Washington State University
School of Architecture and Construction Management

Visiting Team Report

Master of Architecture
(124 undergraduate credit hours plus 40 graduate credit hours)

The National Architectural Accrediting Board
13 February 2008

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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Summary of Team Findings

1. Team Comments

Strengths:

There are a number of strengths in the architectural program at Washington State University (WSU) including:

An outstanding, diverse faculty:

High quality faculty is a key strength of the architecture program at WSU. Students cited the possibility of personal connection with faculty as a main reason for attending the school and positive experience with faculty as a foundation of program quality. The faculty we met represented many ethnic and national backgrounds and intellectual perspectives yet communicated easily across differences. Faculty research is extensive and relevant to contemporary needs within the field. A series of upcoming hires will soon provide even greater depth to the faculty.

Strong administrative team:

The program is served by an engaged and supportive administration at the director, dean and provost levels. The director is seen as an effective leader who has successfully navigated the transition from a bachelor’s to a master’s program. Recent faculty hires have been accomplished with broad input and consensus. Effective working relationships between these upper administrative staff will be key to the success of initiatives such as the proposed Institute for Sustainable Building.

Sustainability:

Sustainability and clean technology, and design are university-wide objectives and are supported in a number of ways in the architectural curriculum. Many students and faculty have a keen interest in sustainability and some are actively involved in the Wood Materials Lab research. This research includes the design and manufacture of ecologically sound material using recycled plastics and wood waste byproducts. In 2005, the School of Architecture and Construction Management was selected to participate in the Solar Decathlon in Washington, D.C. Students are able to obtain LEED certification with university support. The establishment of the Institute of Sustainable Building is a long term goal.

Travel:

Students receive support from the school and the university to travel nationally and internationally. Both domestic and international travel are required, and provide opportunities to enrich and advance student learning and growth.

Fully Engaged Student Body:

The student body at all levels of the program is to be commended for their advanced level of writing and speaking skills, their efforts to be fully engaged within the school and community, and their continued support of the faculty and university. Throughout the visit, the student body showed a strong sense of place and understanding of their professional goals that is not typical in most academic settings. The ability and willingness of the students to work alongside students from the construction management, interior design, and landscape programs are truly unique and a significant strength of the program. Additionally, the efforts of students to assist their school and community through leadership roles in the American Institute of Architecture Students. Builders
Without Borders, and their academic course work is something to be admired and promoted throughout the university, communities of Pullman and Spokane, nationally and internationally.

Integration of the Architectural Curriculum and the CM Program

The School of Architecture and Construction Management program, operating within one distinct facility, is a definite strength in support of the mission of the school. This collaboration allows the students to experience a unique understanding of both disciplines.

The crossover of curriculum choices creates an enhanced learning environment which adequately addresses the varied needs of students to effectively deal with the current day trends in design and construction.

Moreover, this collaboration greatly expands the ability for the students to produce quality design solutions incorporating basic components of the technical construction documents and relative issues on the job site. The combined experience of faculty from both disciplines adds a further dimension to the apparent success of this program.

Effective Interface with Private Practice

The team found that the School has made substantial progress with the strengthening of its relationship with private practitioners.

The school has added a required summer course that includes the option of a summer internship program for all students in the graduate program. The Director has established relationships with approximately 40 firms on the west coast to provide this experience for the students. The bridges built with these firms ensure that all graduate students are provided with practical experience and have helped the school strengthen its ties with professionals for other activities such as guest lectures and financial contributions. It should be noted that private contributions to the School has grown steadily over the past four years, most likely as a result of the School’s efforts to build these relationships.

Through the efforts and recommendations of the School’s Advisory Committee, the school has teamed with the construction management faculty to begin an annual Spring Symposium event. The Spring Symposium brings together professionals from the fields of architecture and construction and fully immerses the students in a one or two day series of lectures, seminars and team exercises. The subject matter is concentrated on the integration of architecture and construction management, taking advantage of the unique organization of the School.

Finally, the team found that the School has made a concerted effort to engage students with professionals by taking entire studios to Seattle for student presentations and critiques. These critiques are taking place directly in the offices of prominent firms and involving professionals from those offices. In addition, another option of the required summer course is a design studio taught in the greater Seattle area, housed within the offices of a firm. This provides the students with a unique opportunity to work on an urban design project in an urban context, with studio space set up directly within an active practice.

2. Progress since the Previous Site Visit

Condition 9, Financial Resources (2002): Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.
Previous Team Report (2002): This condition is not met. There are various budget concerns and deficiencies in the Spokane IDI program. Resources for faculty development are inadequate. Students need computers and software equivalent to those provided for students at Pullman. Student enrichment through a consistent and vital lecture series is minimal. Resources need to be provided to the Spokane campus library for the purchase of up-to-date architecture periodicals. A clear policy and vision for utilizing development funds earmarked for the architecture program needs to be articulated.

Also, the operational budget for the SOACM is not comparable to the resources provided to departments of similar sizes in the college. The program is twice the size of the Civil Engineering Department and receives almost $40,000 less for operation. It is about the same size as the Mechanical Engineering Department and receives almost $37,000 less for operation. The program is approximately $25,000 in the red every year.

2008 Visiting Team Assessment: The visiting team found that computers and software are now equivalent at Spokane and Pullman. Student enrichment through a lecture series has been improved. Resources have been made available for the purchase of architectural periodicals or any other books requested by faculty. The operational budget for the SOACM is still not comparable to the resources per student provided to the engineering department in the college. However the engineering department has a research component that helps explain the increased funding per student. Under Greg Kessler's leadership there has been a dramatic increase in donations and development funds directed towards the graduate program.

Criterion 12.5, Fundamental Design Skills (2002): Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Previous Team Report (2002): There does not seem to be a strong conception of or consistent commitment to teaching fundamental design principles. The core values that students receive in their first design studios seem to vary widely and depend primarily on the desires and approaches of individual faculty members.

2008 Visiting Team Assessment: The visiting team found a strong and consistent commitment to teaching fundamental design principles in the first design studios. Assistant Professor Taiji Miyasaka has done an excellent job developing and coordinating these early studios with a consistent and effective syllabus for all first year sections of architectural design.

Criterion 12.11, Non-Western Traditions (2002): Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report: There was very little evidence of this awareness. However, Prof. Samizay's studio course on Afghanistan and Prof. Wang's proposed summer foreign travel to China provide potential models for wider adoption in the curriculum. Discussion seems to be absent in history courses (although included in the syllabus) and infrequent in design and theory courses.

