Architecture
Program Report

University of Louisiana at Lafayette

September 7, 2022

National
Architectural
Accrediting
Board, Inc.

Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Louisiana at Lafayette**
Name of Academic Unit	School of Architecture and Design
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2014
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Kari Smith, Director
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Michael McClure, Interim Dean
Chief Academic Officer of the Institution	Dr. Jaimie Hebert, Provost and AVPAA
President of the Institution	Dr. E. Joseph Savoie, President
Individual submitting the APR	Kari Smith, Director & Dr. Robert McKinney, Professor
Name and email address of individual to whom questions should be directed	Kari Smith, Director kari.smith@louisiana.edu

Submission Requirements:

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

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:
Conditions Not Met
A.9. Historical Traditions and Global Culture

To improve students' learning of diverse and global cultures, the Architecture Program faculty revised learning objectives in the survey, history, and theory courses. In the B.S. Architectural Studies preprofessional program, the revised courses include DSGN 121: Survey of Design and ARCH 321: History of Architecture. In the Master of Architecture program, the revised courses include ARCH 521: Architectural History and Theory and ARCH 530: Urban Theory.

II.4.1 Statement on NAAB-Accredited Degrees
II.4.2 Access to NAAB Conditions and Procedures
II.4.4 Public Access to APRs and VTRs

The above conditions have been addressed through the development of information on the architecture program's website that is available to students and community members. The site includes the correct statement on NAAB-Accredited Degrees, access to the NAAB Conditions and Procedures, and past APRs and VTRs.

II.4.3 Access to Career Development Information

Career information is now available to students and the public through the architecture program's website at. Information is available on the requirements to become a licensed architect, career related website, common areas of employment, and common career opportunities.

Written Communication Skills are met as noted below for SPC II1.1.A.1. The Team noted that the rigor in word usage, grammar, spelling, citations and similar writing conventions is inconsistent across all of the students' course work, which may erode the perception of the program's professionalism.

To improve writing skills across the School of Architecture and Design (SoAD), a Writing Across the Curriculum Committee was initiated in 2017. The WAC Committee is composed of faculty representatives from Architecture, Interior Design, and Industrial Design. As a result of this initiative, our courses have incorporated new reflective and professional disciplinary writing assignments, increasing accountability for student writing across our programs.

The committee also instituted graduate and undergraduate writing awards to recognize exemplary writing from our students and encourage further growth. The School of Architecture and Design continues to celebrate excellent writing across our programs in each end-of-semester awards ceremony. Writing submissions are blindly evaluated by a jury of faculty. The jury evaluates each submission according to a rubric that rates writing quality. Faculty share this rubric with their students in preparation for written assignments. Submissions with the highest scores are awarded in four categories: Graduate Over 500 Words, Graduate Under 500 Words, Undergraduate Over 500 Words, and Undergraduate Under 500 Words.

B. The Institutes housed in the School of Architecture and Design are important programs to the learning culture of the school as well as contributors to the University and regional communities. The Team is concerned that the current administrative structure (particularly reporting responsibilities), faculty staffing, and funding of the Institutes' activities places their long-term viability at risk. A proposal to seek Board of Regents approval to create a center to house the Institutes within the School of Architecture and Design is forthcoming and could address this concern.

The Louisiana Board of Regents revised the criteria for a BOR designated center; therefore, the decision was made to continue with college level centers. Many of the School of Architecture and Design faculty research initiatives have settled into a pattern of contraction and regrowth based on external funding availability, stakeholder interest, and other drivers. Since the decoupling of faculty research initiatives with specific courses and the enhancement of a Curriculum Committee course proposal review process, the integration of faculty research into coursework has become more varied and fluid.

Based on the school's record of achievement in student productivity and success in mentored research, innovative projects, and creative endeavors, the school was selected to be a pilot program for the University's Quality Enhancement Plan for Advance Student Research Experience. Through episodic Special Topics and Studio coursework, faculty research initiatives continue to enrich the quality of the learning culture and contribute hundreds of thousands of dollars to our community through service-learning opportunities.

To further develop Advance Student Research Initiatives and expand upon the successful history of product and materials research and design/build, the School of Architecture and Design established a Director of Research Initiatives and Fabrication Facilities in Summer 2022. The Director assists students and faculty in the development and support of research and fabrication within the SoAD through coordination and support of research initiatives and management of the Fabrication Facilities necessary to those efforts. The Director works in partnership with faculty, staff, and students in facilitating and advancing innovative research focusing on the present strengths of the programs within the S0AD. This position is internally and externally focused to fully support the needs of the SoAD, the University, and the broader communities that we support.

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

The 2009 Conditions, 2014 Conditions, and the 2020 Conditions and Procedures have led to changes in the architecture program in developing the shared values of the discipline and the profession as well as how program and student criteria are integrated into the curriculum. The curricular framework for the Master of Architecture programs has led to on-going revisions to develop how the criteria and student learning goals are incorporated into the outcomes of the graduate program. The focus of these changes is both in terms of social, cultural, and environmental issues as well as the knowledge of architectural practice and design synthesis and integration necessary to practice architecture.

2—Shared Values of the Discipline and Profession
The 2014 APR responded to the 2009 Perspectives. There is a continuity and evolution of the architecture program's interpretation from the 2009 Five Perspectives, 2014 Defining Perspectives, and the 2020 Shared Values of the Discipline and Profession.

2009 PERSPECTIVES	2014 PERSPECTIVES	2020 VALUES
Architectural Education and the **Academic Community**	**Collaboration and Leadership**	**Leadership, Collaboration, and Community Engagement**
Architectural Education and the **Profession**	**Design**	**Knowledge and Innovation**
		Design
Architectural Education and **Students**	**Professional Opportunity**	**Lifelong Learning**
Architectural Education and the **Profession**		
Architectural Education and the **Regulatory Environment**		
Architectural Education and the **Profession**	**Stewardship of the Environment**	**Environmental Stewardship and Professional Responsibility**
Architectural Education and the **Public Good**	**Community and Social Responsibility**	**Equity, Diversity, and Inclusion**

The 2014 APR on the Architectural Education and the Academic Community, focused on the leadership of the faculty in various roles across campus such as a faculty member Chairing the University's Campus Planning Committee. The architecture program's faculty, students, and staff were "active civic players" through the research agenda of the faculty, service work and community initiatives including the Community Design Workshop and the Building Institute. In the 2022 APR addressing the value of Leadership, Collaboration, and Community Engagement, the focus is shifting to how the student is inclusive, collaborates, and engages the community in their practice of architecture.

The 2009 Perspective on Architectural Education and the Profession has evolved creating the 2014 Perspective on Design to the 2020 values on Knowledge and Innovation and Design. The 2014 APR writes that the program's "vision is to contribute a critical, ethical, and poetic voice to the ongoing development of the architecture profession and its practice." That vision continues as a core value of the faculty as the program continues to teach the importance of design thinking to develop integrated strategies that are fair, sustainable, and resilient. The value of design and research and innovation pervades across the current curriculum beyond the studio course as a process to engage the built environment. An example is the design/build projects that students and faculty develop and construct. Further examples include students working on state funded Historic American Building Survey projects, competitions sponsored by the National Organization of Minority Architects minors, presentation of student thesis work at a Critical Mass conference.

Architectural Education and the Student in 2009 developed to Professional Opportunity in 2014 and then to Learning and Teaching Culture in 2020. The program continues to emphasize student-centered learning, whereby each student leverages their unique experience as a "foundation for learning." The faculty do develop opportunities for students to have empathy for others and a broader world view with a commitment to lifelong learning. Students are introduced to the discipline as an evolving matrix of conditions, responses, and evolving technology and responsibilities.

Architectural Education and the Regulatory Environment in the 2009 Conditions evolved to professional Opportunities in 2014 and then to Life Learning in 2020. The transition from the

previous APR is then, the program emphasized the transition from internship to licensure. And now, the focus is on lifelong learning as shared responsibility be academia and the profession.

Architectural Education and the Public Good in 2009 became Community and Social Responsibility in 2014 and then specifically Equity, Diversity, and Inclusion in 2020. The change is the focus of student learning transitioning from preparing them to be engaged and responsive citizens to a commitment of equity and diversity in architectural and environmental design in the loci of learning and working.

3—Program and Student Criteria

The Director of the School of Architecture and Design and the architecture program faculty are working on curriculum revisions to the B.S. in Architectural Studies and the Master of Architecture curriculum to move SPCs that previously in the 2014 VTR were proven in the preprofessional program to the professional program. This change combined with the revisions to the 2020 Conditions Program Criteria and Student Performance Criteria is leading to the development of a new redistribution of criteria from the B.S. in Architectural Studies program to the Master of Architecture program. The fully realized implementation of these changes has been delayed by the COVID pandemic.

Presently, Student Criteria SC.5 Design Synthesis and SC.6 Building Integration are met in the BS Architectural Studies program courses ARCH 409(G): Architectural Design V and ARCH 464: Contract Documents. These Student Criteria are migrating to the Master of Architecture Program course ARCH 501: Advanced Architectural Design and will be fully implemented by 2023.

The new program criteria look at learning as a collective of the student's experience rather than the individual learning. The transition distinguishes between the criteria associated with critical thinking, a liberal education, and a design education that emphasizes creativity, history, theory, innovation, leadership, and equity. The new student criteria now focus exclusively on the technical knowledge of the practice of architecture including health, safety, welfare, practice, regulation, and integration.

4—Curricular Framework

To fully implement the intent of these changes will require further development of the pedagogy of the program. As stated above, the program is in the process of redistributing criteria from the B.S. in Architectural Studies program to the Master of Architecture program. The course sequence that is significantly impactful is the ARCH 409: Architectural Design V and ARCH 464: Professional Practice and Contract Documents, which currently occurs at the undergraduate level with the objective to transition the content of these courses to the graduate program. Previous VTR have noted this sequence as met with distinction for addressing the learning objectives of the comprehensive project.

For this accreditation visit, these two courses will be used to demonstrate many of the Student Criteria objectives.

	ARCH 409: Architectural Design V	**ARCH 464: Professional Practice and Contract Documents**
SC.1 Health, Safety, and Welfare in the Built Environment	X	X
SC.2 Professional Practice		X
SC.3 Regulatory Context	X	X
SC.4 Technical Knowledge		X
SC.5 Design Synthesis	X	
SC.6 Building Integration	X	X

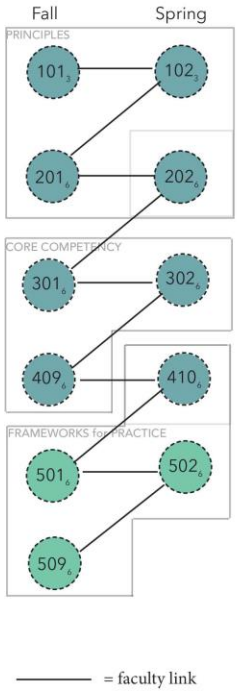
The program has completed curriculum maps for the design studio course sequences at the undergraduate and graduate levels.

As a starting point, the NAAB 2020 Conditions were mapped across all pre-professional and professional courses and coded as Introduced, Reinforced, or Mastered. Next faculty coordinated, through numerous Coordinator and Architecture faculty meetings a staffing plan to create faculty leads and faculty links for each studio (see diagram below). Faculty leads create Curricular Link documents (see examples in sections 3 and 5) to set assignments, student learning outcomes, a methodology to achieve the stated outcomes, set deliverables and measurable (assessable) outcome criteria, and state the curricular link - how does the work of the studio build from what was taught previously and prepare students for what they are expected to apply with competency in the next course - based on the determined level of proficiency (introductory, reinforcing, or mastery). Curricular Link documents are reviewed at end of term assessment meeting along with the faculty's presentation of student work as part of the school’s self-assessment process. This work collectively seeks to reveal gaps in the curriculum, help with planning, create program cohesion, increase the likelihood that student learning outcomes are being met with rigor and consistency, improve faculty communication, and encourage a reflective practice of accountability.

SUPPORT

101	121: Introduction to Design Thinking
102	114: Design Communication
201	235: Design & the Computer
202	
301	321: History of Architecture
302	332: Building Systems I
409	334: Building Systems II
410	464: ProPrac/ContractDocs
	435: Building Systems III
501	521: Architectural History & Theory
	540: Architectural Practice
502	532: Advanced Building Systems
	530: Urban Theory
	565: Architectural Research & Programming
509	563: Diversity & Social Equity

Studio Sequence



= faculty link

PRINCIPLES

101-102: Basic Design
Individual Voice (ability); Design Process; Communication; Composition; Form & Order; Material Investigations; Context

201-202: Architectural Design I & II
Individual Voice (ability); Environmental/Climate Response; Client Informed Design; Design Process; Communication; Composition; Form & Order; Enclosure; Structure; Code/Egress; Site Documentation & Analysis

301-409: Architectural Design III, IV, V
Individual Voice (ability); Environmental Systems ; Client Informed Design; Design Process; Communication; Material Investigations; Enclosure; Structure; Code/Egress

410: Architectural Design VI
Individual Voice (ability); Design Process; Communication; Material Investigations; Enclosure; Environmental Systems; Structure; Code/Egress

501: Advanced Architectural Design I
Poetic/Practical reset
Paired with 540: ProPrac
Smaller scale

502: Advanced Architectural Design II
Environmental & Social Equity
Paired with 532: Advanced Building Systems
Medium scale

509: Masters Project
Personal Perspective
Self-Directed Design Thesis
Paired with 530: Urban Theory
Medium/large scale

NAAB

NARRATIVE TEMPLATE

1—Context and Mission

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

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

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

Program Response:

The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a large (student population 16,225), midsize urban, public, four-year institution of higher education offering bachelors, masters, and doctoral degrees in the professions, arts, and sciences. Within the Carnegie Classification, UL Lafayette is designated as a Research University with the highest research activity (R1) with graduate programs that are STEM-dominant. A significant percentage of the students are at the undergraduate level (84%) with a setting that is primarily residential. Nine Colleges administer the University's academic programs: Arts, Education, Engineering, General Studies, Liberal Arts, College of Nursing and Health Sciences, B. I. Moody II College of Business Administration, the Ray P. Authement College of Sciences, University College, and the Graduate School. The University offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. It is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. The University's mission is to develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition. Through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

The University's vision is to "strive to be in the top 25% of our peer institutions improving our national and international status and recognition." The University's core values strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge.

1. **Equity**: striving for fair treatment and justice
2. **Integrity**: demonstrating character, honesty, and trustworthiness
3. **Intellectual Curiosity**: pursuing knowledge and appreciating its inherent value
4. **Creativity**: transcending established ideas
5. **Tradition**: acknowledging the contributions of the Acadian and Creole cultures to this region and to our university's history
6. **Transparency**: practicing open communication and sharing information
7. **Respect**: demonstrating empathy and esteem for others
8. **Collaboration**: understanding our connection with others and working to realize synergies through teamwork and collegiality
9. **Pluralism**: believing in the inherent worth of diverse cultures and perspectives
10. **Sustainability**: making decisions and allocating resources to meet the needs of the present, while preserving resources for the future

The Architecture program is on campus and part of the School of Architecture and Design within the College of the Arts. The College of the Arts consists of three units including the Department of Visual Arts and the School of Music and Performing Arts. The mission of the School of Architecture and Design is to cultivate student-centered educational programs in architecture, industrial design, and interior design. We seek this through a pedagogy that is heuristic and

responsive to the natural, technological, cultural, and social environments. Our vision is to contribute a critical, ethical, and poetic voice for the ongoing development of the professions and diverse and multiple communities.

The school's design commitments are based on the principals that our physical environment is the world we are given. Our social/cultural environment is what we make of that world. Our technological environment is the ever-developing tools and techniques we must use to modify our physical environment into a social and cultural one. Our professional environment includes the discipline and ethics that guide us in making decisions about how to use technology to transform our physical environment into a socially generous, culturally rich, life-affirming and cooperative environment for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world we live in, and it is around these four categories that we structure our pedagogy.

Documentation/Evidence:

1. University of Louisiana at Lafayette Mission
2. University of Louisiana at Lafayette History
3. School of Architecture and Design Mission, Vision, and History

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
The University benefits the program by providing academic leadership, institutional resources, and opportunities for faculty development. The University's Research Office encourages faculty participation in funded research through regular training sessions and workshops, providing staff for individual consultation and review of proposals, and maintaining a general open-door policy to discuss and refine initiatives. In some circumstances, the Research Office will provide seed money to incubate initiatives. The Research Office also facilitates access to funding sources at local, regional, and national levels and assists faculty in identifying grants appropriate to their research interests. The University's pride in its cultural identity and its unique location fosters and develops a truly diverse, international community. This region's historic and contemporary cultural inclusiveness and diversity act as a model for the program.

The student-centered pedagogy and the culture of "making" inherent in the SoAD provide the University with a unique and successful example of teaching and student learning through discovery, a process whereby students integrate their internalized experiences with disciplined study of the subject matter. As a rich example of this pedagogical approach, the architecture and design programs offer the University a model of hands-on learning that has not only contributed to the education of our students but has drawn positive attention to the University.

The school's design/build projects offer students a link between knowledge and understanding by providing a place for building experience. This experience not only teaches the craft of how materials are assembled but also team collaboration, conflict resolution, financial management, and client communication.

The school has a history of providing students with participation in service thus institutionalizing pedagogy and instilling in students an understanding that built-work is located in the community and serves the community. Examples of recent design/build projects include the Lafayette Strong Pavilion grid shell designed and built in collaboration with UL Lafayette's School of Architecture

and Design's Building Institute, the Social Sciences and Humanities Research Council of Canada, Acadiana Center for the Arts, Lafayette Consolidated Government, and Lafayette Public Trust and Financing Authority.

Documentation/Evidence:

1. University of Louisiana at Lafayette What Makes Us Distinct
2. School of Architecture and Design Community and Research

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The architecture program offers regularly scheduled field trips in the context of the studio courses. The second-year studio often travels to Chicago, the third-year studio travels to Houston and Dallas, and the fourth-year studio travels to New York City. The graduate school students do various trips, most recently to Denver and New York City.

International travel is facilitated by our faculty service on the University Study Abroad Program Committee. They help to explore revisions to Study Abroad sites that would help to ensure sufficient enrollment in the program offerings. Further faculty feedback suggests offering a greater range of options, such as a combination of long-, medium-, and short-term programs that could be better tailored to limited student budgets. The SoAD has established a four-to-five-year plan for faculty participation in the program. We have established programs in France and Italy.

