Visiting Team Report**

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