2008 Visiting Team Assessment: Non Western Traditions is covered in the History of Architecture sequence taught by Professor Phil Gruen. In addition to the required history sequence Professor Wang continues his work in China and teaches an elective
philosophy course comparing eastern and western traditions in architecture. Professor Samizay is designing and constructing new public and civic buildings throughout Afghanistan. His influence is evident in some design studios.

Criterion 12.14, Accessibility (2002): Ability to design both site and building to accommodate individuals with varying physical abilities

Previous Team Report (2002): This criterion is not met because it is not explicitly shown at any level in the design work.

2008 Visiting Team Assessment: This issue is now addressed throughout the studio experience. Student work from many levels shows an ability to critically think about their design from the viewpoint of individuals with varying physical disabilities. In addition to studio courses, the students are given instruction on aspects of accessibility in both the Arch 433 and 472 courses.

Causes of Concern [taken from VTR dated 3 March 2002]

The team’s concerns are divided into three broad categories: general issues, the Pullman campus, and the Spokane campus. It understands that there is a “single and coherent program.” The team feels there is a need to focus comments to the specific locations.

General

Previous Team Report (2002):

• Advising: Even though the program has made some progress, there is some concern that the advising program is an uneven experience for students. The program has developed a mechanism for improving the advising system.

2008 Visiting Team Assessment: The advising is now an even experience for students and they feel supported and nurtured

Previous Team Report (2002):

• Digital Media Integration: The integration of computers into design studio pedagogy is spotty at best. While there are examples of advanced use of the computer, there is no evidence that all students have equal encouragement and education to fully integrate the computer into the design studio. The school is currently searching for a new faculty member with expertise in computer integration and hopefully this new person will have a positive impact on this area of concern.

2008 Visiting Team Assessment: Students are required to purchase a lap top computer in the second year. The computer is fully integrated into the design studio from second year on.

Previous Team Report (2002):

• Early Design Sequence: There does not seem to be a strong concept for or consistent commitment to teaching fundamental design principles. The core values that students receive in their first design studios seem to vary widely and depend primarily on the desires and approaches of individual faculty members. Although the school has embarked on defining expectations of design studio outcomes for the entire curriculum, the results of this
effort were not yet apparent in student work from the earliest design studios. A corollary to this concern is the large student-to-faculty ratio that occurs in the first-year studio, sometimes as great as 60:1 (with one Teaching Assistant). This large teaching load makes it very difficult to give students the individual attention they need to develop their fundamental design skills. Further complicating the issue is the extremely high general education requirement imposed on the university by the state of Washington. This requirement keeps the school from offering design studios in the first year with more contact hours.

2008 Visiting Team Assessment: The visiting team found a strong and consistent commitment to teaching fundamental design principles in the first design studios. Assistant Professor Taiji Miyasaka has done an excellent job developing and coordinating these early studios with a consistent and effective syllabus for all first year sections of architectural design.

Previous Team Report (2002):

- **Pullman Campus Operating Budget:** The team has significant concerns about the school’s operating budget. Currently the school is staying in the black only because several tenure track positions have been filled with adjunct instructors. When all of the tenure-track lines are filled, the school will be operating with a $25,000 budget shortfall, which will have to come from development monies. This will have a severely negative impact on the school. Development monies are currently being used to provide enrichment opportunities to faculty and students. Given the remoteness of the Pullman campus, these enrichment activities are absolutely essential to the success of the program.

The operational budget for the SO ACM is also not comparable to the resources provided to departments of similar sizes in the college. The program is twice the size of the Civil Engineering Department and receives almost $40,000 less for operation. It is about the same size as the Mechanical Engineering Department and receives almost $37,000 less for operation.

2008 Visiting Team Assessment: The operational budget for the SO ACM is still not comparable to the resources per student provided to the engineering department in the college. However the engineering department has a research component that helps explain the increased funding per student. Under Greg Kessler’s leadership there has been a dramatic increase in donations and development funds directed towards the graduate program.

Previous Team Report (2002):

**Interdisciplinary Design Institute (IDI) in Spokane**

- The team feels that the Pullman and the Spokane campuses should be looked at as one program. It just so happens that there is a dean of the Spokane campus and a dean of the College of Engineering and Architecture, a director for the IDI, and a director of the SO ACM. The direction of the Pullman campus established curriculum should set the direction for the Spokane program.

2008 Visiting Team Assessment: The Pullman campus’ established curriculum sets the direction for the Spokane program. Integration of the remote location continues to be a challenge and cause for concern. All efforts should be made to cross pollinate faculty, guest lectures and reviews between the two locations.
Previous Team Report (2002):

Faculty Development

There is a concern that the funding at the Spokane campus ($750 total annual budget per capita for professional development activities) is at a much lower level than that of the Pullman campus.

2008 Visiting Team Assessment: Through continuing development efforts the Spokane campus professional development budgets for faculty is now equal to the faculty at Pullman. All faculty members voiced appreciation for their Director and Dean who support their research and development endeavors.

Previous Team Report (2002):

Computer Integration Issues

There is a problem with the correlation between the computer tools that are available in Pullman but not available at the Spokane facility. Although the program indicated that the AutoCAD course in Spokane teaches 3-D modeling and that there are 24 site licenses for 3-D modeling software at the Spokane campus, students have expressed frustration in not having access to 3-D modeling software that they have had access to on the Pullman campus. Whereas there are a few opportunities for learning about 2-D software applications outside the campus, there is no access to 3-D software courses. All 3-D software courses are at Pullman.

2008 Visiting Team Assessment: The computer tools at both the Pullman and Spokane facility are now equal and adequate.

Previous Team Report (2002):

Information Resources

There is a concern that the information resources will not be adequate to address the needs of an M Arch. Program. Consideration should be given to how expand a library for this second campus that, though it would not duplicate the library resources in Pullman, should provide a mechanism for the students to have access to current resources needed for a graduate-level program.

2008 Visiting Team Assessment: The students have adequate access to the library on the Spokane Campus with a system of interlibrary loan.

Previous Team Report (2002):

Administrative Structure

- There is concern that the level of support for faculty development is much lower in Spokane than in Pullman, putting those architecture faculty members at a real disadvantage.
- The service learning needs of the IDI should be worked out in concert with the SOACM curriculum.
The service learning projects should align with either the research interest of faculty or the pedagogical objectives of the collaborative studios or interdisciplinary courses.

Articulating the common ties among the design disciplines along with distinguishing among the discipline-specific assets that can be brought to the collaboration should help. It is important to distinguish the role of the Construction Management discipline as more “design making” than an “administrative role in managing the process of making” to improve the collaborative framework of this process.