The program has a chapter of AIAS and NOMAS. The school annually recognizes students who have been inducted into the Tau Sigma Delta Honor Society. Our students serve as leaders in these organizations as well as similar roles on the Student Government Association. Students have regularly scheduled organizational meetings and participate in activities such as firm tours, conference attendance and presentation, career preparation activities, and near-peer student critiques. AIAS and NOMAS have organizational roles in the major fund-raising and alumni relations events of the school and the college.

The lecture series offers faculty and students collective opportunities to glean new perspectives. Most recently, the 2021-2022 SoAD Lecture Series Design Equity featured lectures from Karen Lu, AIA, NOMA; Nicholas Wallin, AIA from Snow Kreilich Architects; John Dwyer, AIA; and endowed funds supported the Edward C. Mathes Endowed Lecture from AJ Paron, ASID, LEED AP ID + C, IIDA, AIA. Lectures offered new perspectives and local professionals and practicing alumni Health, Safety, and Welfare AIA Learning Units.

Faculty may submit proposals for professional development opportunities. In the Summer of 2022, Associate Professor Young was funded to complete two IDEO U Learning Experiences "Human-Centered Systems Thinking" and "Unlocking Creativity" through the school's Segura and Beyt, Inc. Endowed Faculty Development Fund. The Faculty Development fund further supported four faculty stipends for an eight-week intensive workshop to align the first-year studio curriculum to the changing needs of our students.

College of the Arts externally funded SPARK Grants support full-time continuing faculty's teaching and scholarly research. Funding from SPARK Grants may be used to cover expenses such as materials, equipment, technological services, and travel. Since 2017, SoAD faculty were the recipients of nearly $12,000 in SPARK funds. Examples of School of Architecture and Design faculty-funded activities include a collaborative Climate Change Theatre Action for Louisiana

performance and panel discussion “Paradise Drowned” (Smith, 2018) and “Pillar of Light: Spatial Performance of Color in Jim Crow Louisiana” (McClung, 2020).

The newly established H. Gordon Brooks Interdisciplinary Enhancement Fund, awarded annually to faculty and/or students, further supports collaborative research that incorporated technology and creativity.

The University Office of Faculty Affairs makes funds available to faculty in the form of Educational Development Grants to schedule speakers for an on-campus lecture or to aid faculty members who wish to try new or different teaching methods or materials, and Curriculum/Course Revision to facilitate revising or developing new courses and curriculums. These grants are issued in the fall or spring for use during the following semester. Our faculty has regularly applied for and received these grants. A complete list of grants is available through the Office of Students and Faculty Excellence at. The University offers Research Travel Grants to support faculty research. Details of these grants are available on the same webpage. In addition, several other offices offer faculty development opportunities including:

- Faculty Learning Communities
- Sustainable Faculty Fellowships
- Center for Louisiana Studies Fellowships

The School of Architecture and Design, the College of the Arts, Faculty Affairs Office, the Graduate School, and the Office of Campus Diversity provide seminars that are available to all faculty including Courageous Conversations Project ALLIES, Graduate education Climate Survey Town Halls, Restoring to Justice: An Introduction to Healing from Capitalism and White Supremacy, and others. The Academic Success Center provides regular advisor training workshops to improve advising effectiveness. In the community, the Acadiana Center for the Arts, Designing Women of Acadiana, and the AIA South Louisiana Chapter offer in-person workshops, tours, and presentations on relevant professional topics. AIA Louisiana offers even greater content and professional networking and credential maintenance opportunities to faculty and students, most notably the Celebrate Architecture Design Symposium. Each year, one student in the architecture program is the recipient of a scholarship to attend the Symposium. Scholarship funds may be used for travel, creative works, and any other expenses incurred that are required to complete student’s schoolwork.

Three architecture faculty members were granted sabbaticals during the past six years:

- Geoffery Gjertson, Fall 2016
- Hector LaSala, Fall 2019
- Liane Hancock, Spring 2022

The SoAD travel budget ($13,500 – 2022-2023 academic year) and proceeds from the SPARK fund-raising campaign have been used to support faculty research and attendance at professional meetings.

The students are integral participants in nearly all of our faculty’s funded research. In most cases, these research projects have been folded into the studios at various levels. In addition to the student participation in faculty research, students also regularly participate in juried design exhibitions.

Documentation/Evidence:

1. University of Louisiana at Lafayette Study Abroad
2. School of Architecture and Design Special Study Opportunities
3. University of Louisiana at Lafayette Student Organizations
4. School of Architecture and Design Organizations and Associations

5. University of Louisiana at Lafayette Honors Program
6. University of Louisiana at Lafayette Faculty Affairs
7. University of Louisiana at Lafayette News and Events
8. School of Architecture and Design News and Events

Summary Statement of 1 – Context and Mission

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

Program Response:

The University of Louisiana at Lafayette is a public R1 institution offering bachelors, masters, and doctoral degrees in the professions, arts, and sciences. The University's mission is to develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition. The University's vision is to "strive to be in the top 25% of our peer institutions improving our national and international status and recognition." The core values of the University include equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

The mission of the School of Architecture and Design is to cultivate student-centered educational programs in architecture, industrial design, and interior design. We seek this through a pedagogy that is heuristic and responsive to the natural, technological, cultural, and social environments. Our vision is to contribute a critical, ethical, and poetic voice for the ongoing development of the professions and diverse and multiple communities.

Our professional environment includes the discipline and ethics that guide us in making decisions about how to use technology to transform our physical environments into a socially generous, culturally rich, life-affirming and cooperative environment for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world we live in, and it is around these four categories that we structure our pedagogy.

2—Shared Values of the Discipline and Profession

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

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

Program Response:

Over the past forty years, the school has developed a holistic, practical and liberal arts-based pedagogy whose principals have emerged from a commitment to student-centered learning and the development of knowledge through making. The School of Architecture and Design defines six core values: collaboration, cultural specificity, diversity, integrity, environmental responsibility, and critical discourse which align with the Shared Values of the Discipline and Profession.

NAAB Shared Values	SoAD Our Values
Design	Cultural Specificity
Environmental Stewardship and Professional Responsibility	Environmental Responsibility
Equity, Diversity, and Inclusion	Diversity
Knowledge and Innovation	Integrity
Leadership, Collaboration, and Community Engagement	Collaboration
Lifelong Learning	Critical Discourse

Cultural specificity is integral to the understanding of design at all scales, from the local to the global. The program pedagogy is that design is an interdisciplinary effort that combines the ecological environment, political influence, economic situation, and sociological and anthropological influences of an area to create a responsive design. The objective is for students to understand how they can transform the world through design using technology and a variety of projects and subject matter.

The School of Architecture and Design has developed “Design Commitments” that establish a framework for design as a core value.

> Our physical environment is the world we are given. Our social/cultural environment is what we make of that world. Our technological environment is the ever-developing tools and techniques we have to modify our physical environment into a social and cultural one. Our professional environment includes the discipline and ethics that guide us in making decisions about how to use technology to transform our physical environments into a socially generous, culturally rich, life-affirming and cooperative environment for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world we live in, and it is around these four categories that we structure our pedagogy.

These design commitments align with the shared values of the discipline and profession of architecture. The locus of the design commitments is framing conditions of design as four environments:

- Social/cultural
- Technological
- Professional
- Physical

As a program, we nurture an environment where design and design problems/resolutions are everywhere and in everything. This is best seen as beginning design students in the undergraduate curriculum where all three majors within the School of Architecture and Design – Industrial Design, Interior Design, and Architecture – are mixed into the first-year sequencing. Concepts of Design are introduced throughout their undergraduate education and further mastered as students filter into the Graduate Program. The program strives to balance the "poetic" with the "pragmatic" as anchors to the professional design studio coursework. The program curates three tiers of inquiry regarding climatic action within the studio curriculums: the Social, the Environmental, and the Innovative. In the social climate studio, ARCH 501, students speculate on better, safer, and more equitable integrated design solutions for public spaces and public buildings. Examples of this inclusive design work can be found in projects for a new Department of Public Safety in Minneapolis or participating in NOMAS Student Design Competitions (both inside and outside the studio setting). Expanding upon the theme of resiliency, ARCH 502 further develops sustainable environmental considerations for the built environment through the lens of the Committee on the Environment (COTE) criteria. In conclusion, the final studio, ARCH 509, aims to support student voices to set them on a trajectory of research while simultaneously seen as a threshold into the profession through the Master's Project Teams. As a sequence, the studios introduce the themes of lifelong learning while reinforcing key themes of design.

ARCH 501: Advanced Architectural Design, 6 credits

Documentation/Evidence:

1. School of Architecture and Design Student Work

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

Program Response:
Environmental responsibility is a core value of the architecture program. A key design commitment is the principle that "Our physical environment is the world we are given." As designers and citizens, architects have a responsibility to proactive stewardship of the buildings and the products that they make and the environments in which these live and interact. Examples of environmental stewardship are found through the program. Students in the Building Institute design and build affordable homes with sustainable features, integrating energy-efficient elements like solar panels and utilizing environmental conditions. The homes are better for the surrounding environment. Students in ARCH 502: Architectural Design II identify contemporary issues and expand their understanding of ecological issues.

The faculty have made a conscious choice to engage environmental conditions through intensive and engaged study of local and global conditions. The program encourages students to integrate issues concerning the local indigenous Acadian culture, and the larger, natural environment, into their design studio projects.

ARCH 502: Advanced Architectural Design II, 6 credits: Structured around the COTES competition hosted by the ACSA/AIA and takes advantage of much of the resources on the ACSA COTES website. Students use past winners as precedents to explore the Ten Sustainability Measures. Each student explores one of the measures across several award-winning projects and presents thematically to the class exploring multiple ways and means that each measure was addressed. In parallel to these thematic precedent studies, the students work in small groups to identify contemporary issues where ecological knowledge and responsibility needs a deeper study. The group work culminates in Arc-GIS based story maps that explore the larger ecosystem

at play and the energy flows animating the broader topics. Recent themes include *stadiums as a public utility*, *regenerative farming*, and *a disappearing coast*. Each group member then develops his or her own project to explore a specific aspect of the larger theme. The exploration of these specific topics is structured around a broad 'energy flow' analysis exploring everything from capital and cultural energy flows to the more traditional energy flows of sun, wind, and light. This analysis is developed into architectural concepts in parallel with a deep reading of Kiel Moe's ideas of *capture and channel* to understand architecture's potential to express environmentally stewardship and professional responsibility.

Documentation/Evidence:

1. University of Louisiana at Lafayette Office of Sustainability
2. School of Architecture and Design Sustainable Development Lab
3. School of Architecture and Design Coastal Resilience Studio
4. School of Architecture and Design Building Institute
5. School of Architecture and Design Community Design Workshop

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

Program Response:
The School of Architecture and Design is dedicated to contributing a critical, ethical, poetic, and pluralistic voice to the ongoing development of the architecture profession and its practice. Effective design collaboration demands an environment in which diversity of freely expressed positions and approaches is respected, so faculty encourage students to explore the liberal arts offerings at the university and expand their academic horizons.

Through engagement with diverse professionals, groups, and communities around the region, our faculty members strive to present the profession in the broadest cultural context possible while ensuring that student are equipped with the knowledge and competency to design for diverse populations. Our program is committed to cultivating designers that are dedicated to diversity, equity, and inclusion. Our pedagogy and curricular focuses are designed not only to produce practitioners well-versed in responding to the unique environmental challenges of south Louisiana, but also to empower future designers to become citizen architects, service leaders and advocates for social justice, practicing in a variety of ways to ensure the wellbeing of everyone engaging with the built world. There are several ways that the School of Architecture and Design demonstrated commitment to the tenants of Equity, Diversity, and Inclusion.

ARCH 563: Diversity and Social Equity Issues in Design, 3 credits: This graduate-level course allows students to explore and discuss concepts such as Universal design, the spatial context of various social issues, and the effects of globalization on the built environment. By engaging in rigorous research and discourse, students investigate the spatial context of various social issues and how those issues intersect with and permeate the built environment. Additionally, the course calls for careful examination of architectural practice and its various processes, through the lens of physical, social, and economic access, public health, safety and welfare, and neurodiversity. The course also calls on students to examine the architect's role in public policy, historically and today, and the profession's position on professional ethics. This course employs the use of lectures, readings, and case studies, requiring extensive research and writing to address historic and current deficits in the built environment concerning access, as well as addressing current trends and statistics that may directly affect the future of the profession. An undergraduate elective, ARCH 463, serves as a great introductory course to these issues, allowing students across the curriculum to engage in these timely discussions.

Documentation/Evidence:

ARCH 563: Diversity and Social Equity Issues in Design Case Study Archive:
This archive is a collection of case studies conducted by students exploring various diversity, equity, and inclusion issues and how they are being addressed in architectural projects and designed spaces around the world.

Supporting materials will be made available forty-five (45) days before the visit. The program will securely host and provide access to the visiting team.

AIA Louisiana Conference on Architecture Equity Exhibit, including the Built Environment Inclusivity Audit and DEI Firm and Project Audit Proposal Exercises:
The School of Architecture and Design created an exhibit for the fall 2021 AIA Louisiana Conference on Architecture, held in Lafayette, to demonstrate the investigations our students have conducted on Diversity, Equity, and Inclusion issues in the built environment and to engage professionals in attendance in conversations about DEI as well. A series of boards displaying various student projects exploring diversity, equity, and inclusion issues in the built environment and the architectural profession were exhibited during the conference. SoAD students in attendance engaged conference attendees with two audit exercises, the Built Environment Inclusivity Audit and the DEI Firm and Project Audit Proposal. The purpose of the Built Environment Inclusivity Audit was to engage conference attendees prompting them to examine the conference facilities and determine if a global brand hotel with a mission to create “uplifting spaces that put clients at ease” has successfully or unsuccessfully designed spaces that positively impact everyone’s sense of belonging. The DEI Firm and Project Audit Proposal exercise was intended to engage professionals in an informal, self-reflective DEI audit of their firms and projects, as a method for demonstrating to professionals the benefits of actively engaging in DEI initiatives in their firms and adopting inclusive design practices.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host, and provide access to the visiting team.

School of Architecture and Design Mission, Vision, and History
The SoAD’s mission, vision, and history outline our commitment to student-centered educational programs and pedagogies that are heuristic and responsive to the natural, technological, cultural, and social environments. At the SoAD, we engage directly with the communities of our region, allowing our faculty and students to contribute a critical, ethical, and poetic voice for the ongoing development of the profession and the diverse needs of the people of south Louisiana.

School of Architecture and Design Studio Culture Policy
The SoAD also values and promotes a culture of well-being, inclusivity, and belonging for our students. In addition to our departmental wellness initiative, we view the maintenance and evolution of our Studio Culture Policy as critical to encouraging healthy, supportive, and inclusive studio environments. The SoAD students and faculty strive to foster studio environments that promote a culture of optimism, respect, sharing, engagement, and innovation so that all students can thrive.

University of Louisiana at Lafayette Office of Campus Diversity
The University of Louisiana at Lafayette has a tradition of inclusion that not only shapes our values as an institution but also drives the university’s strategies and initiatives for belonging. The SoAD has gotten involved in this effort in several ways over the years, collaborating with the Office of Campus Diversity to devise pathways for a more equitable and inclusive campus. One project of note is the Gender-Neutral Restroom project. Students in the SoAD, in partnership with the Office of Campus Diversity, surveyed all of the single-use or family restroom facilities on campus to determine their accessibility and suitability to be transitioned into gender-neutral

restrooms. From this effort, 54 restrooms on campus were identified as only needing inclusive signage to become gender neutral. New, inclusive signage was devised and is now being installed. Students within the SoAD are now working on creating a map so that those restrooms can be located by students, faculty, staff, and administrators on campus.

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

Program Response:
Effective education demands on an environment characterized by individual and community integrity, honesty, and empathy from which to learn and be creative. One of the program's design commitments is "Our technological environments is the ever-developing tools and techniques we have to modify our physical environment into a social and cultural one." Our design commitment is to use "technology to transform our physical environments into a socially generous, culturally rich, life-affirming, and cooperative environment for human life to reach its highest potential." The use of ever-changing technology requires innovations.

Climatic forces continue to challenge the architectural profession and the built environment. Through non-curricular and curricular activities, the program addresses how architecture can solve and attribute to many of the global challenges faced in our environments today. Knowledge and innovation are seen as key drivers for change. In non-curricular settings, the program offers guest lectures from particular expertise, encouragement to attend national conferences hosted by student organization affiliations and provides support to student with supplemented resources from affiliations like NCARB, AIA and wellness initiatives for mental health.

At a curricular level, knowledge and innovation is introduced during the undergraduate sequencing and further developed in the graduate curriculum. In the option studio ARCH 410, students choose between internship experience and a design competition-based studio. In the design competition studio option, students are required to place their work out into the world and are encouraged to become leaders in innovation. Several project entries have been selected by both international and national platforms. This shared value is further learned through ARCH 565: Architectural Research and Programming. Here, students are poised to ask big questions to in turn, answer – sometimes wicked – problems. The school sees architecture as a multidisciplinary response to a range of conditions which result in creative and innovative resolutions. In some instances, students will produce proposals to international and national design competitions and/or conferences to disseminate the applied knowledge gained by the forum.

The program also commits to a diverse set of research foci through its SoAD research institutes: Building Institute, Coastal Resilience Studio, Community Design Workshop, and Sustainable Development Lab. Here, knowledge and innovation are further developed through lens and foci. Each of these established research institutes involve collaborations across disciplines and provide experience of architecture at the scales of building and environment.

ARCH 565: Architectural Research and Programming, 3 credits: Comprehensive survey of research methods. Case studies include analysis of activities, spatial relationships, systems criteria, and determination of significant design issues, goals, and concepts.

Documentation/Evidence:
1. University of Louisiana at Lafayette Research Centers and Laboratories
2. School of Architecture and Design Sustainable Development Lab
3. School of Architecture and Design Coastal Resilience Studio
4. School of Architecture and Design Building Institute

5. School of Architecture and Design Community Design Workshop

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

Program Response:
Design is a social act born out of collaboration. That's why leadership, collaboration, and community engagement are foundational characteristics of the architecture program. The architecture faculty members are highly involved with the Acadiana community, working with and serving on the Board of Directors for many local non-profit organizations, helping to create a vibrant and sustainable future. This engagement forms the basis for service-learning projects throughout the area communities. One of the program's design commitments is that "Our professional environment includes the discipline and ethics that guide us in making decisions." The essential mission is to develop architects who are empathetic to their clients and communities.