The Spokane dean and IDI director need to have a more balanced communication with all the disciplines of IDI, and more involvement is needed on their part in working with the faculty to generate a collective vision for the IDI. This document could be modeled after the new M.Arch. program document that could explain the vision of the IDI.

2008 Visiting Team Assessment: Administrative structure is no longer a concern

Previous Team Report (2002):

Curriculum

• There does not seem to be a consistency in how the fourth-year fall semester studios are run. Due to the manner in which the collaborations are set up, there seem to be too many unknowns to predetermine course outcomes.

• The hiring of adjunct faculty members for the program should be done in consultation with Director Kessler. In some cases adjuncts have been hired who are not properly prepared to teach assigned classes.

2008 Visiting Team Assessment: Curriculum is no longer a concern

Previous Team Report:

Physical Resources

• Greater parity of physical resources is needed for the architecture discipline. A computer animation facility would be a useful resource for the architecture students/faculty just as the recent GIS Lab resource has been useful to the Landscape Architecture students and faculty.

• The model shop needs additional hours to allow for greater access to more students. Security problems need to be fixed. A few pieces of equipment have disappeared because the door must be left open when the paint booth ventilation system is on.

In the photo documentation facility the currently configured room and equipment are inadequate and the setup seems temporary.

2008 Visiting Team Assessment: Physical resources are no longer a concern

3. Conditions Well Met

13.1 Speaking and Writing Skills
13.4 Research Skills
13.14 Accessibility
13.15 Sustainability
5. Causes of Concern

The Spokane campus:

The team found the program in Spokane to be a supportive adjunct to the main program at Pullman. Students at Spokane are satisfied with the quality of education they are receiving and value the intense peer contact provided by the cohort form of organization. The quality of their work is on a par with that produced by students at Pullman. The 2002 VTR noted a number of deficiencies in the Spokane IDI Program, in computer services, financial support, student enrichment and library. Real progress was noted in most of these areas. Computer support, for example, is now the equivalent of that found on the Pullman campus. Financial disparities have been resolved. A strong contingent of four fulltime architecture faculty now serves Spokane. A series of charrettes and conferences provide enriching non-class opportunities.

At the same time, some concerns need to be addressed if students enrolled in Spokane are to receive an equivalent education.

- **Enhanced faculty perspectives** A greater variety of faculty perspectives should be provided at Spokane through engagement of Pullman faculty in course instruction, crits, final project evaluations and the like on the Spokane campus.

- **Library improvements** Information resources must be continuously improved. Although the library in Spokane is not required to meet NAAB standards, the size of its on-site collections should grow at an accelerated pace.

- **Enrichment Activities** Efforts must be sustained to provide Spokane students with equivalent extracurricular enrichment experiences.

- **Enhanced urban mission** The urban mission of the Spokane campus needs to be reinvigorated. The Spokane program was originally developed to provide students with enhanced contact with other design disciplines through the Interdisciplinary Design Institute (IDI) and to provide an educational experience with an urban perspective. These emphases have been realized to some extent in the curriculum. The IDI provides regular opportunities for contact and collaboration with interior design and landscape architecture students. The urban emphasis has not been as successfully implemented. Faculty have met some resistance in efforts to engage the Spokane civic and political community in collaborative learning. Urban engagement is possible at wide variety of scales, however, from small neighborhood design interventions to regional planning. With creativity and dedication, the urban dimension of learning at Spokane can be reinvigorated.

- **Enhanced support for longer term students** A new purpose for the Spokane campus has emerged. It now serves as the exclusive education site for all students in the 2 ½ year M Arch program. Students whose entire degree experience takes place on the campus are especially impacted by breadth of faculty contact, enrichment activities, and availability of library resources noted above.

The 2002 NAAB report recommended that Spokane and Pullman be accredited as a single entity. The current team agrees with this perspective, but notes that the NAAB standards for Programs at Remote Sites have changed since WSU's last accreditation visit in 2002. It is useful to review the Spokane program in light of these new requirements.

NAAB standard 9.4.2 lists several factors in considering whether a remote site requires a separate APR and program visit:

1) Does the site exceed one full academic year in length and credit
2) Does the site have a significantly different or independent administration, equipment and facilities, finances, student and faculty profile, curriculum, or student/ faculty governance policies?

With respect to these criteria, the team observed that
- Curriculum, student/faculty governance, student and faculty profile and finances do not differ significantly between Pullman and Spokane
- The Director of the Pullman program is fully and successfully engaged in directing the program in Spokane
- Student learning outcomes are similar on both campuses
- Some programs at Spokane do exceed one year in length
- The distance between Spokane and Pullman makes travel for events between the campuses burdensome for students and faculty, especially during a long winter season
- Library resources at Spokane are more modest than at Pullman, however there is an effective inter-library loan request system with courier service.
- Courses and faculty variety at Spokane is more constrained than at Pullman

Comprehensive Design:

The Comprehensive Studio of Stanford Wyatt, Architecture 303, is an example of how to handle this criterion. Students work is enriched by collaboration with the Construction Management Program, and is supplemented by guest lectures in specification writing and cost estimating. The students work in teams to bring a design project to the design development level of documentation.

But this curriculum is not yet delivered to all students. The director of the program has indicated that by the conclusion of spring term two of three sections will have met criterion. The team leaves the site with the belief that this criterion will be met for all students in the near future.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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The school accredited degree is a visible program on campus and continues to contribute to the university context and benefit from it. The school has a good number of honors students supported by the University Honors College. Students in the school benefit from the university context by taking the required university general education requirements (GER), adding breadth to their professional education. Students in the school benefit greatly from the university writing lab, which is apparent in their good writing skills. The School of Architecture and Construction Management (SOACM) in turn offers four courses, which satisfy the GER requirements of other programs within the university.

The school supports the university efforts of establishing a multi-campus system by having construction management and architecture programs within the School of Architecture and Construction Management (SOACM). Another model for the university to follow in the collaboration between different disciplines is the school participation in the Spokane Interdisciplinary Design Institute. Students in architecture, landscape architecture and interior design are engaged in interdisciplinary courses and other service learning activities. The goal of the Spokane campus is to expose students to an urban community experience.

Architecture students benefit greatly from collaborating with engineering faculty and students in the wood Material lab, which provides excellent hands-on experience to the students. The lab provides excellent avenue for research opportunities for architecture faculty in sustainability and creative construction methods that will benefit the built environment.