To make students aware of the diverse and collaborative roles of architects and related disciplines in practice, the roles of clients, contractors, consultants, interior designers, landscape architects, urban planners and artists, for example, are articulated and differentiated in the professional practice courses, in other support courses, and through studio project experiences throughout the curriculum. The program acknowledges the architect's role as a licensed professional and a contributing member of the design team. Student experiences are enhanced by the program's location within a school that includes interior and industrial design, and in the College of the Arts, which provides opportunities for interaction with visual and performing artists. Daily interaction with other disciplines prepares the students to embrace the future collaboratively. The program strives to advance students' individual design ability by working to establish connections between the physical, social-cultural, and technological environments through the production of architecture.

ARCH 509: Master's Project, 6 credits: Individual investigation of architectural issues and theories developed with faculty and consultants.

ARCH 599: Thesis, 6 credits: Individual investigation of architectural issues and theories developed with a Chair and thesis committee. The master's thesis demonstrates the student's ability to plan research and collect, arrange, interpret, and report materials about a significant issue. A copy of the thesis must be submitted to the Dupre Library through the Graduate School Dean.

Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues. The student's academic investigations come to fruition through the Master's Project or Thesis option, the faculty, understand the terminal project as a threshold, after which, the student becomes a peer. It is the belief that students will be equipped with the essentials of the architecture discipline as well as with a broad and diverse grounding that will guide them and their work throughout their career. The independence, leadership, diversity, and professionalism that are expected of students in this studio to demonstrate their capacity to become a member of the architecture profession and to expand the definition of that profession. To accomplish these objectives students, engage in intense and active learning through research, investigation, and the production of architecture. To advance one's design ability by working to establish connections between the physical, social-cultural, and technological environments through the production of architecture. To extend knowledge, expand capabilities, maintain rigor, develop critical thinking and conduct original research in the production of architecture and the role it plays in ecological knowledge, diversity and social equity, and community engagement.

Deliverables:

- Determined by each student

The required text for the course is determined by each student based on their project objectives developed in ARCH 565: Architectural Research and Programming.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office of Community Service
2. School of Architecture and Design Programs
3. School of Architecture and Design Organizations and Associations
4. School of Architecture and Design Mission, Vision, and History
5. School of Architecture and Design About Us

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

Program Response:
Critical discourse is the condition that makes the academy relevant to honest and open engagement with the issues essential to our environment and our future. The ability to think critically lays the foundation for lifelong learning. As states in the university's mission:

> "The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition."

Exposure to wide-ranging sets of knowledge develops critical thinking and transferable skills and cultivates a strong sense of ethics and values. These are all skills that employers look for in their new hires. By exposing students to broad curricula in the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics, student are prepared to be competitive graduates and working professionals who pursue learning opportunities throughout their lives and careers.

The commitment to lifelong learning starts by piquing the students' curiosity in the world around them and encouraging their ability to act on that curiosity. The studio commitment to process establishes the framework; the opportunities for engagement through the architectural program, as imbedded in the pedagogy and reinforced by faculty example, encourage students to engage in community service and lifelong learning. Our alumni remain active as leaders of their communities and in engagement with the school as a component of lifelong learning.

ARCH 540: Architectural Practice, 3 credits: Management, contract services and administration, and professional ethics and relationships.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office of Professional and Continuing Education
2. School of Architecture and Design Master of Architecture Program
3. School of Architecture and Design Career Opportunities

4. School of Architecture and Design Alumni Impact
5. School of Architecture and Design Mission, Vision, and History
6. School of Architecture and Design About Us

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

Program Response:

Narrative. The program informs students in their undergraduate and graduate education of the pathways to become a licensed architect in the U.S. through various approaches including:

- Course and school website content that state the necessity of holding an accredited professional degree as a pre-requisite for licensure
- National Council of Architectural Registration Board (NCARB) Licensing Advisor and staff presentations
- Internship Exchange Experience (IEXX)
- Alumni and practitioner engagement
- NOMA Fellowships

Students understand the variety of pathways to becoming a licensed architect through curricular activities such as ARCH 540: Architectural Practice and ARCH 563: Diversity and Social Equity Issues in Design. Co-curricular activities include webinars and in-person presentations on the path to licensure, internship opportunities, and the participation of local architects on studio critiques and project committees.

The Licensing Advisor role is held by a tenured architecture faculty member and is financially supported by the program by covering 100% of the NCARB record fees. This individual is required to disseminate current relevant knowledge on the processes of achieving architectural licensure. This transfer of information from advisor to students is accomplished in several ways. First, the Licensing Advisor attends NCARB-funded biannual summits. The Licensing Advisor presents current knowledge of requirements to gain licensure to architecture program students. Presentations explain education requirements, work experience, and the Architectural Registration Exams. Presentations also describe the nature of connections between the entities that control and monitor these processes – NAAB, ASCA, NCARB, AIA, and local jurisdictions. The presentations are followed up by "question and answer" sessions between the Licensing Advisor and the student body.

Curricular. In ARCH 540: Architectural Practice, students are presented with the licensure process in course lectures and assignments. The course description for ARCH 540: Architectural Practice is as follows:

ARCH 540: Architectural Practice, 3 credits: Management, contract services and administration, and professional ethics and relationships.

The course presents the fundamentals of architectural practices through case studies, readings, and discussion. Topics include but are not limited to financial considerations, client roles, legal responsibilities, management, contract services and administration, and professional ethics and relationships. The objectives are a theoretical and practical grounding

in issues of contemporary architectural practice which will allow each student to engage in the profession and make informed career decisions. The course utilizes readings, discussions, visits to architect's offices, and case studies as means of experiencing, analyzing and assessing course content.

Deliverables:

- History and Theory of the Profession Essay
- Architectural Firm Business Plan and Proposal
- Opportunities & Mandates for the Profession Research Paper
- Opportunities & Mandates for the Profession Presentation

The required text for the course is Wiley. (2017). *Architecture Student's Handbook of Professional Practice*.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 563: Diversity and Social Equity Issues in Design, 3 credits: Universal Design, the spatial context of various social issues, and effects of globalization on the built environment.

The objectives of the course are to examine Universal Design, the spatial context of various social issues, and the effects of globalization on the built environment. Students gain an understanding of the concepts of Universal Design, learn about the spatial context of various social issues and explore the effects of globalization on the built environment. The course calls for careful examination of architectural practice and the built environment through the lens of physical, social, and economic access, public health, safety and welfare, neurodiversity, and exploring the architect's role in public policy and the profession's position on professional ethics. This course employs the use of lectures, readings, and case studies. The course requires extensive research and writing to address historic and current deficits in the built environment concerning access, as well as addressing current trends and statistics that may directly affect the future of the profession.

Deliverables:

- Summaries
- Diagrams
- Case Studies
- Research Paper

The required text for the course is Tauke, B., (ed.), Korydon, S. (ed), & Charles, D. (ed.). (2016). *Diversity and design: Understanding hidden consequences*. Routledge. Recommended text for the course is Steinfeld, E., & Masiel, J.l. (2012). *Universal design creating Inclusive Environments*. John Wiley & Sons, Inc.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 595: Internship, 6-3 credits: In-office or virtual professional experience with licensed supervisor

To expand upon the work experience category, the program initiated the Internship Exchange Experience (IEXX) in January 2020. Guided by the IEXX Coordinator, Ashlie Boelkins, AIA, NCARB, students gain real-world paid internships experience, log Architectural Experience Program (AXP) hours, and earn academic credit. The IEXX creates a positive, rigorous, and

transformative educational experience. The IEXX has served over 40 students hosted by 35 firms across the United States to strengthen relationships and find alignments between the program and practice. The IEXX establishes collaborations with design professionals to create positive, rigorous, and transformative educational experiences. The IEXX immerses students into professional real-world settings and engages the faculty in an exchange of information. The option to begin the IEXX is during the final semester of a student's undergraduate education and in summer term. Many IEXX students hold their positions in the firms throughout their graduate education. Often, IEXX Supervisors serve as the students' Licensed Architect on their Master's Project or Thesis teams (ARCH 509/599). Practicing Team members gain continuing education (Health Safety & Welfare) credits for their service on Master Project or Thesis project teams. The undergraduate IEXX has served as a pipeline into Graduate School and propels students to be more prepared for and committed to for Graduate School and post-graduation professional employment.

Deliverables:

- Presentation

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. The primary co-curricular approach to inform students of the pathways to become a licensed architect in the U.S. is through National Council of Architectural Registration Board engagement. Staff make regular presentations to the students on the path to licensure including the Louisiana requirement for a NAAB accredited degree, completion of the Architecture Experience Program, and the Architecture Registration Exam. Ashlie Boelkins, AIA, NCARB serves as the Licensing Advisor for the program and coordinates with the educator member on the Louisiana State Board of Architectural Examiners. LSBAE hosts summits for students and emerging professionals on the path to licensure.

Additionally, co-curricular approaches are the lecture series, and alumni and practitioner engagement and NOMA Fellowships.

Experts in a wide-range of architectural practice are invited to present their work to the school community. Lectures are open to the public and local AIA South Louisiana Chapter, and typically, include continuing education credits.

Registered architects frequently volunteer to critique the work of undergraduate and graduate design studios, particularly courses that carry National Architectural Accrediting Board (NAAB) Program and Student Criteria including Design Synthesis and Building Integration. Registered architects serve as critics and share with students innovative ideas and methodologies of the profession.

Each term, the school sponsors a Career Fair where students have an opportunity to network and to discuss opportunities for internship and professional employment with licensed architects.

Master of Architecture Program graduate student Thaddaus Perkins interned at Multistudio as one of 20 elite 2022 National Organization of Minority Architects (NOMA) Foundation Fellows. Perkins joins the distinguished NOMA Fellow alumni Shaela Nelson who interned at Snow Kreilich Architects, in 2021 and Sami Jaber who was part of the inaugural NOMA Foundation Fellow cohort in 2020 along with Keristen Edwards, an Adjunct faculty in the School of Architecture and Design.

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

Program Response:
Narrative. Design is central to the architectural curriculum with an eight-design studio sequence in the undergraduate pre-professional program and a three-design studio sequence in the graduate program. Many co-curricular activities including the lecture series, study abroad trips, studio study tours, and university community-level activities and events further instill in students an appreciation of design.

Curricular. Evidence of the students' understanding of the design process and its relationship to the built environment and cultural and social factors can be found in graduate courses ARCH 501: Advanced Architectural Design, ARCH 502: Advanced Architectural Design II, ARCH 509: Master's Project or ARCH 599: Thesis.

ARCH 501: Advanced Architectural Design, 6 credits: Synthesis of human interaction with the environment.

The studio is dedicated to the student's professional development of social and environmental responsibility using a transdisciplinary approach to understanding the relationships between people, place, and context through cultural and historical research and analysis. The studio strives to improve the quality of life within the project site and community, and design resilient proposals for the management and modification of the natural and built environment.

This studio serves as a design laboratory in which students and faculty explore the nature of problems and potentials with which architecture is concerned issues of equity, diversity, and inclusion, and develop a response that transforms the existing context through strategic interventions in a variety of scales.

Deliverables:

- Project Boards

The required text for the course is topic variable. Readings, lectures, films, and podcasts compiled from a variety of sources are posted on Moodle.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 502: Advanced Architectural Design II, 6 credits: Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues.

The goals of the studio are to engage students with contemporary understandings of, and strategies to address, climate change and the interdependence of ecological systems and social/economic systems through architectural design; to cultivate collaborative practices and strategies that support the individual development of sustainable architectural concepts; and to advance students' design ability through the development of distinctive buildings that leverages ecological, advanced building performance, adaptation, and resilience principles.

The studio uses the working definition of sustainable development from the 1987 UN Brundtland Commission Report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." And the UN's "2030 Agenda for Sustainable Development" the concept was

expanded to emphasize the “triple bottom line” of environmental, social, and economic sustainability, stating:

- Sustainable development calls for concerted efforts toward building an inclusive, sustainable, and resilient future for people and the planet.
- For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion, and environmental protection. These elements are interconnected, and all are crucial for the well-being of individuals and societies.

Deliverables:

- GIS Story Maps
- Project Boards

This course meets the criteria developed by the Association for the Advancement of Sustainability in Higher Education to qualify as a “sustainability course”. Here is the full list of sustainability courses currently offered by UL Lafayette.

The required text for the course is topic variable. Readings, lectures, films, and podcasts compiled from a variety of sources are posted on Moodle.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 509: Master’s Project, 6 credits: Individual investigation of architectural issues and theories developed with faculty and consultants.

ARCH 599: These, 6 credits: Individual investigation of architectural issues and theories developed with a Chair and thesis committee. The master’s thesis demonstrates the student’s ability to plan, research, collect, arrange, interpret, and report materials about a significant issue. A copy of the thesis must be submitted to the Dupré Library through the Graduate School Dean.

Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues. The student's academic investigations come to fruition through the Master's Project or Thesis option, the faculty, understand the terminal project as a threshold, after which, the student becomes a peer. It is the belief that students will be equipped with the essentials of the architecture discipline as well as with a broad and diverse grounding that will guide them and their work throughout their career. The independence, leadership, diversity, and professionalism that are expected of students in this studio to demonstrate their capacity to become a member of the architecture profession and to expand the definition of that profession. To accomplish these objectives students, engage in intense and active learning through research, investigation, and the production of architecture. To advance one’s design ability by working to establish connections between the physical, social-cultural, and technological environments through the production of architecture. To extend knowledge, expand capabilities, maintain rigor, develop critical thinking and conduct original research in the production of architecture and the role it plays in ecological knowledge, diversity and social equity, and community engagement.

Deliverables:

- Determined by each student

The required text for the course is determined by each student based on their project objectives developed in ARCH 565: Architectural Research and Programming.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. The lecture series offers faculty and students collective opportunities to glean new perspectives. Most recently, the 2021-2022 SoAD Lecture Series *Design Equity* featured lectures from Karen Lu, AIA, NOMA; Nicholas Wallin, AIA from Snow Kreilich Architects, John Dwyer, AIA; and endowed funds supported the Edward C. Mathes Endowed Lecture from AJ Paron, ASID, LEED AP ID + C, IIDA, AIA.

As an extension of the school's lecture series, university community exhibitions, lectures, symposia, and panel discussions further enhance student's co-curricular design and appreciation of the design process.

The Paul and Lulu Hilliard University Art Museum is a state-of-the-art facility available to students and faculty. The building enables the museum to present compelling exhibitions that offer audiences a dramatic look at the timeless influence of art. The museum presents great works of the past and challenges conventional artistic thinking by presenting the work of artists who are making significant contributions today. This award-winning design is located approximately two blocks away from Fletcher Hall. It has active programs in traveling exhibits, lectures, and interdisciplinary workshops.

The architecture program offers studio study tours. The second-year studio often travels to Chicago, the third-year studio travels to Houston and Dallas, and the fourth-year studio travels to New York City. Graduate School students most recently went to Denver and New York City. Students and faculty attend and teach in the University's Study Abroad program. The school offers study abroad options each academic year – Paris, France, and Florence, Italy. While on national study tours and abroad, students learn about different architectural styles, urban spaces, and the history of architecture and design through experience. Students study and engage great works and cultivate an appreciation of their lasting significance through sketching, readings, and discussions.

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

Program Response:
Narrative. The architecture program can trace for five decades a tradition of instilling students with an understanding of the built environment and strategies to respond to the changing environment from Cade Farm solar energy house built in 1982 to the 2009 Solar Decathlon entry to the 2019 Campus RainWorks Challenge. Within the existing curriculum, evidence can be found in ARCH 502: Advanced Architectural Design II and in co-curricular activities that include participation in faculty research in the Coastal Community Resilience Studio or the Sustainable Development Lab, competing in design competitions, as Office of Sustainability Graduate Research Assistants and other Office of Sustainability community engagement activities.

Curricular. The focus of ARCH 502: Advanced Architectural Design II is for students to understand the importance of sustainable development for the well-being of society as follows:

ARCH 502: Advanced Architectural Design II, 6 credits: Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues.

The goals of the studio are to engage students with contemporary understandings of, and strategies to address, climate change and the interdependence of ecological systems and social/economic systems through architectural design; to cultivate collaborative practices and strategies that support the individual development of sustainable architectural concepts; and to advance students' design ability through the development of distinctive buildings that leverages ecological, advanced building performance, adaptation, and resilience principles.

The studio uses the working definition of sustainable development from the 1987 UN Brundtland Commission Report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." And the UN's "2030 Agenda for Sustainable Development" the concept was expanded to emphasize the "triple bottom line" of environmental, social, and economic sustainability, stating:

- Sustainable development calls for concerted efforts toward building an inclusive, sustainable, and resilient future for people and the planet.
- For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion, and environmental protection. These elements are interconnected, and all are crucial for the well-being of individuals and societies.

Deliverables:

- GIS Story Maps
- Project Boards

This course meets the criteria developed by the Association for the Advancement of Sustainability in Higher Education to qualify as a "sustainability course". Here is the full list of sustainability courses currently offered by UL Lafayette.

The required text for the course is topic variable. Readings, lectures, films, and podcasts compiled from a variety of sources are posted on Moodle.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 532: Advanced Building Systems, 3 credits: Properties and potentials offered by various systems of construction, including interior and exterior cladding assemblies, lighting, and climate control. Focused on integration of these systems.

To achieve integrated design, a student must consider integration of the building envelope, lighting, and climate control within a building. The designer can employ systems of passive control, or through integrating the design of engineered systems. It is also appropriate to understand the sustainable characteristics of selected materials and assemblies. To achieve integrated proposals, and to verify their efficacy, the profession has a range of digital tools and plugins that allow designers to modify building envelope and form to respond to environmental factors, and then to model and analyze the effectiveness of those choices through these same tools. It is this courses premise that the incorporation of this digital analysis is fundamental to achieving integrated design.

Deliverables:

- Precedent Study Mass and Envelope Model
- Precedent Study Mass and Envelope Energy Analysis
- Envelop Redesign
- Studio Project Energy Modeling and Analysis
- Studio Project Integrated Design Exploded Axonometric Wall Section

The required text for the course is Watts, A. (2014). *Modern construction envelopes*. Birkhauser. Supplemental content includes co-founder of Ladybug Tools, Chris Mackey, energy modeling, thermal comfort, HVAC sizing, building energy simulation visualization, and detailed envelop heat flow modeling video tutorials.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. A holistic understanding of the dynamic between built and natural environments and the ability for future architects to mitigate climate change is instilled in students through many co-curricular activities.