The architecture program is also a model for the campus in national and international travel that enriches students learning exposes them to different culture and makes them marketable globally.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given
the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

The students at the SOACM benefit in many ways from the supportive faculty and administration. On many occasions, students expressed a true enjoyment of and respect for the faculty, as well as the education they were receiving. Students also expressed appreciation for the faculty’s continual effort in supporting and advising them in their many endeavors and professional goals. Included in that support are the faculty and administrations efforts to fund and assist the American Institute of Architecture Students (AIAS) chapter in numerous events both on campus and at the national level are to be commended. Both the AIAS chapter and the newly formed Builders Without Borders (BWB) student group demonstrate a great level of success in producing student leaders and an active student body within the Pullman community.

The addition of the required study tours in both 3rd and 4th year, and the foreign studies tours added to the graduate courses have made a radical impact in the type and depth of education the students are able to experience. Many students expressed that the addition of these elements supplemented aspects of the profession that could not be experienced in the classroom while enforcing the lessons already learned. With trips to many U.S. cities and previous international trips to China and Copenhagen, the students are able to experience a full range of cultures and professional practices, experience design not often found in their community, and build strong friendships with their studio mates that often last far beyond the classroom.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

The school is committed to providing an architectural education that prepares its students to become licensed professional architects. Each year the State of Washington Licensing Board holds one of its meetings at the school. During that day the board meets with students on a formal and informal basis to discuss current laws and regulations relating to architecture as well as requirements of IDP. The students are required to participate in a summer internship provided by a partnership with the school and architectural firms.
1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

M. Arch. | Met [x] | Not Met [ ]

The spring symposium with practitioners is a valuable addition to the program and should be encouraged to continue. Not only does it advance the school’s desire to better integrate the architecture and construction management students but it goes a long way to introducing students to local leaders in both architecture and construction firms. Given the school’s remote location, it is important that the school continue to look for opportunities such as this to link with private practice.

The required internship is also a valuable addition to the program. The director has established strong relationships with many firms throughout the state and has established a successful method of linking students with firms for a summer internship.

The school’s stated emphasis on integration, both with construction management in Pullman and with interior design and landscape architecture in Spokane, demonstrates the commitment to exposing students to diverse and collaborative roles. As such, the integration with construction management is well established and continues to develop.

M. Arch. | Met [x] | Not Met [ ]

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

The students experience cultural and social issues from their study tours and off campus programs. Participation in the solar decathlon and service learning programs in Spokane are examples in civic engagement evident throughout the program. Sustainability is also
an institutional objective with extensive research conducted by the Wood Lab on environmentally viable solutions to building materials using recycled materials.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

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The school implements five formal assessment processes that yield specific data and information. The first formal process is a requirement of all Washington State University programs and involves the development of a series of benchmarks by which each program can measure and gage their progress and development. The School of Architecture and Construction Management presented their benchmarks, target goals, impact, and accomplishments. This method of strategic planning has netted clear results for the program. The school also employs a student exit survey, a school advisory board, faculty annual reviews, and course evaluations. The faculty invites professional architects as outside reviewers for studio projects and in the process receives evaluative input from the participants.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

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4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

The faculty is diverse. The student body reflects the population of the region. Faculty, staff and students have equitable opportunities to participate in program governance. The University and the School of Architecture and Construction Management have clear policies on equity in hiring, compensation and promotion, and equity and diversity.
5. **Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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M. Arch.

The program has instituted a set of policies that are submitted to students and reviewed on a yearly basis. Issues of respect within the studio environment have been clearly defined and adhered to throughout the school. A strong sense of interaction and connection amongst the students is evident within the studio environment and throughout the school, and should be viewed as a strong asset to the SOACM. The addition of study tours and travel for studios has also helped bring the students and faculty together in a friendly and collegial atmosphere. Many students expressed an appreciation for the program and felt the studio environment was a very positive aspect of their education.

However, concern for the security for personal property was expressed. Many students indicated that the current system of securing books and materials within the studio rooms is inadequate or improperly used.

Additionally, students expressed favorable experiences with faculty, but wished that aspects of time management and innovative jury reviews implemented by some faculty would be used throughout the studio experience.

6. **Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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M. Arch.

The program has a committed dean, director and faculty members. The team found the student body and its student leadership to be remarkably high achievers. The School of Architecture and Construction Management has 26 full time and three adjuncts faculty members. The faculty workloads are reasonable and allow them to pursue research, and scholarly work. This is apparent from the amount of faculty publication. There currently exist five vacant positions that are in the process to be advertised and filled soon. An assistant director was hired a few years ago to help in the administration of the Pullman campus.

Students spoke highly of their faculty members and of the support that they receive from them. The team observed that the faculty members are dedicated, well qualified, and passionate about teaching. They are diverse in both gender and ethnicity and have very collegial relationship among themselves. The director and the faculty feels that filling the five vacant FTEs with new junior faculty members will invigorate and add new energy to the existing experienced faculty...
7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

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This condition is well met and it is evident in the support that the faculty receives from the administration to conduct scholarly research, travel and publish. In the last few years, the typical teaching load of faculty was reduced from a three courses per semester to four courses per year. Faculty performance are reviewed every year and those who are on tenure track are given particular attention by assigning them two faculty mentors who advise them on their progress each semester.

Since the last visit students have been offered a mix of opportunities to enrich and advance their growth. Field trips, tours, exhibitions, committee participation, and the lecture series are among the activities available. Students have received support from the School and the University to travel nationally and internationally. Every fall third and fourth year students have gone on a five day domestic study tour with their design studio faculty. In the last few semesters, they traveled to New York, Boston, Chicago, Dallas, Los Angeles, Phoenix and Seattle. In the spring semester, all graduate students participate in a study abroad. Recent travel included Barcelona and Amsterdam. This spring semester students are planning to travel to Berlin and Prague. The School offered summer international study abroad for six weeks in England, France, and Italy. In addition, students had been on two study tours to China and Copenhagen.

To compensate for the remote rural location of the Pullman campus, the program has developed an extensive list of impressive guest lectures and exhibitions since the last visit.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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The School of Architecture and Construction Management occupies facilities on the main campus in Pullman and at the branch campus in Spokane, Washington. In Pullman the school occupies the renovated Carpenter Hall. In Spokane the Academic Classroom Building No.1 and FO Berg Graduate Building house the Interdisciplinary Design Institute with studio space for students from architecture, interior design and landscape architecture. All environments appeared to be in excellent condition and suitable for a professional program in Architecture.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate
resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

M. Arch. [X] [ ]

The architecture and construction management library is located on the ground floor of Carpenter Hall, where the school is housed. The Team found that the location of the highly specialized architecture library within the School of Architecture and Construction Management is a strong asset to the program. The library in Pullman has 17,001 NA books, with an annual budget of over $20,000. Students in Spokane have adequate access to the library on the Pullman Campus with a system of interlibrary loan.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

M. Arch. [X] [ ]

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following 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); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

M. Arch. [X] [ ]

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

M. Arch. [X] [ ]

The vast majority of current students have more than the required number of general education credits. The school is in the process of formalizing a graduation requirement that students either transfer in, or earn on campus, 45 general education credits.
The program does not have the total number of credits that will be required of all M. Arch. programs by 2015 although ample time remains to meet this standard.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

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This criterion is well met. The school has a structured curriculum addressing verbal and writing skills providing compliance with this criterion. Writing in the history and theory courses is outstanding. Graduate project research is sophisticated and well written. The students are well spoken and articulate.

13.2 Critical 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 them against relevant criteria and standards

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This area is found to be met with an ability to look critically at all aspects of design throughout all levels of the program.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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This criterion is met and in general the presentation skills are good. The students use a variety of computer programs to illustrate their work, and the infrastructure supports the demands of these presentation techniques with a networked system of computers and plotters. Although hand drawing was evident in some of the studios, it was used in final presentations sparingly.

The diagramming exercises done as part of the site design course are excellent and these techniques should be encouraged for graphic presentations in other studios as well.
13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met [X] Not Met []

This criterion is well met. Research skills are integrated into many courses at the school. Student final project work begins with an extensive semester-long research effort.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met [X] Not Met []

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met [X] Not Met []

The visiting team found a strong and consistent commitment to teaching fundamental design principles in the first design studios. Assistant Professor Taiji Miyasaka has done an excellent job developing and coordinating these early studios with a consistent and effective syllabus for all first year sections of architectural design.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met [X] Not Met []

This area is found to be met with a strong emphasis for collaborative projects at both campuses. This area is especially met with the continued growth of classes that utilize the schools connection between the architecture and construction management programs.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met [X] Not Met []
This area is found to be met with a very strong understanding of western traditions found throughout the Arch 220 and Arch 324 courses, and is visible in many of the precedent studies in studio work.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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Non Western Traditions is covered in the History of Architecture sequence taught by Professor Phil Gruen. In addition to the required history sequence Professor Wang continues his work in China and teaches an elective philosophy course comparing eastern and western traditions in architecture. Professor Samizay is designing and constructing new public and civic buildings throughout Afghanistan. His influence is evident in some design studios.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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This criterion is only marginally met. The team thought this may have been an unintended consequence of the effort to better address Non-Western Traditions. With the exception of sustainability features that are tied to local issues and the elective course 492, it is difficult to find mention of these topics beyond brief coverage in the history curriculum.

Given that the school is located in the Pacific Northwest, one of the few parts of the country with a recognizable approach to regionalism, it is unfortunate that this opportunity is largely ignored in the required courses.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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Precedents are used as a source of design learning throughout the curriculum. During the research seminar students present sophisticated analyses of precedents relevant to their graduate projects.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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Students are required to start considering issues of human behavior beginning in the first design studios and are carried through the upper design studios. This is also presented in the history courses and in the housing investigation studio that requires students to understand precedents of housing and settlement patterns.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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There is a good mix of course requirements and electives which provides the students with an adequate understanding of the current day diversity of individuals and cultures relative to the built environment.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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This criterion is now well met in both course work and studio projects.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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This criterion is well met. Several of the faculty have keen interest in this topic and it is evident in their studio projects, research and writing. The students are also interested and enthusiastic about sustainability. Sustainable design is subtly integrated into much of the subject matter, from history to structures courses.

Although this is well met, it could be taken to the next level with better integration into the design studio projects (see concerns with comprehensive design ability). This is essential for students to not only understand the importance of sustainability to the building industry but how it directly impacts the design process. The school is positioned to become a leader in sustainable design education relative to the built environment and efforts should be made to further implement the many opportunities (wood materials lab, integrated practice emphasis, etc.) into the students' work.

13.16 Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

This area is found to be met with a strong ability to develop and design site conditions throughout the program's studio course work.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

The lecture classes taught by Professor Carper are excellent. However, the studio work does not consistently demonstrate the understanding of appropriate applications of contemporary structural systems.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.

This area is found to be met with a strong understanding of environmental systems demonstrated through several lecture courses. However, the studio work does not consistently demonstrate the understanding of these principles.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress.
The requirements for egress are well integrated in student work at all class levels. The use of current day building codes relating to specific site projects are emphasized early in the conceptual phase of student work.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

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This criterion is marginally met. See causes of concern.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

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13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

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This criterion is met in Architecture 303, the Comprehensive Studio.

13.26 Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

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There is minimal evidence of a good variety of technical documents. Several courses require the students to show evidence of construction knowledge, however the resulting completed projects lack “precise” detailing of wall/floor/and roof components. The criterion for “outline specifications” has been well met as indicated in full specifications provided for review from Architecture 303.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

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The needs of the client, owner and user are addressed in a number of studios.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

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The comprehensive studio of Stanford Wyatt, Architecture 303, is an example of how to handle this criterion. Students work is enriched by collaboration with the Construction Management Program, and is supplemented by guest lectures in specification writing and cost estimating. The students work in teams to bring a design project to the design development level of documentation.

But this curriculum is not yet delivered to all students. The director of the program has indicated that by the conclusion of spring term two of three sections will have met criterion. The team leaves the site with the belief that this criterion will be met for all students in the near future.

13.29 Architect’s Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

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13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

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13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

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The school provides students with many prerequisite skills for leadership such as experience with collaboration, critical thinking, establishing a personal vision and team management. The recent move to the master's level was undertaken in large part to require that students move beyond simple project design to a leadership plane involving significant innovation in the built environment. Although the faculty value skills of leadership and evidence of leadership in their students, there is little direct attention to promotion of the kinds of self understanding and character that characterize the successful leader.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

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The program has adequately met the criterion for an understanding of building codes, zoning, accessibility laws and other related regulations. However, the school is not currently meeting its role to convey a specific understanding of historic preservation through course work or by specific study tours.
13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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The team found a broad receptivity among faculty to the idea that a life in design includes commitment to values and community. This receptivity finds focus in a required course, 573 Ethics and Practice, which addresses both general issues - what we choose to design - and the daily give and take of ethical conduct in relating to colleagues and consultants.
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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 Washington State University Architecture Program Report.