Faculty research and transdisciplinary collaborations often are the source of co-curricular ecological knowledge and responsibility learning opportunities for students. Some faculty are Leadership in Energy and Environmental Design and WELL Accredited Professionals. Faculty serve as members on the University's President's Council on Sustainability and have been integral to the development of policies and strategic plans to address the environmental challenges of campus and beyond.

For example, in 2019 a transdisciplinary team of graduate students from Architecture and Civil Engineering entered the Environmental Protection Agency's Campus RainWorks Challenge and won the Master Plan Category. The competition challenged teams to foster a dialogue about effective stormwater management, and showcase the environmental, economic, and social benefits of green design infrastructural practices.

Graduate students are frequently recruited for funded research activities and to staff University Centers and Offices. The program has sustained graduate student placement in assistantships in many of the environmentally focused areas on campus including the Office of Sustainability, the Center for Louisiana Studies, the Kathleen Blanco Public Policy Center, and the Regional Application Center. In these positions graduate students develop innovative solutions to sustainability challenges, research and preserve Louisiana's environmental stewardship traditions, shape coast and environmental policies, and gather and share satellite and remote sensing imagery as part of natural disaster emergency response, and coastal restoration,

Students who have held assistantship positions in these areas have, upon graduation, have been appointed to leadership roles including the Director and Assistant Director of the Office of Sustainability evidence that their education and experience prepared them to address critical environmental challenges.

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

Program Response:
Narrative. The introduction to the history of architecture begins in the first semester of the preprofessional degree which is part of a series of four courses that present the students with an understanding of the histories, and theories of the built environment that examines social, cultural, economic, political, and environmental forces at multiple levels. The required sequence is as follows:

- **DSGN 121: Survey of Design**, 3 credits: Exploration of design thinking through analysis of significant historical and contemporary design projects. (B.S. Architectural Studies)
- **ARCH 321: History of Architecture**, 3 credits: Architectural history from pre-history to neoclassical. (B.S. Architectural Studies)
- **ARCH 530: Urban Theory**, 3 credits: A comprehensive exploration of the relationship between culture, the city, planning, and urban design.
- **ARCH 521: Architectural History and Theory**, 3 credits: Advanced architectural history and theory from modernism to the present.

In addition to these required courses students have the option to take elective history and theory courses that include:

- **ARCH 361: Louisiana Architecture**, 3 credits: History of architecture in Louisiana from prehistory to the 20th century with consideration of the social, political, and practical aspects that influenced building design. Historic preservation in Louisiana relative to future sustainable design and climate adaptation. (B.S. Architectural Studies)
- **DSGN 474(G): Field History and Theory**, 3 credits: Travel-specific seminar regarding history and theory of the principal design areas.
- **ARCH 577: Heritage Documentation: Buildings**, 3 credits: Materials and techniques for recording historic structures through research, drawing, and photography to produce a comprehensive record and understanding of the site.

Students further learn about histories and theories and diverse perspectives from the lecture series, study abroad trips, and studio study tours.

Curricular. The required courses as part of the Master of Architecture degree that address history and theory are ARCH 521: Architectural History and Theory and ARCH 530: Urban Theory.

ARCH 521: Architectural History and Theory, 3 credits: Advanced architectural history and theory from modernism to the present.

Examination of theoretical issues in architecture through critical reading of select texts. This advanced seminar traces architectural history and theory through premodern times, modernism, and postmodernism. The content of this course is delivered through weekly lectures, readings, and class discussions. Assigned activities are designed to deepen a student's understanding of the context, consequences, and continuity of architecture. Architecture is multifarious in nature, and in this course, the history and theory of architecture are discussed in relation to several themes including but not limited to:

- Cultural Transformations
- Territorial Transformations
- Technological Transformations. Course goals and Objectives:
    - Analyze how architecture, culture, and society interact in the pursuit of built form.

- Evaluate and compare the theoretical stances of architecture's modern masters.
- Define and understand the relationship between pre-modern, modern, and postmodern periods as they relate to architecture.
- Contextually identify and describe the work of major figures of modern architectural history
- Develop an ability to effectively communicate through writing, drawing, speaking, and listening.

Deliverables:

- Pre/Post Lecture and Reading In-class Activities
- Research Poster
- Quizzes and Tests

Required texts for the course are Frampton, K., & Cava, J. (2001). *Studies in tectonic culture: The poetics of construction in Nineteenth and Twentieth Century architecture*. MIT Press. And Sykes, K. (2007) *The architecture reader: Essential writings from Vitruvius to the present*. George Braziller Publishers.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 530: Urban Theory, 3 credits: Comprehensive exploration of the relationship between culture, the city, planning, and urban design.

The primary objective is to provide an understanding of the city, its form, and its evolution. Practical relationships between urban form, scales of urban design, place-making, and the role of culture as a driving influence of the city along with an understanding of contemporary policies and codes on the contemporary city. This course will examine the principles, fundamentals, and character of urbanism and civic design. Emphasis will be placed on the relationship between architecture and its role in urbanism.

The class focuses on six distinct areas to study:

- Urban elements
- Regional urbanism
- Theory of the city
- History of the urban form
- Urban policy
- Case study of cities

Deliverables:

- Analysis of the City Assignment
- History of Urban Form Assignment
- Urban and Economic Policy Assignment
- Notebook
- Research Paper
- Research Presentation
- Quizzes and Tests

The text for the course is J., M.A.E. (2014). *History of urban form: Before the Industrial Revolution*. Routledge.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. The architecture program offers studio study tours. The second-year studio often travels to Chicago, the third-year studio travels to Houston and Dallas, and the fourth-year studio travels to New York City. Graduate students most recently went to Denver and New York City. Students and faculty attend and teach in the University's Study Abroad program the school offers study abroad options each academic year – Paris, France, and Florence, Italy. While on national study tours and abroad, students learn about different architectural styles, urban spaces, and the history of architecture and design though experience. Students study and engage great works and cultivate an appreciation of their lasting significance through sketching, readings, and discussions.

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

Program Response:
Narrative. Beginning in undergraduate coursework, with the University's Quality Enhancement Plan to enhance student research experiences, and continuing through the Masters Project or Master's Thesis, architectural education is enriched through engagement in mentored research, innovative projects, and creative endeavors. A framework for undergraduate research identifies courses and co-curricular activities that earn students' distinction on their transcripts and enhances the influence of UL Lafayette's R1 status. The primary course in the graduate program to prepare students to conduct research is ARCH 565: Architectural Research and Programming.

Curricular. Students use a variety of methods to analyze relationships, systems, data, and objectives to test and evaluate architectural solutions. This occurs in the sequence of students first taking ARCH 565: Architectural Research and Programming to then develop their ARCH 509: Master's Project or ARCH 599: Thesis.

ARCH 565: Architectural Research and Programming, 3 credits: A comprehensive survey of research methods.

This course is a formal investigation into the student's ideas about what architecture could or should be through the conditions of thinking, acting, and reacting. Course assignments facilitate the development of a rigorous proposition about architecture. The testing of this proposition is through collection and dissemination of site, code, use, and precedent. Preparation and presentation of this document for review at prescribed points during the semester.

Deliverables:

- Master's Project/Thesis Project Brief

The required text for the course is Lucas, R. (2016). *Research methods for architecture*. Laurence King Publishing. In addition, a course reader, films, and lectures are posted on the Moodle site for the course

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 509: Master's Project, 6 credits: Individual investigation of architectural issues and theories developed with faculty and consultants.

ARCH 599: These, 6 credits: Individual investigation of architectural issues and theories developed with a Chair and thesis committee. The master's thesis demonstrates the student's ability to plan, research, collect, arrange, interpret, and report materials about a significant issue. A copy of the thesis must be submitted to the Dupré Library through the Graduate School Dean.

Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues. The student's academic investigations come to fruition through the Master's Project or Thesis option, the faculty, understand the terminal project as a threshold, after which, the student becomes a peer. It is the belief that students will be equipped with the essentials of the architecture discipline as well as with a broad and diverse grounding that will guide them and their work throughout their career. The independence, leadership, diversity, and professionalism that are expected of students in this studio to demonstrate their capacity to become a member of the architecture profession and to expand the definition of that profession. To accomplish these objectives students, engage in intense and active learning through research, investigation, and the production of architecture. To advance one's design ability by working to establish connections between the physical, social-cultural, and technological environments through the production of architecture. To extend knowledge, expand capabilities, maintain rigor, develop critical thinking and conduct original research in the production of architecture and the role it plays in ecological knowledge, diversity and social equity, and community engagement.

Deliverables:

- Determined by each student

The required text for the course is determined by each student based on their project objectives developed in ARCH 565: Architectural Research and Programming.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. The school has a vibrant record of innovative student research investigations that are peer-reviewed and disseminated. Students are co-investigators on design patents, participate in exhibitions, showcases, conference presentations with proceeding publications, contribute to book publications, enter and place in competitions and more. Student research is supported through the Student Center for Research, Creativity, & Scholarship and SoAD Advance workshops, faculty mentorship, and funded faculty research. As evidence of the growing impact of the school's record of peer review co-curricular research activities, including participation, being short-listed or winning design competitions, the school earned a place on Buildner's list of the "world's most aspiring architecture universities" – and ranked alongside McGill University and Arizona State University.

Based on the school's record of achievement in student productivity and success in mentored research, innovative projects, and creative endeavors, the school was selected to be a pilot program for the University's Quality Enhancement Plan for Advance Student Research Experience. Through episodic Special Topics and Studio coursework, faculty research initiatives continue to enrich the quality of the learning culture and contribute hundreds of thousands of dollars to our community through service-learning opportunities.

To further develop Advance Student Research Initiatives and expand upon the successful history of product and materials research and design/build, the School of Architecture and Design established a Director of Research Initiatives and Fabrication Facilities in Summer 2022. The Director assists students and faculty in the development and support of research

and fabrication within the SoAD through coordination and support of research initiatives and management of the Fabrication Facilities necessary to those efforts. The Director works in partnership with faculty, staff, and students in facilitating and advancing innovative research focusing on the present strengths of the programs within the S0AD. This position is internally and externally focused to fully support the needs of the SoAD, the University, and the broader communities that we support.

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

Program Response:
Narrative. The program acknowledges the architect's role as a licensed professional and a contributing member of the design team. Daily interaction with other disciplines prepares the students to embrace the future collaboratively. The primary courses to address leadership and collaboration are the ARCH 509: Master's Project or ARCH 599: Thesis, and ARCH 540: Architectural Practice.

Curricular. Evidence of how the program ensures that students understand the leadership role of the architect and that they develop the collaborative abilities to address today's architectural problems can be found in ARCH 509 Master's Project or ARCH 599 Thesis, and ARCH 540 Architectural Practice.

ARCH 509: Master's Project, 6 credits: Individual investigation of architectural issues and theories developed with faculty and consultants.

ARCH 599: These, 6 credits: Individual investigation of architectural issues and theories developed with a Chair and thesis committee. The master's thesis demonstrates the student's ability to plan, research, collect, arrange, interpret, and report materials about a significant issue. A copy of the thesis must be submitted to the Dupré Library through the Graduate School Dean.

Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues. The student's academic investigations come to fruition through the Master's Project or Thesis option, the faculty, understand the terminal project as a threshold, after which, the student becomes a peer. It is the belief that students will be equipped with the essentials of the architecture discipline as well as with a broad and diverse grounding that will guide them and their work throughout their career. The independence, leadership, diversity, and professionalism that are expected of students in this studio to demonstrate their capacity to become a member of the architecture profession and to expand the definition of that profession. To accomplish these objectives students, engage in intense and active learning through research, investigation, and the production of architecture. To advance one's design ability by working to establish connections between the physical, social-cultural, and technological environments through the production of architecture. To extend knowledge, expand capabilities, maintain rigor, develop critical thinking and conduct original research in the production of architecture and the role it plays in ecological knowledge, diversity and social equity, and community engagement.

Deliverables:

- Determined by each student

The required text for the course is determined by each student based on their project objectives developed in ARCH 565: Architectural Research and Programming.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 540: Architectural Practice, 3 credits: Management, contract services and administration, and professional ethics and relationships.

The course presents the fundamentals of architectural practices through case studies, readings, and discussion. Topics include but are not limited to financial considerations, client roles, legal responsibilities, management, contract services and administration, and professional ethics and relationships. The objectives are a theoretical and practical grounding in issues of contemporary architectural practice which will allow each student to engage in the profession and make informed career decisions. The course utilizes readings, discussions, visits to architect's offices, and case studies as means of experiencing, analyzing and assessing course content.

Deliverables:

- History and Theory of the Profession Essay
- Architectural Firm Business Plan and Proposal
- Opportunities & Mandates for the Profession Research Paper
- Opportunities & Mandates for the Profession Presentation

The required text for the course is Wiley. (2017). *Architecture Student's Handbook of Professional Practice*.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. Student leaders in the UL Lafayette Chapters of the American Institute of Architecture Students (AIAS) and National Organization of Minority Architecture Students (NOMAS) empower student voices, ideas, and actions through leadership, design, and service activities. Student professional organizations are supported by the University's Office of Student Engagement and Leadership, and funding from the Student Government Association, the Dean's Office, and the School of Architecture and Design.

Exemplary co-curricular activities that support leadership in multidisciplinary teams, with diverse stakeholder constituents is evidenced by the many service-learning activities of the school which contribute hundreds of direct hours contributing hundreds of thousands of dollars annual in service to the community. As an example, in the summer of 2022, the UL Lafayette NOMAS Chapter partnered with Visionaries of the Creative Arts (VOCA) to conduct studies and design explorations to establish a vision plan that speaks to the VOCA organization's spatial needs and requirements. VOCA is a nonprofit organization based in Washington, DC, that provides a platform for Black, Indigenous, and People of Color (BIPOC) artists who are D/deaf and hard-of-hearing to collectively create, collaborate, and showcase their culturally distinct work through various forms of the creative arts. The Vision Book outlines the needs and considerations for a state-of-the-art performance facility that supports the work of VOCA and invites the members of the DMV area to enjoy dynamic productions by Deaf/HH BIPOC artists.

The funds from the planning grant obtained by VOCA will be used towards the printing costs for the final Vision Book and to support UL NOMAS members with travel and professional development opportunities. UL NOMAS intends to utilize a portion of the funds to travel to

Washington D.C. in the Spring of 2023, where they have plans to attend the annual VOCA Gala, visit some DMV area architecture firms, and tour the nation's capital.

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

Program Response:
Narrative. The commitment to lifelong learning starts by piquing the students' curiosity in the world around them and encouraging their ability to act on that curiosity. The studio commitment to process establishes the framework; the opportunities for engagement throughout the architectural program, as imbedded in the pedagogy and reinforced by faculty example, encourage students to engage in community service and lifelong learning.

Curricular. The architecture program has a tradition of focusing on the student learning and teaching culture of the program that is holistic, respectful, structured, and nurturing. Providing students with a protected environment to develop their design and professional positions and voices. Within the curriculum evidence can be found in ARCH 509: Master's Project or ARCH 599: Thesis, and ARCH 563: Diversity and Social Equity Issues in Design.

ARCH 509: Master's Project, 6 credits: Individual investigation of architectural issues and theories developed with faculty and consultants.

ARCH 599: These, 6 credits: Individual investigation of architectural issues and theories developed with a Chair and thesis committee. The master's thesis demonstrates the student's ability to plan, research, collect, arrange, interpret, and report materials about a significant issue. A copy of the thesis must be submitted to the Dupré Library through the Graduate School Dean.

Variable topics and scales including synthesis of program, site, tectonics, spatial, and theoretical issues. The student's academic investigations come to fruition through the Master's Project or Thesis option, the faculty, understand the terminal project as a threshold, after which, the student becomes a peer. It is the belief that students will be equipped with the essentials of the architecture discipline as well as with a broad and diverse grounding that will guide them and their work throughout their career. The independence, leadership, diversity, and professionalism that are expected of students in this studio to demonstrate their capacity to become a member of the architecture profession and to expand the definition of that profession. To accomplish these objectives students, engage in intense and active learning through research, investigation, and the production of architecture. To advance one's design ability by working to establish connections between the physical, social-cultural, and technological environments through the production of architecture. To extend knowledge, expand capabilities, maintain rigor, develop critical thinking and conduct original research in the production of architecture and the role it plays in ecological knowledge, diversity and social equity, and community engagement.

Deliverables:

- Determined by each student

The required text for the course is determined by each student based on their project objectives developed in ARCH 565: Architectural Research and Programming.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 563: Diversity and Social Equity Issues in Design, 3 credits: Universal Design, the spatial context of various social issues, and effects of globalization on the built environment.

The objectives of the course are to examine Universal Design, the spatial context of various social issues, and the effects of globalization on the built environment. Students gain an understanding of the concepts of Universal Design, learn about the spatial context of various social issues and explore the effects of globalization on the built environment. The course calls for careful examination of architectural practice and the built environment through the lens of physical, social, and economic access, public health, safety and welfare, neurodiversity, and exploring the architect's role in public policy and the profession's position on professional ethics. This course employs the use of lectures, readings, and case studies. The course requires extensive research and writing to address historic and current deficits in the built environment concerning access, as well as addressing current trends and statistics that may directly affect the future of the profession.

Deliverables:

- Summaries
- Diagrams
- Case Studies
- Research Paper

The required text for the course is Tauke, B., (ed.), Korydon, S. (ed), & Charles, D. (ed.). (2016). *Diversity and design: Understanding hidden consequences*. Routledge. Recommended text for the course is Steinfeld, E., & Masiel, J.I. (2012). *Universal design creating Inclusive Environments*. John Wiley & Sons, Inc.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. Architecture students are active in three primary student organizations the American Institute of Architecture Students, the National Organization for Minority Architects Students, and the Graduate Student Organization. These organizations provide leadership opportunities and a governance's structure for students to have input into the learning and teaching culture of the program.

The lecture series offers faculty and students collective opportunities to glean new perspectives. Most recently, the 2021-2022 SoAD Lecture Series Design Equity featured lectures from Karen Lu, AIA, NOMA; Nicholas Wallin, AIA from Snow Kreilich Architects, John Dwyer, AIA; and endowed funds supported the Edward C. Mathes Endowed Lecture from AJ Paron, ASID, LEED AP ID + C, IIDA, AIA.