Washington State University, the state’s land-grant university, prepares individuals for productive lives and professional careers, conducts basic and applied research, and provides public service statewide. Founded in Pullman in 1890, WSU became a multi-campus system in 1989 with the establishment of campuses in Spokane, the Tri-Cities and Vancouver. Degree and non-degree courses are available as well through regional learning Centers around the state and through the Extended Degree Programs.

The university consists of 10 colleges and a graduate school. For more than a century, WSU has offered strong and varied academic programs. The liberal arts and sciences have always occupied an important place in the curriculum, along with business, education, architecture, pharmacy, nursing, and the traditional land-grant programs in agriculture and home economics, engineering and veterinary medicine.

The university offers nearly 150 major fields of study. Bachelor’s degrees are available in all major areas, with master’s and doctoral degrees available in most. The undergraduate core curriculum, including world civilizations courses and expanded writing requirements, is nationally recognized. WSU’s University Honors College is one of the oldest and most well-respected, all-university programs for academically talented students. Money magazine has called the Honors College one of the best in the nation.

Washington’s only statewide university, WSU has Cooperative Extension offices in all 39 counties, 11 regional learning centers, seven research and extension facilities in various locations, and 24 Small Business Development Centers statewide. The Intercollegiate Center for Nursing Education has a satellite nursing center in Yakima, and students can take WHETS courses from Wenatchee (via WSU Vancouver). The university runs the Washington Higher Education Telecommunication System (WHETS), which transmits live, interactive instruction to the branch campuses and other sites. WSU offers several bachelor’s degrees via a variety of distance learning technologies to place-bound students within Washington and nationwide, including those in social sciences, human development, business administration, and criminal justice.

WSU’s instructional faculty of approximately 1,230, including a substantial number of scholars with national and international reputations, is responsible for instruction that opens students’ minds to the most recent knowledge and discoveries. The opportunity for students to know and work closely with their instructors is one advantage of a medium-sized, residential campus such as WSU. Personal attention from faculty is also a hallmark of the branch campuses.

The heart of the WSU system is the Pullman campus. WSU has about 23,000 students, including those in Pullman, at the ICNE/College of Nursing, Spokane, Vancouver and Tri Cities. Of these, about 16,000 are undergraduates and 3,200 are graduate students. There are over 70 masters programs and 40 PhD programs. Pullman is one
of the largest residential campuses west of the Mississippi with about half of the student body living in residence halls, single and family student apartments, and fraternity and sorority houses. Here, students of diverse social, economic and ethnic backgrounds from throughout the nation and more than 90 foreign countries come together in a community in which education is the principal industry and human development the primary concern.

WSU's main campus is located in an area called the Palouse in southeast Washington, where much of the nation's finest wheat and legumes are produced. Several small but expanding high-tech firms are diversifying Pullman's economy. The 620-acre campus features modern classrooms and laboratories, libraries, museums, student residences, recreational and athletic facilities, a student union and a community hospital. A recent library addition has doubled WSU's library capacity.

The College of Engineering and Architecture provides accredited undergraduate education throughout the state in engineering, architecture, construction management, computer science, environmental science and bio systems engineering. A significant aspect of the school in the college is the collaboration and integration that is occurring between disciplines. Some of these include the Institute for Sustainability, the Integrated Education program as well as collaborative research endeavors. These initiatives are discussed in detail later in this report. The School of Architecture and Construction Management is the administrative unit within the college providing degrees in architecture and construction management.

2. Institutional Mission

The following text is taken from the 2008 Washington State University Architecture Program Report.

The WSU strategic plan adopted in 2002 states the following vision and mission statement:

Washington State University offers a premier undergraduate experience, conducts and stimulates world-class research, graduate and professional education, scholarship and arts, and provides an exemplary working and learning environment that fosters engagement. As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions, and communities that we serve by fostering learning, inquiry, and engagement.

CEA Mission Statement:
The college of Engineering and Architecture has the following mission statement developed in 2002.

To provide a comprehensive education to a diverse constituency in engineering and architecture that prepares students to contribute effectively to the profession and society, for advanced study, and for lifelong learning, to conduct research, integrated with education, in selected areas of excellence, within traditional disciplines and within interdisciplinary teams, technologically important and relevant to the region and nation, and to serve constituents through technology and design transfer partnerships and extended educational programs.
3. Program History

The following text is taken from the 2008 Washington State University Architecture Program Report.

Architectural education at Washington State University began in the early 1900s. In 1911, architecture courses were listed in the catalogue of the then-named State College of Washington, leading to a four-year Bachelor of Science degree. The core faculty for architecture was Elmer A. Tilden, an instructor in the Department of Mechanical and Electrical Engineering.

The four-year program was given departmental status in 1914. Rudolph Weaver was first head of the program, then chair of the department from 1914-1923. Weaver was also campus architect and the designer of Carpenter Hall, the current home of the School. He subsequently left WSU to develop the architecture programs at the University of Idaho and the University of Florida.

The B.S. in Architecture degree was granted until 1920. At that time, the degree designation was changed to a B.A. in Architecture, which was offered until 1922. A three-year certificate in architecture was granted from 1922-1931. In 1928, the department changed its name to Architectural Engineering at the same time changing the degree designation to a four-year B.S. in Architectural Engineering. In 1946, the curriculum was revised and extended to span five years, but it was not until 1966 that the department granted a Bachelor of Architecture degree. At this time, the academic unit was renamed the Department of Architecture. The process for NAAB accreditation soon followed with the first five-year accreditation bestowed in 1972. In 2002 the school changed from a Bachelor of Architecture to a Master of Architecture as the first professional degree. Between 2002 and 2005 the school had both the B Arch and M Arch degrees prior to the transition to the M Arch as the sole professional degree in 2006.

In 1984, the College of Engineering was renamed the College of Engineering and Architecture with the Department of Architecture given School status. In 1990, an optional studio was offered for fifth-year students at the Spokane branch campus. Today, one third of the fourth year and M Arch students, and a small number of MS Arch students, study for a year in Spokane at the Interdisciplinary Design Institute.

In 1991, the School of Architecture consolidated in its newly renovated home on the Pullman campus in Carpenter Hall. The name was officially changed to the School of Architecture and Construction Management in 1998. Today, there are approximately 550 students working towards the four-year Bachelor of Science in Architecture and Bachelor of Science in Construction Management degree. The school offers minors in architecture and construction management to allow students to gain important knowledge from related disciplines. In addition there are approximately 40 students enrolled in the Master of Architecture degree and 5 - 8 working on a Master of Science in Architecture degree at the Spokane campus.
4. Program Mission

The following text is taken from the 2008 Washington State University Architecture Program Report.

The following serves as the mission statement for the school adopted in 2002.

The School of Architecture and Construction Management is dedicated to the education of future architects and construction managers who are intellectually aware and who critically understand social, political and global conditions that have an impact on the profession of architecture and construction management. It is the intent of the School to graduate future professionals who are committed to excellence in the built environment through the incorporation of intellectual, analytical and artful aspects of each profession. Within this context, students and faculty seek to investigate issues within diverse contexts in order to creatively advance the built environment.

5. Program Strategic Plan

The following text is taken from the 2008 Washington State University Architecture Program Report.

Self Assessment Process
The school implements five formal assessment processes that yield specific data and information and a series of informal processes that provide anecdotal feedback.

Formal Processes: The University has established that all programs must develop a series of benchmarks by which they can measure and gage their progress and development. The school has established benchmarks and each year must report through the dean to the Provost on our progress. The format and categories for the benchmarks were determined and established by the Provost. The benchmarks were established in 2004 and the responses reflect the most recent accomplishments in 2006.

Self Assessment 1. Benchmarking

School of Architecture and Construction Management
Benchmarks
Accomplishments and Progress: May 2006

1. The undergraduate experience:

Benchmark: Percent of students engaged in interdisciplinary courses
Target: 50% of undergraduates to have courses/ studio experiences that provide interdisciplinary work by graduation
Impact: Develops understanding of related disciplines and professional context for practice and improves level of undergraduate experience

Accomplishments. Since 2004 we have been able to achieve this goal through a series of initiatives and innovative activities. The following are examples of new interdisciplinary activities:

- Architecture, construction management, engineering and interior design students worked together on the solar decathlon project which was
designed, built and exhibited in the mall in Washington DC in October of 2005.

- Spring of 2006 two cohorts of third year architecture students worked with CM students and faculty at the wood materials lab for the proposed design of the WSU Institute for materials and building innovation. This proposed institute will become a component of the college capital campaign initiative.

- Spring 2006 the school sponsored three symposiums on integrated Education. The symposiums were focused upon the integrative nature of architecture and construction management. Over 30 individuals from each profession participated in the symposia leading discussions, seminars and panel discussions.

- One cohort of our fourth year and master of architecture students are collocated at the Spokane Design Institute where they are taking courses with interior design and landscape architecture students.

Benchmark: Learning outcomes.
Target: Exceed minimum assessment and learning outcomes as per accreditation requirements.
Impact: Provides mechanisms for evaluating the quality of education and for making future curriculum changes.

Accomplishments: Academic year 2005 - 2006 was spent reconfiguring course sequence and content in construction management to exceed accreditation requirements. These changes will be implemented in the fall of 2007. Senior exit interviews were distributed and collected for the second year. In architecture initiatives were developed to align theory and history courses and new curriculum changes were developed for studio content.

Benchmark: Percent of student increase in enrollment.
Target: Obtain funding for new faculty to increase enrollment in undergraduate construction management program by 25%.
Impact: Will address high demand from industry and students for construction management graduates. Increases visibility and contributes to economic growth in Washington.

Accomplishments: During the fall semester we received a new CM faculty position and in the spring of 2006 we were awarded a high, demand position. As a result we will be doubling enrollment in construction management to 50 students per year starting fall 2006. In addition starting fall 2006 all four years of the CM program will be located at the Pullman campus.

Benchmark: Expand critical reading and writing.
Target: Increase critical reading and writing assignments by 25%
Impact: Increases awareness of critical discourses related to each discipline and improves level of undergraduate education.

Accomplishments: During the fall semester we coordinated the course content and sequence between our history and theory courses. This involved the coordination of reading material for each of the courses. Also in the spring semester we instituted a required reading component for each design studio. Readings were utilized throughout the semester through projects and short seminars.

2. The Graduate Experience
Percent of new Enrollment in Master of Architecture program

Benchmark: Obtain funding for faculty and staff to increase enrollment in M Arch program
Target: by 25%
Impact: New enrollment will address national demand for this degree. Revenue generated will support new faculty for increased enrollment.

Benchmark: Starting in the fall of 2006 we will be offering a new cohort of Master of Architecture graduate students at the Spokane campus. We have admitted 10 students to the 2.5 year option which represents a 50% increase in graduate enrollment for the school and 100% in Spokane. It is expected that over the next several years we will expand the enrollment to include 3.5 year option students.

Accomplishments: Percent increase in Graduate scholarships/ internships 50% increase in scholarships/ internships supported from profession for graduate education.
Impact: New scholarships/ internships foster interconnection with profession and help to offset cost of education.
Accomplishments: We have seen about a 40% increase in scholarships dedicated to our graduate students. This past year has been spent working with architecture firms and proposing sponsorship of scholarship. By fall 2006 we should be able to exceed our 50% goal.

Benchmark: Percentage of students participating in Study Abroad experiences.
Target: 60% of students to have overseas experience by graduation.
Impact: Will facilitate broad exposure for students to diverse cultural and global experiences.

Accomplishments: Our foreign studies experience for students continues to expand. With the continuation of our international study tours for graduate students all M Arch students now have international travel experiences. This summer we have a six week Italy program coordinated by two of our faculty and 18 students are participating in that program. In December of 2005 we had a study tour to China for two weeks during the Christmas holiday. Currently about 30-40% of our undergraduates are experiencing international travel. We also are continuing with our domestic study tour for all third and fourth year students and are considering expanding this program to our second year students.

Percentage of outside critics/ lecturers 25% increase in invited critics/ lectures from outside the region.
Will provide opportunities for students to interact with distinguished individuals from the professions.

This past year we had two graduate students out of 16 working with faculty on scholarship projects. Both students traveled with faculty to conferences and presented papers in which they either co authored and or researched.

3 Research and Scholarship
Benchmark: Number of research assistants for faculty.
Target: Faculty with established/proposed research to select a minimum of one graduate student to assist in research projects.
Impact: Will provide opportunities for students to work on individual basis with faculty on research projects and gain experience in scholarly activities.
See above

Accomplishments: Percent of faculty publishing/exhibiting work.
Benchmark: 90% of faculty to publish, exhibit work, receive grants or awards and or present at conferences each year.
Target: Allows for faculty contributions to the advancement of the professions.
Impact: This objective has been achieved in the areas of scholarship through research in papers and books or design work.