The architecture program offers studio study tours. The second-year studio often travels to Chicago, the third-year studio travels to Houston and Dallas, and the fourth-year studio travels to New York City. Graduate students most recently went to Denver and New York City. Students and faculty attend and teach in the University's Study Abroad program the school offers study abroad options each academic year – Paris, France, and Florence, Italy. While on national study tours and abroad, students learn about different architectural styles, urban spaces, and the history of architecture and design though experience. Students study and engage great works and cultivate an appreciation of their lasting significance through sketching, readings, and discussions.

The Internship Exchange Experience (IEXX) established in January 2020 and guided by the IEXX Coordinator, Ashlie Boelkins, AIA, NCARB, provides students with real-world paid

internships experience, log Architectural Experience Program (AXP) hours, and earn academic credit. IEXX creates a positive, rigorous, and transformative educational experience. IEXX has served over 40 students hosted by 35 firms across the United States to strengthen relationships and find alignments between the program (and practice. IEXX establishes collaborations with design professionals to create positive, rigorous, and transformative educational experiences. IEXX immerses students into professional real-world settings and engages the faculty in an exchange of information.

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

Program Response:
Narrative. The School of Architecture and Design is dedicated to contributing a critical, ethical, poetic, pluralistic voice to the ongoing development of the architecture profession and its practice. Through engagement with diverse professionals, groups, and communities around the region, our faculty members strive to present the profession in the broadest cultural context possible while ensuring that students are equipped with the knowledge and competency to design for diverse populations.

Curricular. Since the last accreditation cycle the architecture program has developed new courses the graduate course ARCH 563: Diversity and Social Equity Issues in Design (2018) and the undergraduate course DSGN 463: Design and Social Equity (2020) to ensure that students develop an understanding of social equity and diversity in the context of architectural design, professionalism, and practice. Students are further introduced to diverse perspective in ARCH 521: Architectural History and Theory.

The focus of DSGN 463: Design and Social Equity, 3 credits. Cultural, social, environmental, and community issues in design and is currently under consideration to be offered as a University General Education course available to all majors. General Education courses are designed to ensure that graduates acquire the knowledge and skills to love productive lives as responsible and knowledgeable citizens capable of working effectively with others while displaying openness to different viewpoints and understandings the diversity of human values.

The focus of ARCH 563: Diversity and Social Equity Issues in Design is on universal design and is framed through an examination of architectural practice and career path. The course description for ARCH 563: Diversity and Social Equity Issues in Design is as follows:

ARCH 563: Diversity and Social Equity Issues in Design, 3 credits: Universal Design, the spatial context of various social issues, and effects of globalization on the built environment.

The objectives of the course are to examine Universal Design, the spatial context of various social issues, and the effects of globalization on the built environment. Students gain an understanding of the concepts of Universal Design, learn about the spatial context of various social issues and explore the effects of globalization on the built environment. The course calls for careful examination of architectural practice and the built environment through the lens of physical, social, and economic access, public health, safety and welfare, neurodiversity, and exploring the architect’s role in public policy and the profession’s position on professional ethics. This course employs the use of lectures, readings, and case studies. The course requires extensive research and writing to address historic and current deficits in the built environment concerning access, as well as addressing current trends and statistics that may directly affect the future of the profession.

Deliverables:

- Summaries
- Diagrams
- Case Studies
- Research Paper

The required text for the course is Tauke, B., (ed.), Korydon, S. (ed), & Charles, D. (ed.). (2016). *Diversity and design: Understanding hidden consequences*. Routledge. Recommended text for the course is Steinfeld, E., & Masiel, J.I. (2012). *Universal design creating Inclusive Environments*. John Wiley & Sons, Inc.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 521: Architectural History and Theory, 3 credits: Advanced architectural history and theory from modernism to the present.

Examination of theoretical issues in architecture through critical reading of select texts. This advanced seminar traces architectural history and theory through premodern times, modernism, and postmodernism. The content of this course is delivered through weekly lectures, readings, and class discussions. Assigned activities are designed to deepen a student's understanding of the context, consequences, and continuity of architecture. Architecture is multifarious in nature, and in this course, the history and theory of architecture are discussed in relation to several themes including but not limited to:

- Cultural Transformations
- Territorial Transformations
- Technological Transformations. Course goals and Objectives:
    - Analyze how architecture, culture, and society interact in the pursuit of built form.
    - Evaluate and compare the theoretical stances of architecture's modern masters.
    - Define and understand the relationship between pre-modern, modern, and postmodern periods as they relate to architecture.
    - Contextually identify and describe the work of major figures of modern architectural history
    - Develop an ability to effectively communicate through writing, drawing, speaking, and listening.

Deliverables:

- Pre/Post Lecture and Reading In-class Activities
- Research Poster
- Quizzes and Tests

Required texts for the course are Frampton, K., & Cava, J. (2001). *Studies in tectonic culture: The poetics of construction in Nineteenth and Twentieth Century architecture*. MIT Press. And Sykes, K. (2007) *The architecture reader: Essential writings from Vitruvius to the present*. George Braziller Publishers.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. The University of Louisiana at Lafayette has a tradition of inclusion that not only shapes our values as an institution but also drives the university's strategies and initiatives for belonging. The SoAD has gotten involved in this effort in several ways over the

years, collaborating with the Office of Campus Diversity to devise pathways for a more equitable and inclusive campus. One project of note is the Gender-Neutral Restroom project. Students in the SoAD, in partnership with the Office of Campus Diversity, surveyed all of the single-use or family restroom facilities on campus to determine their accessibility and suitability to be transitioned into gender-neutral restrooms. From this effort, 54 restrooms on campus were identified as only needing inclusive signage to become gender neutral. New, inclusive signage was devised and is now being installed. Students within the SoAD are now working on creating a map so that those restrooms can be located by students, faculty, staff, and administrators on campus.

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

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

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

Program Response:
Narrative. The program's extensive network of professionals provides supplementary input to faculty-led presentations, workshops, and guided projects to improve the physical, emotional and social well-being, equitable access, environmental response, and mitigation of potential harms of student's projects to ensure the development of high-quality experiences for hypothetical occupants, users, and others affected by the buildings and sites.

Curricular. The ARCH 409(G): Architectural Design V course serves as a design laboratory in which students and faculty explore the nature of potential architectural problems and the conditions and experimentally develop methods and processes through which existing urban contexts are transformed using strategic interventions at a variety of scales.

ARCH 409(G): Architectural Design V, 6 credits: Comprehensive building project.

This course, the comprehensive studio, is a study of the integration of real-world constraints in the design process, the design of complex building structures in urban contexts, and the study of urban theories, aesthetics, scale, form, and space

In the ARCH 409(G): Architectural Design V studio, students design a mixed-used low to mid-rise building in an urban setting. The objective of the project is for students to integrate health, safety, and welfare considerations in the appropriately complex building with a combination of commercial or office, and residential uses. Students work collaboratively to gather site documentation and information, develop site analysis including figure ground studies, land use, sun paths, and zoning requirements. Site documentation and analysis forms the basis for students to develop analytic drawings that investigate the architectural ideas. The design process progresses from schematic design and programming development through design development. Students are required to complete precedent research and write a position statement. The design process continues with site development, the integration of sustainability strategies, and environmental impact considerations, as well as the integration of structural systems and building enclosure.

At each of these steps, there is a focus on the health, safety, and welfare of the occupants and users of the site and building. The course contains a series of lectures on egress, ADA, building codes, and the Fair Housing Act. A formal code review is initiated in which licensed

architects serve as studio critics to review the students' understanding of health, safety and welfare issues as manifested in building codes

The studio explores site-specific, urban concepts as they relate to the physical, interpersonal and social issues related to Smart Growth and New Urbanism principles, as well as seeks to understand the relationships between people, place, and context through cultural, historical, and vernacular precedent research and analysis. Students apply research and analysis to the development of innovative and context-sensitive design solutions. The design studio brings the project to a high level of development, so that it may interface with and be carried over to the ARCH 464: Professional Practice and Construction Documents course.

Deliverables:

- Research Notebook
- Project Boards
- Process Models

The studio uses the following references to develop the student's ability to integrate health, safety and welfare into the design of their buildings.

- Fair Housing Act Guidelines (FHA)
- Americans With Disabilities Act and Architectural Barriers Act Accessibility Guidelines (ADA/ABA)
- International Code Council (ICC)
- National Fire Protection Association (NFPA)
- Louisiana State Uniform Construction Code Council
- Louisiana State Fire Marshal
- Louisiana State Board of Architectural Examiners
- Louisiana Professional Engineering and Land Surveying Board
- Louisiana State licensing Board for Contractors
- Architectural Graphic Standards
- American Institute of Architects Handbook of Professional Practice (AIA)

Required texts for the course are Ching, F., & Winkel, S. R. (2022). *Building Codes Illustrated: A Guide to understanding the 2021 International Building Code*. Wiley. Hedges, K. E. (2017). *Architectural graphic standards: Students edition*. Wiley. Edward, I. A., & Iano, J. (2022). *Architect's studio companion rules of thumb for preliminary design*. John Wiley & Sons.

ARCH 464(G): Professional Practice and Contract Documents, 3 credits: Case studies in construction documentation, hand, and computer-aided drafting/design conventions, contracts, building codes, accessibility issues, building economics, life safety systems, and construction administration.

Students further develop their ARCH 409(G): Architectural Design V projects to produce a set of construction documents using Revit Building Information Modeling Software. Students add to the outline specifications created in ARCH 409(G): Architectural Design V.

Student learning objectives are met by lecture content including the bidding process, negotiations including value engineering, cost estimating and life-cycle costs, contracts, life safety, and other building codes. Construction Administration experiences are created by visiting construction sites.

Deliverables:

- Construction Document Set
- Outline Specifications

Required texts for the course: Wiggins, G. E. (1989). *A Manual of Construction Documentation: An illustrated guide to preparing construction drawings*. Watson-Guptill. Segal, P. (2006). *Professional practice: A guide to turning designs into buildings*. W.W. Norton.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

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

Program Response:
Narrative. Professional practice courses make students aware of the diverse and collaborative roles of architects and related disciplines in practice, the roles of clients, contractors, consultants, interior designers, landscape architects, urban planners, and artists. The program acknowledges the architect's role as a licensed professional and a contributing member of the design team.

Curricular. Beginning in the undergraduate program there is a three-course sequence that examines issues of architectural practice that include:

- ARCH 464(G): Professional Practice and Contract Documents
- ARCH 540: Architectural Practice
- ARCH 563: Diversity and Social Equity Issues in Design

Each course focuses on an aspect of practice, construction management, practice management, and the architect's role in the public sphere.

ARCH 464(G): Professional Practice and Contract Documents, 3 credits: Case studies in construction documentation, hand, and computer-aided drafting/design conventions, contracts, building codes, accessibility issues, building economics, life safety systems, and construction administration.

Students further develop their ARCH 409(G): Architectural Design V projects to produce a set of construction documents using Revit Building Information Modeling Software. Students add to the outline specifications created in ARCH 409(G): Architectural Design V.

Student learning objectives are met by lecture content including the bidding process, negotiations including value engineering, cost estimating and life-cycle costs, contracts, life safety, and other building codes. Construction Administration experiences are created by visiting construction sites.

Deliverables:

- Construction Document Set
- Outline Specifications

Required texts for the course: Wiggins, G. E. (1989). *A Manual of Construction Documentation: An illustrated guide to preparing construction drawings*. Watson-Guptill. Segal, P. (2006). *Professional practice: A guide to turning designs into buildings*. W.W. Norton.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 540: Architectural Practice, 3 credits: Management, contract services and administration, and professional ethics and relationships.

The course presents the fundamentals of architectural practices through case studies, readings, and discussion. Topics include but are not limited to financial considerations, client roles, legal responsibilities, management, contract services and administration, and professional ethics and relationships. The objectives are a theoretical and practical grounding in issues of contemporary architectural practice which will allow each student to engage in the profession and make informed career decisions. The course utilizes readings, discussions, visits to architect's offices, and case studies as means of experiencing, analyzing and assessing course content.

Deliverables:

- History and Theory of the Profession Essay
- Architectural Firm Business Plan and Proposal
- Opportunities & Mandates for the Profession Research Paper
- Opportunities & Mandates for the Profession Presentation

The required text for the course is Wiley. (2017). *Architecture Student's Handbook of Professional Practice*.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 563: Diversity and Social Equity Issues in Design, 3 credits: Universal Design, the spatial context of various social issues, and effects of globalization on the built environment.

The objectives of the course are to examine Universal Design, the spatial context of various social issues, and the effects of globalization on the built environment. Students gain an understanding of the concepts of Universal Design, learn about the spatial context of various social issues and explore the effects of globalization on the built environment. The course calls for careful examination of architectural practice and the built environment through the lens of physical, social, and economic access, public health, safety and welfare, neurodiversity, and exploring the architect's role in public policy and the profession's position on professional ethics. This course employs the use of lectures, readings, and case studies. The course requires extensive research and writing to address historic and current deficits in the built environment concerning access, as well as addressing current trends and statistics that may directly affect the future of the profession.

Deliverables:

- Summaries
- Diagrams
- Case Studies
- Research Paper

The required text for the course is Tauke, B., (ed.), Korydon, S. (ed), & Charles, D. (ed.). (2016). *Diversity and design: Understanding hidden consequences*. Routledge. Recommended text for the course is Steinfeld, E., & Masiel, J.I. (2012). *Universal design creating Inclusive Environments*. John Wiley & Sons, Inc.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

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

Program Response:
Narrative. The regulatory context is addressed at the undergraduate level in the ARCH 409G Architectural Design V, studio and at the graduate level in the ARCH 540: Architectural Practice course. In the studio students develop a multi-use building that addresses the requirements of health, safety, and welfare. The practice course uses case studies to allow students to examine in-depth practice issues including the evaluation of applicable laws and regulations.

Curricular. The comprehensive studio focuses on a study of the integration of real-world constraints in the design process, the design of complex building structures in urban contexts, and the study of urban theories, aesthetics, scale, form, and space

ARCH 409(G): Architectural Design V, 6 credits: Comprehensive building project.

In the ARCH 409(G): Architectural Design V studio, students design a mixed-used low to mid-rise building in an urban setting. The objective of the project is for students to integrate health, safety, and welfare considerations in the appropriately complex building with a combination of commercial or office, and residential uses. Students work collaboratively to gather site documentation and information, develop site analysis including figure ground studies, land use, sun paths, and zoning requirements. Site documentation and analysis forms the basis for students to develop analytic drawings that investigate the architectural ideas. The design process progresses from schematic design and programming development through design development. Students are required to complete precedent research and write a position statement. The design process continues with site development, the integration of sustainability strategies, and environmental impact considerations, as well as the integration of structural systems and building enclosure.

At each of these steps, there is a focus on the health, safety, and welfare of the occupants and users of the site and building. The course contains a series of lectures on egress, ADA, building codes, and the Fair Housing Act. A formal code review is initiated in which licensed architects serve as studio critics to review the students' understanding of health, safety and welfare issues as manifested in building codes

The studio explores site-specific, urban concepts as they relate to the physical, interpersonal and social issues related to Smart Growth and New Urbanism principles, as well as seeks to understand the relationships between people, place, and context through cultural, historical, and vernacular precedent research and analysis. Students apply research and analysis to the development of innovative and context-sensitive design solutions. The design studio brings the project to a high level of development, so that it may interface with and be carried over to the ARCH 464: Professional Practice and Construction Documents course.

Deliverables:

- Research Notebook
- Project Boards
- Process Models

The studio uses the following references to develop the student's ability to integrate health, safety and welfare into the design of their buildings.

- Fair Housing Act Guidelines (FHA)
- Americans With Disabilities Act and Architectural Barriers Act Accessibility Guidelines (ADA/ABA)
- International Code Council (ICC)
- National Fire Protection Association (NFPA)
- Louisiana State Uniform Construction Code Council
- Louisiana State Fire Marshal
- Louisiana State Board of Architectural Examiners
- Louisiana Professional Engineering and Land Surveying Board
- Louisiana State licensing Board for Contractors
- Architectural Graphic Standards
- American Institute of Architects Handbook of Professional Practice (AIA)

Required texts for the course are Ching, F., & Winkel, S. R. (2022). *Building Codes Illustrated: A Guide to understanding the 2021 International Building Code*. Wiley. Hedges, K. E. (2017). *Architectural graphic standards: Students edition*. Wiley. Edward, I. A., & Iano, J. (2022). *Architect's studio companion rules of thumb for preliminary design*. John Wiley & Sons.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 540: Architectural Practice, 3 credits: Management, contract services and administration, and professional ethics and relationships.

The course presents the fundamentals of architectural practices through case studies, readings, and discussion. Topics include but are not limited to financial considerations, client roles, legal responsibilities, management, contract services and administration, and professional ethics and relationships. The objectives are a theoretical and practical grounding in issues of contemporary architectural practice which will allow each student to engage in the profession and make informed career decisions. The course utilizes readings, discussions, visits to architect's offices, and case studies as means of experiencing, analyzing and assessing course content.

Deliverables:

- History and Theory of the Profession Essay
- Architectural Firm Business Plan and Proposal
- Opportunities & Mandates for the Profession Research Paper
- Opportunities & Mandates for the Profession Presentation

The required text for the course is Wiley. (2017). *Architecture Student's Handbook of Professional Practice*.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

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

Program Response:
Narrative. The systems and technologies of building construction are presented in a six-course sequence that includes the following:

- CIVE 335 Structural Engineering I, 3 credits. Forces and structural equilibrium; analysis of structural systems; moment and shear diagrams; stress and strain in structural members; stability, structural design in steel and timber; long span structural systems; earthquake and wind forces. (B.S. Architectural Studies)
- CIVE 336 Structural Engineering II, 3 credits. Codes and construction practices; analysis of structural systems; structural design in steel and concrete; design of masonry and foundation structures; stability; long span structural systems; lateral forces. (B.S. Architectural Studies)
- ARCH 332 Building Systems I, 3 credits. Introduction-level understanding of integrated building practices with emphasis on materials and assemblies, environmental, structural, envelope, and service systems. (B.S. Architectural Studies)
- ARCH 434G Building Systems II, 3 credits. Intermediate level understanding of integrated building practices with emphasis on materials and assemblies, environmental, structural, envelope, and service systems. (B.S. Architectural Studies)
- ARCH 435G Building Systems III, 3 credits. Advanced-level understanding of integrated building practices with emphasis on materials and assemblies, environmental, structural, envelope, and service systems. (B.S. Architectural Studies)
- ARCH 532 Advanced Building Systems, 3 credits. Properties and potentials offered by various systems of construction, including interior and exterior cladding assemblies, lighting, and climate control. Focused on integration of these systems.

The focus of this sequence of courses is to ensure students understand, are able to assess the systems, technologies, and building construction assemblies.

Curricular. One objective of the ARCH 409(G): Architectural Design V design studio is for students to integrate an understanding of the technical knowledge of architecture into a complex building project. Students use a combination of section models, wall sections, and building sections to convey the design objectives of the building. The ARCH 532: Advanced Building Systems courses uses advanced modeling technologies to examine building form and the building envelope to perform an analysis on the technical systems of the building.

ARCH 409(G): Architectural Design V, 6 credits: Comprehensive building project.

The comprehensive design studio, is a study of the integration of real-world constraints in the design process, the design of complex building structures in urban contexts, and the study of urban theories, aesthetics, scale, form, and space

In the ARCH 409(G): Architectural Design V studio, students design a mixed-used low to mid-rise building in an urban setting. The objective of the project is for students to integrate health, safety, and welfare considerations in the appropriately complex building with a combination of commercial or office, and residential uses. Students work collaboratively to gather site documentation and information, develop site analysis including figure ground

studies, land use, sun paths, and zoning requirements. Site documentation and analysis forms the basis for students to develop analytic drawings that investigate the architectural ideas. The design process progresses from schematic design and programming development through design development. Students are required to complete precedent research and write a position statement. The design process continues with site development, the integration of sustainability strategies, and environmental impact considerations, as well as the integration of structural systems and building enclosure.

At each of these steps, there is a focus on the health, safety, and welfare of the occupants and users of the site and building. The course contains a series of lectures on egress, ADA, building codes, and the Fair Housing Act. A formal code review is initiated in which licensed architects serve as studio critics to review the students' understanding of health, safety and welfare issues as manifested in building codes

The studio explores site-specific, urban concepts as they relate to the physical, interpersonal and social issues related to Smart Growth and New Urbanism principles, as well as seeks to understand the relationships between people, place, and context through cultural, historical, and vernacular precedent research and analysis. Students apply research and analysis to the development of innovative and context-sensitive design solutions. The design studio brings the project to a high level of development, so that it may interface with and be carried over to the ARCH 464: Professional Practice and Construction Documents course.

Deliverables:

- Research Notebook
- Project Boards
- Process Models

The studio uses the following references to develop the student's ability to integrate health, safety and welfare into the design of their buildings.

- Fair Housing Act Guidelines (FHA)
- Americans With Disabilities Act and Architectural Barriers Act Accessibility Guidelines (ADA/ABA)
- International Code Council (ICC)
- National Fire Protection Association (NFPA)
- Louisiana State Uniform Construction Code Council
- Louisiana State Fire Marshal
- Louisiana State Board of Architectural Examiners
- Louisiana Professional Engineering and Land Surveying Board
- Louisiana State licensing Board for Contractors
- Architectural Graphic Standards
- American Institute of Architects Handbook of Professional Practice (AIA)

Required texts for the course are Ching, F., & Winkel, S. R. (2022). *Building Codes Illustrated: A Guide to understanding the 2021 International Building Code*. Wiley. Hedges, K. E. (2017). *Architectural graphic standards: Students edition*. Wiley. Edward, I. A., & Iano, J. (2022). *Architect's studio companion rules of thumb for preliminary design*. John Wiley & Sons.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 532: Advanced Building Systems, 3 credits: Properties and potentials offered by various systems of construction, including interior and exterior cladding assemblies, lighting, and climate control. Focused on integration of these systems.

To achieve integrated design, a student must consider integration of the building envelope, lighting, and climate control within a building. The designer can employ systems of passive control, or through integrating the design of engineered systems. It is also appropriate to understand the sustainable characteristics of selected materials and assemblies. To achieve integrated proposals, and to verify their efficacy, the profession has a range of digital tools and plugins that allow designers to modify building envelope and form to respond to environmental factors, and then to model and analyze the effectiveness of those choices through these same tools. It is this courses premise that the incorporation of this digital analysis is fundamental to achieving integrated design.

Deliverables:

- Precedent Study Mass and Envelope Model
- Precedent Study Mass and Envelope Energy Analysis
- Envelop Redesign
- Studio Project Energy Modeling and Analysis
- Studio Project Integrated Design Exploded Axonometric Wall Section

The required text for the course is Watts, A. (2014). *Modern construction envelopes*. Birkhauser. Supplemental content includes co-founder of Ladybug Tools, Chris Mackey, energy modeling, thermal comfort, HVAC sizing, building energy simulation visualization, and detailed envelop heat flow modeling video tutorials.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Co-Curricular. A holistic understanding of the dynamic between built and natural environments and the ability for future architects to mitigate climate change is instilled in students through many co-curricular activities.

Faculty research and transdisciplinary collaborations often are the source of co-curricular ecological knowledge and responsibility learning opportunities for students. Some faculty are Leadership in Energy and Environmental Design and WELL Accredited Professionals. Faculty serve as members on the University's President's Council on Sustainability and have been integral to the development of policies and strategic plans to address the environmental challenges of campus and beyond.

For example, in 2019 a transdisciplinary team of graduate students from Architecture and Civil Engineering entered the Environmental Protection Agency's Campus RainWorks Challenge and won the Master Plan Category. The competition challenged teams to foster a dialogue about effective stormwater management, and showcase the environmental, economic, and social benefits of green design infrastructural practices.

Graduate students are frequently recruited for funded research activities and to staff University Centers and Offices. The program has sustained graduate student placement in assistantships in many of the environmentally focused areas on campus including the Office of Sustainability, the Center for Louisiana Studies, the Kathleen Blanco Public Policy Center, and the Regional Application Center. In these positions graduate students develop innovative solutions to sustainability challenges, research and preserve Louisiana's environmental stewardship traditions, shape coast and environmental policies, and gather and share

satellite and remote sensing imagery as part of natural disaster emergency response, and coastal restoration,

Students who have held assistantship positions in these areas have, upon graduation, have been appointed to leadership roles including the Director and Assistant Director of the Office of Sustainability evidence that their education and experience prepared them to address critical environmental challenges.

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

Program Response:
Narrative. Synthesizing the relationship between user, site conditions, and other requirements begins in the ARCH 201 Architectural Design I and is developed in six architectural design studios leading to the ARCH 501: Advanced Architectural Design studio. The design studio sequence establishes a process for the student to make decisions and synthesize the how requirements inform design intent.

Curricular. In the ARCH 409(G): Architectural Design V and the ARCH 501: Advanced Architectural Design studios students develop engage the relationship between human interaction and the environment.

ARCH 409(G): Architectural Design V, 6 credits: Comprehensive building project.

This course, the comprehensive studio, is a study of the integration of real-world constraints in the design process, the design of complex building structures in urban contexts, and the study of urban theories, aesthetics, scale, form, and space

In the ARCH 409(G): Architectural Design V studio, students design a mixed-used low to mid-rise building in an urban setting. The objective of the project is for students to integrate health, safety, and welfare considerations in the appropriately complex building with a combination of commercial or office, and residential uses. Students work collaboratively to gather site documentation and information, develop site analysis including figure ground studies, land use, sun paths, and zoning requirements. Site documentation and analysis forms the basis for students to develop analytic drawings that investigate the architectural ideas. The design process progresses from schematic design and programming development through design development. Students are required to complete precedent research and write a position statement. The design process continues with site development, the integration of sustainability strategies, and environmental impact considerations, as well as the integration of structural systems and building enclosure.

At each of these steps, there is a focus on the health, safety, and welfare of the occupants and users of the site and building. The course contains a series of lectures on egress, ADA, building codes, and the Fair Housing Act. A formal code review is initiated in which licensed architects serve as studio critics to review the students' understanding of health, safety and welfare issues as manifested in building codes

The studio explores site-specific, urban concepts as they relate to the physical, interpersonal and social issues related to Smart Growth and New Urbanism principles, as well as seeks to understand the relationships between people, place, and context through cultural, historical, and vernacular precedent research and analysis. Students apply research and analysis to the development of innovative and context-sensitive design solutions. The design studio brings

the project to a high level of development, so that it may interface with and be carried over to the ARCH 464: Professional Practice and Contract Documents course.

Deliverables:

- Research Notebook
- Project Boards
- Process Models

The studio uses the following references to develop the student's ability to integrate health, safety and welfare into the design of their buildings.

- Fair Housing Act Guidelines (FHA)
- Americans With Disabilities Act and Architectural Barriers Act Accessibility Guidelines (ADA/ABA)
- International Code Council (ICC)
- National Fire Protection Association (NFPA)
- Louisiana State Uniform Construction Code Council
- Louisiana State Fire Marshal
- Louisiana State Board of Architectural Examiners
- Louisiana Professional Engineering and Land Surveying Board
- Louisiana State licensing Board for Contractors
- Architectural Graphic Standards
- American Institute of Architects Handbook of Professional Practice (AIA)

Required texts for the course are Ching, F., & Winkel, S. R. (2022). *Building Codes Illustrated: A Guide to understanding the 2021 International Building Code*. Wiley. Hedges, K. E. (2017). *Architectural graphic standards: Students edition*. Wiley. Edward, I. A., & Iano, J. (2022). *Architect's studio companion rules of thumb for preliminary design*. John Wiley & Sons.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 501: Advanced Architectural Design, 6 credits: Synthesis of human interaction with the environment.

The studio is dedicated to the student's professional development of social and environmental responsibility using a transdisciplinary approach to understanding the relationships between people, place, and context through cultural and historical research and analysis. The studio strives to improve the quality of life within the project site and community, and design resilient proposals for the management and modification of the natural and built environment.

This studio serves as a design laboratory in which students and faculty explore the nature of problems and potentials with which architecture is concerned issues of equity, diversity, and inclusion, and develop a response that transforms the existing context through strategic interventions in a variety of scales.

Deliverables:

- Project Boards

The required text for the course is topic variable. Readings, lectures, films, and podcasts compiled from a variety of sources are posted on Moodle.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

Self-Assessment: The University and the School historically have utilized a variety of assessment tools and methods to collect data to inform decisions and improve student learning and departmental operations. On-going processes of defining goals and expectations, collection, and analysis of results and decision making based on insights gleaned from the assessment process have been supported in the Weave platform (2015 and before), the LiveText AIS platform (2015-2020), and more recently, through internal assessment facilitated by the UL Lafayette Office of Institutional Assessment.

Since the last accreditation visit, in the LiveText AIS assessment platform, faculty conducted assessment based on student learning outcomes with criterion that is based on the conditions of the NAAB 2014 Conditions for Accreditation. Faculty set goals and objectives, identified standards, and measurable outcomes then they reported the assessment findings. In the 2020 ARCH 409(G): Architectural Design V report, for example, it was determined that 75% (approximately 28 students out of 28 students) of the class demonstrated, with proficiency, “the ability to make informed design decisions, graphically demonstrate their understanding of complex concepts and successfully integrate design considerations in the categories of life safety, environmental systems, and building envelope systems and assemblies.”

In the 2021 ARCH 409(G): Architectural Design V assessment it was determined that 100% of the class (27 students) demonstrated proficiency in the NAAB 2020 Conditions for Accreditation in the Student Criteria SC.1. HSW in the Built Environment, SC.2. Professional Practice, SC.5 Design Synthesis, and SC.6 Building Integration.

Assessment in 2020 and 2021 included review of project binder and boards by design professionals and faculty. New targets and criteria reflecting changes between 2014 and 2020 conditions for student success were drafted to reflect the shift to new Program and Student Criteria categories. While much of the basic premises remained, changes were made to the final review evaluation form completed by design professionals and faculty to reflect the new conditions.

Supporting Materials: view next page.

DSGN 501: Advanced Architectural Design Curriculum Map

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Primer: Collage	Demonstrate ability to apply design principles of 2D + 3D composition. Demonstrate ability to design with intent, persistence, and poetics. Demonstrate ability to speculate on future perspectives of the built environment.	Develop design language and apply to drawings.	Consistent representational language derived from design principles. Process graphics, iterations. Final synthesis collage inspired from the assignment.	NAAB: PC.2 Design
Architectural Diagramming	Demonstrate ability to apply design principles. Demonstrate ability to design with intent, persistence, and poetics. Demonstrate ability to design through iterative diagramming. Demonstrate site understandings through diagramming.	Develop a design language based on information collected from site and topic research.	Final diagram sequence that explains design intent in relationship to environmental forces.	NAAB: SC.5 Design Synthesis
Site Data	Demonstrate ability to understand diverse cultural and social contexts of people of different backgrounds and abilities and translate that understanding into project response.	Produce diagrams/experiential drawings describing the data in a graphic manner.	Process drawings. Final data collection drawings – infographics and/or mappings.	NAAB: PC.2 Design
Site Documentation	Demonstrate ability to collect appropriate site documentation from various sites across the United States. Demonstrate ability to construct dimensioned site plan using proper line weights, architectural conventions, and scale. Demonstrate ability to apply design language based on site data and apply to plan and section projects.	Document site conditions, overtime, through photography and aerial imagery from Google Earth. Develop a design language based on data collected from site understandings.	Process drawings. Site plan and site section drawings.	NAAB: SC.5 Design Synthesis

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Site Strategy	Demonstrate ability to construct orthographic drawings using proper line weights, architectural conventions, and scale.	Create site plans, section (longitudinal and cross), axonometric drawings. Create iterative diagrams describing architectural design decisions.	Process drawings. Site plan and site section drawings. Site diagrams.	NAAB: PC.2 Design, SC.5 Design Synthesis
Piece of Cake: Section Perspective	Demonstrate ability to construct scaled, well-crafted axonometric/ section perspective drawing with appropriate scale-level information resolved. Demonstrate ability to apply sun, wind, sensory, and system conditions.	Create working digital building information model that can be modified. Explore materiality, connections, and openings.	Process drawings. Final section perspective “slice” of building drawing. Developed systems of structure, skin, systems, and enclosure.	Introduce understandings of enclosure and systems in preparation for greater rigor in ARCH 532: Advanced Building Systems. NAAB: SC.5 Design Synthesis
Building Design	Demonstrate ability to design with intent, persistence, and poetics. Demonstrate ability to equitably support all users. Demonstrate ability to understand diverse cultural and social contexts of people of different backgrounds and abilities and translate that understanding into project response. Demonstrate ability to design for real-world problems.	Further develop building design through site, program, structural, and enclosure.	Process drawings and models. Drawings adhere to architectural conventions. Plans, sections, elevations. Sense of place renderings/vignettes.	NAAB: PC.2 Design, SC.5 Design Synthesis
Project Statement	Demonstrate exemplary written communication skills.	Written project statement that identifies the problem and shows understanding of how the architecture finds resolution to the issues presented and discovered.	Evaluated on the six traits of writing: idea, organization, voice, word choice, sentence fluency, conventions. Statement evaluated from emerging to exemplary.	NAAB: SC.5 Design Synthesis

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

Program Response:
Narrative. The architecture faculty are in the process of redistributing criteria from the B.S. in Architectural Studies program to the Master of Architecture program. The ARCH 409: Architectural Design V and ARCH 464: Professional Practice and Contract Documents, has long been a cornerstone of the pedagogy of the program for nearly 30 years. As the program transitioned from the B.ARCH to the B.S. Architectural Studies, and the M.ARCH the two courses continued to be central to develop the students ability to design a building. The faculty are in the process of curriculum mapping the studio sequence with the goal of transitioning the content of these courses to the graduate program. The ARCH 501 Advanced Architectural Design studio is beginning to develop the learning objectives into a studio that ensures students understand building integration.

Curricular. In the ARCH 409: Architectural Design V, students develop a complex urban building, which in the following semester in ARCH 464: Professional Practice and Contract Documents the students develop a basic set of contract documents including specifications. The faculty learned over the years that students are more engaged in the development of construction documents when drawings are based on a building that they are invested in and have a high level of understanding. The course also addresses computer-aided drafting/design conventions, life safety systems, construction administration, and building economics.

ARCH 409(G): Architectural Design V, 6 credits: Comprehensive building project.

This course, the comprehensive studio, is a study of the integration of real-world constraints in the design process, the design of complex building structures in urban contexts, and the study of urban theories, aesthetics, scale, form, and space

In the ARCH 409(G): Architectural Design V studio, students design a mixed-used low to mid-rise building in an urban setting. The objective of the project is for students to integrate health, safety, and welfare considerations in the appropriately complex building with a combination of commercial or office, and residential uses. Students work collaboratively to gather site documentation and information, develop site analysis including figure ground studies, land use, sun paths, and zoning requirements. Site documentation and analysis forms the basis for students to develop analytic drawings that investigate the architectural ideas. The design process progresses from schematic design and programming development through design development. Students are required to complete precedent research and write a position statement. The design process continues with site development, the integration of sustainability strategies, and environmental impact considerations, as well as the integration of structural systems and building enclosure.

At each of these steps, there is a focus on the health, safety, and welfare of the occupants and users of the site and building. The course contains a series of lectures on egress, ADA, building codes, and the Fair Housing Act. A formal code review is initiated in which licensed architects serve as studio critics to review the students' understanding of health, safety and welfare issues as manifested in building codes

The studio explores site-specific, urban concepts as they relate to the physical, interpersonal and social issues related to Smart Growth and New Urbanism principles, as well as seeks to understand the relationships between people, place, and context through cultural, historical, and vernacular precedent research and analysis. Students apply research and analysis to the

development of innovative and context-sensitive design solutions. The design studio brings the project to a high level of development, so that it may interface with and be carried over to the ARCH 464: Professional Practice and Construction Documents course.

Deliverables:

- Research Notebook
- Project Boards
- Process Models

The studio uses the following references to develop the student's ability to integrate health, safety and welfare into the design of their buildings.

- Fair Housing Act Guidelines (FHA)
- Americans With Disabilities Act and Architectural Barriers Act Accessibility Guidelines (ADA/ABA)
- International Code Council (ICC)
- National Fire Protection Association (NFPA)
- Louisiana State Uniform Construction Code Council
- Louisiana State Fire Marshal
- Louisiana State Board of Architectural Examiners
- Louisiana Professional Engineering and Land Surveying Board
- Louisiana State licensing Board for Contractors
- Architectural Graphic Standards
- American Institute of Architects Handbook of Professional Practice (AIA)

Required texts for the course are Ching, F., & Winkel, S. R. (2022). *Building Codes Illustrated: A Guide to understanding the 2021 International Building Code*. Wiley. Hedges, K. E. (2017). *Architectural graphic standards: Students edition*. Wiley. Edward, I. A., & Iano, J. (2022). *Architect's studio companion rules of thumb for preliminary design*. John Wiley & Sons.