Benchmark: Percentage of faculty engaged in interdisciplinary initiatives through grants/ projects/service etc.
Target: 20% of faculty research each year to have interdisciplinary focus.

4. Societal Impact

Increase external funding to support school initiatives.
25% increase in external funding for school development. Targeted initiatives include school publications/journals/symposiums/courses for profession etc. Will allow for further outreach to professions and increase national awareness of school.
See above on Integrated Education symposium. The school has had a 15% increase in development donations over the past year.

Benchmark: Percentage of students receiving internship opportunities.
Target: 75% of students graduating to have a minimum of two summers of internships in professional firms.
Impact: Will ensure that students have acquired preliminary experience in professional practice environments.
Provides opportunities for faculty to collaborate across disciplines.
Accomplishments: 95% of our graduate students receive internship opportunities between their second and third semester. Current statistics for undergraduates is not available however a conservative estimate is the 50% of undergraduates (Second Year - fourth year) have summer internships.

Benchmark: Percent of faculty engaged in editorial positions and national/international committees.
Target: Impact: 25%
Accomplishments: Provides professional service to advance professions.
Currently we have three faculty serving on national editorial boards which is about 12% of the entire faculty.

Benchmark: Number of service learning opportunities.
Target: Impact: Provide a minimum of one service learning experience per student in the upper division courses.
Accomplishments: Provides students opportunities to engage in projects that are significant to the community.

Students at the Spokane campus are involved in service learning opportunities. In Pullman students involved in student organizations such as AIAS, ASCM and Builders without Borders participate in community service activities.

Self Assessment method 2: Student Exit Survey:
Prior to each graduation, students are asked to fill out an exit survey. The survey provides information to the school on effectiveness of courses, job opportunities and areas of improvement. A copy of the exit survey will be made available to the visiting team.

Self Assessment method 3: School Advisory Board:
The advisory board plays an instrumental role in advising and assessing our program. The board meets twice each year. Each meeting is devoted to updating board members on current issues. Each meeting has specific goals and objectives for the board to provide input. During the reconfiguration of the program from the B Arch to M Arch the board was very active in helping to influence curriculum and providing assessment of our students.

Self Assessment method 4: Faculty Annual Reviews:
Each year the director engages in an annual review process with each faculty. The purpose of the review is to provide feedback on accomplishments as well as areas of development. The annual review becomes one of the measures that are used in determining faculty raises.

Self Assessment method 5: Course Evaluations:
Every course in the program is evaluated by the students through formal course evaluations. Course evaluations are made available to administration of the School as well as the faculty member to be used along with other indicators in the tenure and promotion process.

Informal Assessment Procedures:
Faculty invite professional architects (both WSU alumni and non-alumni) as outside reviewers of studio projects and in the process receive evaluative input from the participants. During field trips, while visiting firms of the region, faculty hold meetings with employers and graduates working in the firms to receive input regarding the preparation of the graduates as they join the work force. Regular alumni gatherings are held in the region for the purpose of informing them about the current developments of the School and programmatic changes as well as inviting their feedback on outside perceptions of the School.
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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

School of Architecture and Construction Management Washington State University
NAAB Accreditation Visit
February 9 - 13 2008

Saturday February 9, 2008
11:00 - 1:00 p.m.
2:30 p.m.
3:30 p.m.
4:30 p.m.
5:00 p.m.
6:30 p.m.
7:00 p.m.

Team Arrival in Spokane. Pick up at airport by selected faculty and meet at Design Institute South Campus Facility
Tour Design Institute and meet with Spokane Architecture Faculty
Meet With Greg Kessler and Nancy Blossom, Director Interdisciplinary
Design Institute
Drive to Pullman
Check into hotel
Team Only Dinner

Sunday February 10, 2008
8:00 a.m.
9:30 a.m.
10:00 a.m.
11:00 a.m.
11:45 a.m.
2:00 p.m.
4:00 p.m.
5:30 p.m.
7:30 p.m.

Team Breakfast with Greg Kessler, Director School of Arch + CM
Orientation of team room and tour of Carpenter Hall.
Tour of Campus (Members of School Accreditation Committee)
Team meets with Dean Candis Claiborn.
Lunch with Faculty
Team meets to review student work and set up in team room
Tour Wood Materials Lab
Team returns to Carpenter Hall to review student work
Team Only Dinner

Monday February 11, 2008
7:30 a.m.
9:00 a.m.
10:00 a.m.
11:00 a.m.
12:00 Noon
1:00 p.m.
4:00 p.m.
5:30 p.m.
7:30 p.m.

Team Breakfast with Greg Kessler
Team Meet with President Floyd and Provost Bates – French Administration Room 422
Team meets with AIAS Student leadership Carpenter Hall Room 520
Classroom Visitation by Team
Lunch Carpenter Hall Room 521
Studio visitation and review students work
Team Meets with Students – Carpenter Hall Room 102
Reception with Representatives of School Advisory board
Team Only Dinner

Tuesday, February 12, 2008
8:00 a.m.
9:00 a.m.

Team Breakfast with Greg Kessler
Open for Team Meeting or Classroom Visits (Arch 103 Carpenter Hall Room 201, Arch 202 Todd Hall Room 130, Arch 473 Murrow Hall Room 55)
10:30 a.m.

12:00 Noon

1:00 p.m.

3:00-9:30 p.m.

10:00 p.m.

11:00 a.m.

Team Meet with Staff & Librarian (Judy Croskey, Mary Anne Brown, Ramen Singh, Lipi Turner, (Janice Davidson on maternity leave)—Carpenter Hall Room 521
Lunch: Institute for Sustainable design: Don Bender, Mike Wolcott, Greg Kessler:
Team Meeting and Classroom Visitations:
Informal Faculty Visitations/Team Meetings
Team Only Dinner

Wednesday, February 13, 2008

7:30 a.m.

8:15 a.m.

Room 146

9:00 a.m.

Team Breakfast and Exit Interview with Greg Kessler
Team Exit Interview with Candis Claiborn, Robert Olsen Dana Hall

Team Exit Interview with President Floyd and Provost Bates – French Administration Room 422
School Wide Meeting – Carpenter Hall Room 102
Afternoon Departures, Return to Spokane
Report Signatures

Respectfully submitted,

Ann Chaintreuil, FAIA  
Team Chair

Curt Lamb, Ph.D., M.Arch  
Team member

Matthew R. Fochs  
Team member

Kwendeche  
Team member

Dr. Ikhlas Sabouni  
Team member

Craig A. Curtis, AIA  
Observer

Representing the NCARB

Representing the ACSA

Representing the AIAS

Representing the ACSA