ARCH 464(G) Professional Practice and Contract Documents, 3 credits: Case studies in construction documentation, hand, and computer-aided drafting/design conventions, contracts, building codes, accessibility issues, building economics, life safety systems, and construction administration.

Students further develop their ARCH 409(G): Architectural Design V projects to produce a set of construction documents using Revit Building Information Modeling Software. Students add to the outline specifications created in ARCH 409(G): Architectural Design V.

Student learning objectives are met by lecture content including the bidding process, negotiations including value engineering, cost estimating and life-cycle costs, contracts, life safety, and other building codes. Construction Administration experiences are created by visiting construction sites.

Deliverables:

- Construction Document Set
- Outline Specifications

Required texts for the course: Wiggins, G. E. (1989). *A Manual of Construction Documentation: An illustrated guide to preparing construction drawings*. Watson-Guptill.

Segal, P. (2006). *Professional practice: A guide to turning designs into buildings*. W.W. Norton.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

ARCH 501: Advanced Architectural Design, 6 credits: Synthesis of human interaction with the environment.

The studio is dedicated to the student's professional development of social and environmental responsibility using a transdisciplinary approach to understanding the relationships between people, place, and context through cultural and historical research and analysis. The studio strives to improve the quality of life within the project site and community, and design resilient proposals for the management and modification of the natural and built environment.

This studio serves as a design laboratory in which students and faculty explore the nature of problems and potentials with which architecture is concerned issues of equity, diversity, and inclusion, and develop a response that transforms the existing context through strategic interventions in a variety of scales.

Deliverables:

- Project Boards

The required text for the course is topic variable. Readings, lectures, films, and podcasts compiled from a variety of sources are posted on Moodle.

Supporting materials will be made available forty-five (45) days before the visit, the program will securely host and provide access to the visiting team.

As part of the curriculum development process the faculty are developing curriculum maps for the architectural studio courses. These maps examine the learning objective, linking to the NAAB criteria, and develop the assignments and methodology and define the measurable outcomes.

Supporting Materials: view next page

ARCH 409: Architectural Design V Curriculum Map

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Research Notebook	Demonstrate ability to identify individual project criteria Demonstrate ability to assess and improve desired outcomes Demonstrate ability to analyze design solutions and predict effective implementation of strategies to address Demonstrate exemplary written communication skills Demonstrate ability to make design decisions while synthesizing user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of design decisions	Write about design process Write theoretical statement to be used as evaluation criterion for decision-making and idea realization Analyze and interpret, in diagram, relevant building system strategies collected from sources Research relevant product/material/manufacturing specifications and include cut sheets Complete Course Readings: Knaap, Jacobs, Rossi, Lynch, Frampton, Rowe, and others Attend lecture on Applied and Theoretical Research Attend lecture Exterior Rooms, Architecture in the City Attend lectures Diagramming, Analytical Drawings, Site Analysis	Submission of notebook for periodic checks – evaluated using rubric Evaluated on the six traits of writing: idea, organization, voice, word choice, sentence fluency, conventions	NAAB: Mastery, SC.5 Design Synthesis
Plans, Sections, and Elevation Drawing Development	Demonstrate ability to design with intent, persistence, and poetics Demonstrate ability to design for real-world problems in urban context Demonstrate ability to design from schematic/conceptual to design development phases Demonstrate ability to define general scope, scale, functional relationships of project in sufficient detail to convey a clear and comprehensive image of the design intention Demonstrate ability to understand the impact of the built environment on	Complete Revit Tutorials: Basic Structural System, Stair Sketching, Detail Components Develop site, roof, and building plans Attend lectures and review support documents on the Lafayette Comprehensive Plan, Zoning, and Downtown Action Plan Attend lectures on Koolhass, Duany Attend lectures on Policy in Urban Design, Greet Streets	Submission of drawings for plan deliverable reviews: Civic Site Plan, Conceptual Building Floor Plans, Roof Plan, Conceptual Building Sections, Conceptual Building Elevations, Conceptual Details, Structural, MEP Submission of Code Analysis including land use restrictions, code footprint, building area limitations, construction, classification,	Reinforce plan development taught in ARCH 201: Architectural Design I, ARCH 202: Architectural Design II, and ARCH 301: Architectural Design III Reinforce graphic representation techniques taught in DSGN 114: Design Communication, ARCH 201: Architectural Design I, ARCH 202: Architectural Design II, and ARCH 301: Architectural Design III NAAB: Mastery, SC.1 HSW in the Built Environment

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
	human health, safety, and welfare Demonstrate the ability to understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project		occupancy use, means of egress, ADA site accessibility Submission of outline specifications for major building materials, systems, and finishes Drawings adhere to architectural conventions	Mastery, SC.3 Regulatory Context Mastery, SC.5 Design Synthesis Mastery, SC.6. Building Integration
Process Models	Demonstrate ability to construct scaled, well-crafted physical model with appropriate scale-level information resolution Demonstrate ability to design with intent, persistence, and poetics	Create process models Explore materiality, connections, and openings	Process models at 1/8" = 1'-0"	Reinforce understandings of enclose and structure introduced in ARCH 201: Architectural Design I, ARCH 202: Architectural Design II, and ARCH 301: Architectural Design III NAAB: Mastery, SC.5 Design Synthesis
Study Tour	Instill an appreciation for the breadth and depth of the discipline through knowledge of histories and theories, and the architect's role in cultural, social, environmental, economic, and built contexts	Attend Optional New York City Study Tour: Midtown, Highline, Lower Manhattan, Museums and Parks	Attendance	NAAB: Shared Values-Lifelong Learning

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

The University of Louisiana at Lafayette underwent re-affirmation of its accreditation by its regional accreditor the Southern Association of Colleges and Schools Commission on Colleges in 2020. The result was the SACS-COC Board of Trustees reaffirmed accreditation with no other reporting requirements beyond the standard Fifth-year Interim Report. The next reaffirmation will take place in 2030. Refer appendix for a copy of the letter.

Documentation/Evidence:

1. SACS-COC Reaffirmation Letter (Appendix)
2. University of Louisiana at Lafayette SACS-COC Accreditation

4.2 Professional Degrees and Curriculum

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

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

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

Program Response:

Students have access to the required professional courses through the e-catalog sites for the B.S. Architectural Studies Program and the Master of Architecture Program.

The required professional courses in the B.S. Architectural Studies Program are as follows:

1. DSGN 101: Basic Design I **Credit Hours: 3**
2. DSGN 121: Survey of Design **Credit Hours: 3**
3. DSGN 102: Basic Design II **Credit Hours: 3**
4. DSGN 114: Design Communications **Credit Hours: 3**
5. ARCH 201: Architectural Design I **Credit Hours: 6**
6. DSGN 235: Design and the Computer **Credit Hours: 3**
7. ARCH 202: Architectural Design II **Credit Hours: 6**
8. ARCH 301: Architectural Design III **Credit Hours: 6**
9. ARCH 321: History of Architecture **Credit Hours: 3**
10. CIVE 335: Structural Engineering I **Credit Hours: 3**
11. ARCH 302: Architectural Design IV **Credit Hours: 6**
12. ARCH 332: Building System I **Credit Hours: 3**
13. CIVE 336: Structural Engineering II **Credit Hours: 3**
14. ARCH 409(G): Architectural Design V **Credit Hours: 6**

15. ARCH 434(G): Building Systems II **Credit Hours: 3**
16. DSGN 463: Design and Social Equity **Credit Hours: 3**
17. ARCH 410(G): Architectural Design VI **Credit Hours: 6**
18. ARCH 464(G): Professional Practice and Contract Documents **Credit Hours: 3**
19. ARCH 435(G): Building Systems III **Credit Hours: 3**

The required professional courses in the Master of Architecture Program are as follows:
1. ARCH 501: Advanced Architectural Design **Credit Hours: 6**
2. ARCH 502: Advanced Architectural Design II **Credit Hours: 6**
3. ARCH 521: Architectural History and Theory **Credit Hours: 3**
4. ARCH 530: Urban Theory **Credit Hours: 3**
5. ARCH 532: Advanced Building Systems **Credit Hours: 3**
6. ARCH 540: Architectural Practice **Credit Hours: 3**
7. ARCH 563: Diversity and Social Equity Issues in Design **Credit Hours: 3**
8. ARCH 565: Architectural Research and Programming **Credit Hours: 3**
9. Master's Project Track or Thesis Track: ARCH 509: Master's Project **Credit Hours: 6** *OR* ARCH 599: Thesis **Credit Hours: 6**

Documentation/Evidence:
1. University of Louisiana at Lafayette eCatalog B.S. Architectural Studies
2. University of Louisiana at Lafayette eCatalog Master of Architecture
3. School of Architecture and Design Architecture Accreditation

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

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

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

Program Response:
The University's General Education Core is based on requirements set by the Louisiana Board of Regents which specifies requirements for various certificates and degrees. The goal is to ensure that all undergraduate curriculums contain a "broad-based common educational experience that enhances student's ability to describe, interpret, and analyze their world."

The University of Louisiana at Lafayette has a common General Education Curriculum of 42 credit hours. The General Education Curriculum is a set of courses required in all colleges and majors. It is designed to ensure that graduates acquire the knowledge and skill to live productive lives as responsible and knowledgeable citizens of their region, their country, and the world, capable of working effectively with others while displaying openness to different viewpoints and understanding the diversity of human values. Through general education courses, graduates learn to appreciate the possibilities of human achievement and the patterns of human thought in both the arts and the sciences. To this end, courses in the General Education Curriculum ensure broad learning across the humanities, arts, social

studies, and biological and physical sciences, while teaching competence in technology, communication, critical thinking and analytical skills.

1. English Composition (6 credit hours)
2. Mathematics (6 credit hours)
3. Social Behavioral Sciences (6 credit hours)
4. Natural Sciences (9 credit hours)
5. Literature (3 credit hours)
6. History (3 credit hours)
7. Communication (3 credit hours)
8. Fine Arts (3 credit hours)
9. First-Year Seminar (3 credit hours)

Documentation/Evidence:
1. Louisiana Board of Regents General Education Core
2. University of Louisiana at Lafayette General Education Curriculum

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

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

Program Response:
Students in the B.S. Architectural Studies Program have nine elective credit hours to pursue specific interests, three of which are within the School of Architecture and Design, and six of which may be in disciplines offered across campus. Students have the option to pursue a minor in a specific field through a judicious use of the general education and the elective credits. Minors within the College of the Arts include the following:

1. Architecture Minor
2. Art History Minor
3. Dance (Ballet) Minor
4. Dance (Modern) Minor
5. Industrial Design Minor
6. Interior Design Minor
7. Music Minor
8. Theatre Minor
9. Visual Arts Minor

A complete list of minors is part of the eCatalog.

Documentation/Evidence:
1. University of Louisiana at Lafayette Undergraduate Minors
2. School of Architecture and Design Curriculum and Advising Minors

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

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

Program Response:
Within the School of Architecture and Design, there are three undergraduate degrees and one graduate degree:

1. B.I.D. Bachelor of Interior Design: 120 credit hours
2. B.O.I.D. Bachelor of Industrial Design: 120 credit hours
3. B.S. in Architectural Studies: 123 credit hours; undergraduate non-accredited program
4. M. Arch.: 45 graduate credit hours (following the B.S. Architectural Studies degree)

Documentation/Evidence:
1. School of Architecture and Design Programs

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

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
The University of Louisiana at Lafayette does not offer the Bachelor of Architecture Degree.

Documentation/Evidence:
University of Louisiana at Lafayette Programs of Study

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:
The University of Louisiana at Lafayette offers the following NAAB-accredited professional degree: Master of Architecture (M. Arch.) degree which consists of a minimum of 123 semester credit hours of undergraduate coursework combined with 45 semester credit hours of graduate coursework for a total of 168 semester credit hours.

Professional		General Education		Elective	
B.S. Architectural Studies 123 credits (CR)					
DSGN 101: Basic Design I	3 CR	DSGN 121: Survey of Design	3 CR	SoAD Elective	3 CR
DSGN 102: Basic Design II	3 CR	UNIV 100: First Year Seminar	3 CR	Non-SoAD Elective	3 CR
DSGN 114: Design Communication	3 CR	ENGL 101: Introduction to Academic Writing	3 CR		
ARCH 201: Architectural Design I	6 CR	ENGL 102: Writing and Research About Culture	3 CR		
ARCH 202: Architectural Design II	6 CR	MATH 109: Pre-Calculus Algebra	3 CR		
DSGN 235: Design and the Computer	3 CR	MATH 110: Pre-Calculus Trigonometry and Function Theory	3 CR		
ARCH 301: Architectural Design III	6 CR	Social/Behavioral Science Electives	6 CR		
ARCH 302: Architectural Design IV	6 CR	ENGL Literature Elective	3 CR		
ARCH 321: History of Architecture	3 CR	ENGL 360: Advanced Writing	3 CR		
ARCH 332: Building Systems I	3 CR	PHYS 207: Introduction to Physics I	3 CR		
CIVE 335: Structural Engineering I	3 CR	Science Electives	6 CR		
CIVE 336: Structural Engineering II	3 CR	History Elective	3 CR		
ARCH 409(G): Architectural Design V	6 CR	ECON 300: Fundamentals of Economics	3 CR		
ARCH 410(G): Architectural Design VI	6 CR				
ARCH 434(G): Building Systems II	3 CR				
ARCH 435(G): Building Systems III	3 CR				
ARCH 464(G): Professional Practice and Contract Documents	3 CR				
DSGN 463: Design and Social Equity	3 CR				
Master of Architecture 45 credits (CR)					
ARCH 501: Advanced Architectural Design	6 CR			ARCH Electives	9 CR
ARCH 502: Advanced Architectural Design II	6 CR				
ARCH 521: Architectural History and Theory	3 CR				
ARCH 530: Urban Theory	3 CR				
ARCH 532: Advanced Building Systems	3 CR				
ARCH 540: Architectural Practice	3 CR				

ARCH 563: Diversity and Social Equity Issues in Design	3 CR				
ARCH 565: Architectural Research and Programming	3 CR				
ARCH 509: Master's Project OR ARCH 599: Thesis	6 CR				
Master of Architecture 87 credits (CR)					
CIVE 335: Structural Engineering I	3 CR			ARCH Electives	9 CR
CIVE 336: Structural Engineering II	3 CR				
ARCH 403(G): Principles of Design	6 CR				
ARCH 404(G): Principles of Building Components	6 CR				
ARCH 405(G): Principles of Building Design	6 CR				
ARCH 409(G): Architectural Design V	6 CR				
ARCH 410(G): Architectural Design VI	6 CR				
ARCH 435(G): Building Systems III	3 CR				
ARCH 464(G): Professional Practice and Contract Documents	3 CR				
ARCH 501: Advanced Architectural Design	6 CR				
ARCH 502: Advanced Architectural Design II	6 CR				
ARCH 521: Architectural History and Theory	3 CR				
ARCH 530: Urban Theory	3 CR				
ARCH 531: Building Systems	3 CR				
ARCH 532: Advanced Building Systems	3 CR				
ARCH 534: Systems of Construction II	3 CR				
ARCH 540: Architectural Practice	3 CR				
ARCH 563: Diversity and Social Equity Issues in Design	3 CR				
ARCH 565: Architectural Research and Programming	3 CR				
ARCH 509: Master's Project OR ARCH 599: Thesis	6 CR				

CIVE 335: Structural Engineering I and CIVE 336: Structural Engineering II are undergraduate preparatory courses that do not count toward the graduate degree but rather, are pre-requisites to required graduate coursework.

Documentation/Evidence:
1. University of Louisiana at Lafayette eCatalog B.S. Architectural Studies (https://catalog.louisiana.edu/preview_program.php?catoid=21&poid=9971&returnto=7713)
2. University of Louisiana at Lafayette eCatalog Master of Architecture (https://catalog.louisiana.edu/preview_program.php?catoid=21&poid=9981&returnto=7713)

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
The University of Louisiana at Lafayette does not offer the Doctor of Architecture Degree.

Documentation/Evidence:
1. University of Louisiana at Lafayette Programs of Study

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:
The pre-professional education of students entering our accredited program is accomplished in our four-year B.S. in Architectural Studies program. Reviews of undergraduate work include a portfolio review at the end of first year, an architecture faculty review of students' work at the end of third year, and a review of the comprehensive project in ARCH 409 by the architecture faculty and professionals. Most of our graduate students start their professional program in the first year at the School of Architecture and Design at the University of Louisiana at Lafayette.

Documentation/Evidence:
1. School of Architecture and Design Evaluation of Preparatory Education

2. University of Louisiana at Lafayette eCatalog Master of Architecture Evaluation of Preparatory Education

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
All applicants' transcripts are reviewed by the graduate faculty admissions committee and are reviewed for deficiencies that are then noted in their acceptance letter. Applicants' portfolios are evaluated. In addition, students from other accredited institutions are required to take the comprehensive design studio sequence, ARCH 409 and ARCH 464. The admissions committee also verifies that the 3.5-year applicants will complete CIVE 335 and CIVE 336 and any pre-requisite math and physics courses needed to be eligible to take the Civil Engineering courses.

Documentation/Evidence:
1. School of Architecture and Design Evaluation of Preparatory Education
2. University of Louisiana at Lafayette eCatalog Master of Architecture Evaluation of Preparatory Education

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
Students transferring into the Master of Architecture program and those entering the program with a non-accredited (NAAB) undergraduate degree may be granted Advanced Standing upon evaluation of prior academic coursework for satisfactory completion of NAAB Student Performance Criteria. To ensure a thorough and equitable evaluation, students will be required to provide, to the Graduate Coordinator, course descriptions and supporting course documents for all coursework under review. Once all documents are received, the Graduate Coordinator will call a meeting of the Master of Architecture Evaluation of Preparatory Education Review Committee, which includes the Director of the program, the Graduate Coordinator, and Senior Graduate Faculty members. The committee will determine if NAAB Student Performance Criteria have been met for courses under review. In doing so, the committee will develop knowledge of, and may contact, the credit-granting institution prior to the evaluation of credits. For design studio courses, committee members will review the student's portfolio of work, transcript, and the credit-granting institution's course descriptions. For architecture elective courses, the committee, with the assistance of architecture faculty who teach those courses, will review the student's transcript and the credit-granting institution's course descriptions. For non-architecture elective courses, the committee, with the assistance of faculty who teach those courses, will review the student's transcript and the credit-granting institution's course descriptions. A grade of B or better must have been earned in all coursework for approval of Advanced Standing, transfer of graduate credit, and/or a request to the Graduate School to approve lessoning curriculum requirements. Following the Advanced Standing evaluation process, the Graduate Coordinator will notify the student of the need to formally apply for transfer of graduate credits and/or which individual course requirements in the curriculum will no longer be required.

Documentation/Evidence:

1. School of Architecture and Design Evaluation of Preparatory Education
2. University of Louisiana at Lafayette eCatalog Master of Architecture Evaluation of Preparatory Education

5—Resources

5.1 Structure and Governance

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

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The administration, organization, and decision-making processes of the School of Architecture and Design conform to the following hierarchy beginning with the State level.

State. The Governor (John Bel Edwards) is responsible for all state activities and appoints members to both the Board of Regents and the Board of Supervisors for the University of Louisiana System to oversee higher education in the state. The Board of Regents (Commissioner Dr. Kim Hunter Reed) has broad planning and policy responsibilities, such as the review and approval of academic programs, the development of financial formulas, and the review of annual budget proposals submitted by state colleges and universities. The Board of Supervisors for the University of Louisiana System oversees activities of UL Lafayette, as well as those of eight other higher education institutions in the state. The Board is responsible for the overall management of these institutions, rather than the planning of curricular functions.

University. The University President (Dr. E. Joseph Savoie) is the chief executive officer on the UL Lafayette campus and handles the development and administration of the institution and the execution of the policies of the Board of regents and the Board of Supervisors. The Provost and Vice President for Academic Affairs (Dr. Jaimie Hebert) is the chief academic officer on the campus and holds a line position as well as a staff position. As a line officer, the Provost and Vice President is responsible to the President and has authority over the various colleges, the Admissions Office, Academic Success Center, the Honors Program, the University Art Museum, the University College, the Registrar's Office and Special Services. As a staff officer, the Vice President is chairperson of the University Council and is ranking administrator in the absence of the President.

Graduate Studies. The Master of Architecture program reports to the Dean of the Graduate School (Dr. Mary Farmer-Kaiser). The Graduate Coordinator of the Architecture program (Ashlie Boelkins) serves on the Graduate Council. It is the Graduate Council who reviews graduate courses and appointment of faculty as "graduate faculty."

College. The Interim Dean of the College of the Arts (Michael McClure) is responsible to the President through the Vice President for Academic Affairs for academic leadership and administration of the College. The Dean of the College of the Arts oversees two schools (Architecture and Music & Performing Arts) and one department (Visual Arts). The Dean of the College administers the Team Management Committee. The committee includes the assistant dean, associate dean, director of the Digital Media Resource Center (DMRC), directors, and department head. The purpose of the committee is to continually scrutinize the College's aims and objectives, to study the curricula and course offering in light of accepted purposes and the changing needs of its students and to recommend revisions.

School. The administrative structure of the School of Architecture and Design consists of a Director of the School of Architecture and Design (Kari Smith) and five program coordinators; one each in undergraduate architecture (Corey Saft), graduate architecture (Ashlie Boelkins), foundation design (Sarah Young), interior design (William Riehm), and industrial design (Adam Feld). The coordinator is the curricular manager of the respective program in which

she/he teaches. The coordinators represent the academic discipline to which each is assigned and work with the Director and each other to implement the advancement and integration of the three design disciplines. Each coordinator will engage program faculty and students in developing the individual programs' goals in connection to the overall goals of the school. The duties of the program coordinator focus on three constituents of curricular development: students, faculty, and the trends in the profession. The coordinator works with the Director to accomplish the program needs within the academic contexts of the school, college, and university.

Architecture Program. The Director (Kari Smith) is responsible for providing leadership for all the academic programs in the SoAD, their faculty and students. The Director of the School of Architecture and Design is responsible to the Dean of the College of the Arts for academic, personnel, financial and material needs of the school. The Director functions as a two-way communication channel, carrying the views of the faculty convincingly to the Dean while leading the faculty to understand and embrace the administration's institutional goal and procedures. Duties include administration, teaching, research, as well as university and community service.

The architecture program consists of three coordinators: one for the undergraduate architecture program (Corey Saft), one for the Master of Architecture program (Ashlie Boelkins), and one for the foundation design sequence (Sarah Young). The Director works with these and the other program coordinators in the school and is responsible for the academic and curricular needs of each program. The Director actively engages the discipline and profession of architecture, promotes cooperation with the local community, and seeks to explain the goals and accomplishments of the architecture program to the public and profession. The Director advises, counsels and responds to student needs, concerns and complaints with sensitivity to student rights and responsibilities. The Director works to consult with faculty and students on major issues facing the program, maintain NAAB accreditation, and to update the architecture curriculum and courses to foster high academic standards and quality teaching in the architecture program. The Director consults informally and formally with program faculty on matters of academic concern and curricular concern.

Documentation/Evidence:
1. University of Louisiana at Lafayette Administration and Offices
2. University of Louisiana at Lafayette Faculty Handbook Organization and Administration
3. College of the Arts Administration
4. School of Architecture and Design

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
Departmental Governance. The directors of schools or department heads are the chief administrative offers of the schools or departments and should also be the leaders of their faculty. Administrative decisions at the school or departmental level are the responsibility of these officials; however, advice from other members of the department is essential in the formation of decisions. Matters directly concerning curricula and/or course descriptions and content should generally be decided in favor of recommendations of appropriate committees. Administrative officers are urged to call frequent faculty meeting so that all members may be kept informed and may participate in the formation of decisions.

Faculty Meetings. Regularly scheduled faculty meetings provide a forum for open discussion of all aspects of the program. The director maintains an open-door policy to encourage informal open dialogues from all constituents of the school.

Coordinator Meetings. The Coordinators of Design, Architecture, Graduate Program, Interior Design, and Industrial Design meet regularly with the Director.

Faculty Committees. Faculty members serve on standing committees within the architecture program to help the Director maintain the school's quality and effectiveness. Each committee, in collaboration with the Director, is responsible for the assessment and development of particular aspects of the school to meet its developing needs and the needs of each of its programs. The Director serves as an ex-officio member on these committees, which include:

- Faculty Advisory Committee
- Curriculum Committee
- Recruitment/Retention Committee
- Communications Committee
- Peer Review Committee
- Human Resource Committee
- Career Committee

Faculty Senate. As the only authorized, representative body of the faculty under the administration of the University of Louisiana at Lafayette, the Faculty Senate of the University of Louisiana at Lafayette is constituted to promote and implement, consistent with the purposes of the university, maximum participation of the faculty in university governance.

In this capacity, the Faculty Senate assists the administration in matters of particular faculty concern such as academic standards, student affairs, faculty welfare, selection of university-wide administrators, and membership of specified university committees. The Faculty Senate advises the administration in the formulation and execution of policy with respect to the broadly defined goals, priorities, and financial needs of the university. The Faculty Senate also communicates faculty interests to the public and public officials as deemed appropriate in furthering the purpose of the organization.

For the purposes of the Faculty Senate, the faculty units of the university are taken to be the College of the Arts, the B. I. Moody III College of Business Administration, the College of Education, the College of Engineering, the College of Liberal Arts, the Edith Garland Dupré Library, the College of Nursing and Allied Heath Professions, and the Ray P. Authement College of Sciences.

The Faculty Senate is constituted as follows:

Permanent Members. Appointment or promotion to the rank of professor confers permanent membership in the Faculty Senate.

Elective Members. Elective members of the Faculty Senate must be associate professors, assistant professors, instructors or adjunct faculty of the general faculty not serving in an administrative capacity above the level of Department Chair or equivalent who have completed no less than one academic year of full-time employment at the University at the time of taking office.

Documentation/Evidence:
1. University of Louisiana at Lafayette Faculty Handbook Organization and Administration
2. University of Louisiana at Lafayette Faculty Governance
3. University of Louisiana at Lafayette University Committees

4. University of Louisiana at Lafayette Faculty Senate

5.2 Planning and Assessment

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

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

Program Response:

The University of Louisiana at Lafayette engages in and is committed to planning and evaluation processes that guide programs, initiatives, hiring, and budgeting in every area of the university. The university's institutional mission, goals, and processes are the product of ongoing, integrated, and research-based processes that include:

- University Strategic Planning
- Strategic Plan Implementation and Assessment
- Area Strategic Planning
- Program Strategic Planning
- Unit-Based Annual Assessment
- Campus Master Plan
- Budgeting Process
- Annual Performance Evaluation and Planning
- Surveys
- External Planning and Review

Each element of the university's planning and evaluation processes is:

Ongoing. The current strategic planning model, centered on the university's strategic plan, has been in use for three five-year cycles, and regularly incorporates a systematic review of institutional goals and outcomes consistent with its mission.

Comprehensive. Stakeholders from across campus are involved in a planning process that considers data, input, and needs from all areas of the university.

Research-Based. Strategic planning efforts and budget allocations are based on research and data from peer institutions, national benchmarking, surveys, and other instruments.

Focused on Institutional Quality. The university places the quality of education, research, and service as the first priority in all planning and budgeting activities.

Designed to Increase Effectiveness. The university continuously monitors the effectiveness of its processes, initiatives, programs, and outcomes, and makes adjustments at the program, university, and budgetary levels in response to results. Academic departments and programs are responsible for a comprehensive assessment plan, which includes a curriculum map as well as established student learning outcomes, student achievement outcomes, and operational/administrative outcomes. Each of these elements aligns to the SACS-COC standards for student learning (8.2a), student achievement (8.1), and institutional effectiveness (7.1). The complete assessment plan for academic units includes the development, implementation, tracking, and review of:

- ***Curriculum Map:*** Visual representation of the alignment of Student Learning Outcomes to each course in the curriculum, as well as the points of introduction, reinforcement, mastery, and assessment.

- ***Student Learning Outcomes:*** A specific district description of what a student will be able to do at the end of the period during which that ability is presumed to have been acquired, and the focus of outcome assessment.
- ***Student Achievement Outcomes:*** Program-specific targets for student achievement, including but not limited to retention rates, graduate rates, time to degree, licensure pass rates, etc.
- ***Operational Outcomes:*** Program (and departmental) priorities regarding funding, operations, and planning. The components of Assessment Planning and Reporting are designed to illustrate the priorities and metrics the academic program has established for student learning, student achievement, and operations. Each assessment plan will include the following:
    - Mission Statement
    - Department/Program Description
    - Curriculum Map
    - Student Learning Outcomes and Competencies
    - Student Achievement Outcomes
    - Methods of Measurement and Performance Targets
    - Results
    - Improvement Plans
    - SoAD Mission, Vision, Commitment, History

The School of Architecture and Design
Mission. The mission of the School of Architecture and Design is to cultivate student-centered educational programs in architecture, industrial design, and interior design. We seek this through a pedagogy that is heuristic and responsive to the natural, technological, cultural, and social environments.

Vision. Our vision is to contribute a critical, ethical, and poetic voice for the ongoing development of the professions diverse in multiple communities.

Design Commitments. Our physical environment is the world we are given. Our social/cultural environment is what we make of that world. Our technological environment is the ever-developing tools and techniques we have to modify our physical environment into a social and cultural one. Our professional environment includes the discipline and ethics that guide us in making decisions about how to use technology to transform our physical environments into a socially generous, culturally rich, life-affirming, and cooperative environment for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world we live in, and it is around these four categories that we structure our pedagogy.

The School of Architecture and Design's programs are accredited by National Architectural Accrediting Board, the Council for Interior Design Accreditation, and the National Association of Schools of Arts.

- Architecture
- Interior
- Industrial

Curriculum Maps:

DSGN 101: Basic Design I

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Collage	Introduce 2D design elements and principles of design (abstraction and composition) Introduce generative concept Introduce iterative process Develop craft skills through collage and through production of matboard frame	Brainstorming and selection of a word to describe their personality – serves as basis for design Consideration and discussion of elements and principles of color, hierarchy, balance, depth, etc. Assembling found materials (magazine clippings) to create a new composition. To align with DSGN 121: Survey of Design, each student is assigned elements and principles to use in the creation of their collage. (i.e., line, rhythm, asymmetry) Fall 202, add Gestalt psychology principles as well.	Process collages Final collage with matboard frame	DSGN 235: Design and the Computer: Using found images to create new compositions (photoshop renderings)? DSGN 121: Survey of Design: Elements and principles, Gestalt psychology principles
Avatar	Introduce 3D design and reinforce elements and principles of design introduced in collage project Introduce tectonic systems: pieces and connections which express a generative concept Develop craft skills	Experimenting with expression of concept through form using paper gestures. Selection of and experimentation with materials to create tectonic systems, analysis of their construction and effects. Adapting tectonic systems to fit on the site (human head). Composition of overall mask and finishing.	Process models of tectonic systems Final Avatar	Build upon elements and principles of design introduced in Collage assignment. ARCH 201: Architectural Design I, INDS 201: Interior Design I, INDN: Industrial Design I: craft skills, iterative process
Expressive Song Map	Develop ability to translate and abstract expression and structure from a given non-visual medium (song) to a visual medium (mixed media mapping). Developing skills and techniques in 2D media.	Development of expressive song map through an iterative process. Experimenting with media to depict non-visual expression visually. Experimenting with how to visually depict variations on song's intensity and mood, different sounds and their distinctive qualities, song structure (i.e.	Process items of expressive song map development Final Song Map	Introduce abstraction Developing skills and techniques in 2D media

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
		rhythm, verse/chorus arrangements, etc.)		
Drafted Song Map	Developing ability to discover order within disorder Developing technical drafting skills of precision, measure, and visual hierarchy	Development of drafted, geometric interpretation of song map through an iterative process Drawing a precise grid, using grid to create order, building up a drawing using guidelines and then adding line weights to create depth and hierarchy	Process drawings of drafted song map development Final Drafted Song Map	Introduce order Introduce basic drafting skills to be built upon in DSGN 114: Design Communication
3D Relief Song Map	Developing and utilizing systems and variation of systems to create expressiveness Translating abstract, drafted 2D drawings into materially and spatially rich 3D media	Development of 3-dimensional interpretation of song map through an iterative process Selecting appropriate materials and methods to maintain hierarchy and composition discovered in previous two song map versions Synthesizing expressiveness of first song map, order of second song map to create 3D version. Skewing, stretching, extruding, transforming 2D version into 3 dimensions Creating basic structural support for 6" relief elements	Process models of 3D relief song map development Final 3D Relief Song Map	Introducing precise modeling/crafting skills to be built upon in ARCH 201: Architectural Design I, INDS 201: Interior Design I, INDN 201: Industrial Design I
Reflective Writing/Reflective Portfolio	Evaluating significant moments within their individual design processes in order to identify and learn best practices Introduction to portfolio practices.	Students photograph their process work and final product for inclusion in portfolio. Students use a given template to identify and write about significant moments within the process of creating each project. Each significant moment is paired with a photograph of their work at that time	Digital portfolio submission	Enforces writing across curriculum initiative through writing-to-learn reflective assignment Link to 102: Basic Design II: Lessons about process will be discussed/reinforced at the beginning of DSGN 102 Introduce portfolio practices to be built upon in second year.

DSGN 101: Basic Design I: Grading Rubric

	Excellent (A) 95%	Good (B) 85%	Fair (C) 75%	Poor (D) 65%	Insufficient (F) 55%	No Evidence (0)
Effort	Student consistently has new work in sufficient quantity to meaningfully advance the project for each class period.	Student often has new work in sufficient quantity to meaningfully advance the project for each class period.	Student sometimes has new work in sufficient quantity to meaningfully advance the project for each class period.	Student often does not have new work in sufficient quantity to meaningfully advance the project for each class period.	Student usually does not have new work in sufficient quantity to meaningfully advance the project for each class period.	Student does not bring in new work.
Concept	Student's intent is well-defined and evident in process and final product.	Student's intent is mostly evident in process and final product.	Student's intent is somewhat evident in process and final product.	Student's intent is rarely evident in process or final product.	Student's intent is not evident in the process or final product.	Student has not stated or shown their concept.
Exploration	Work shows significant exploration of the possibilities presented by their project through multiple and varied models and iterations.	Work shows exploration of the possibilities presented by their project through many models and iterations.	Work shows inconsistent exploration of the possibilities presented by their project through several models and iterations.	Work often does not show exploration of the possibilities presented by their project through limited models and iterations.	Work does not show exploration of the possibilities presented by their project.	No process work is shown, therefore there is no evidence of exploration.
Development	Work shows significant evidence of analysis and learning from exploratory iterations. Work shows consistent project refinement and progress.	Work shows evidence of analysis and learning from exploratory iterations. Work shows project refinement and progress.	Work shows inconsistent evidence of analysis and learning from exploratory iterations. Work shows inconsistent project refinement and progress.	Work rarely shows evidence of analysis and learning from exploratory iterations. Work shows poor project refinement and progress.	Work does not show evidence of analysis and learning from exploratory iterations. Work shows insufficient project refinement and progress.	No process work is shown, therefore there is no evidence of development.
Craft	Work demonstrates superior craftsmanship and attention to detail.	Work demonstrates good craftsmanship and attention to detail.	Work shows some attention to craftsmanship and attention to detail.	Work rarely shows craftsmanship and attention to detail.	Work shows neglect for craftsmanship and little attention to detail.	No work is shown, therefore there is no evidence of craftmanship.

DSGN 102: Basic Design II

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Exoskeletons, Phase I – Research and Gestures	Using research to define individual project goals Using gesture to explore design possibilities in relation to research	Conducting research on critter group and characteristics: • Crustaceans-protection • Isopods-flexibility • Cicadidae-emergence • Insects-sensing Share research with classmates, select specific critter characteristics to focus on. Develop gestures in response to research. Present a 1 minute "elevator pitch" to the class about research and how it relates to gestures Write a 2-paragraph project statement including relevant research, sources, and how you plan to address research through design work.	Project statement with sources Gesture models of exoskeleton development	Second-year ARCH, INDS, INDN – using research to define project goals, presentation skills Continuation from DSGN 101: Basic Design I of using gesture to begin projects
Exoskeletons, Phase II – Tectonic Systems	Development of tectonic systems in relation to individual expression and research. Prototyping to develop tectonic systems.	Selection of materials which appropriately relate to project statement Development of tectonic assembly Diagrams of how tectonic systems relate to critter-characteristics Refinement of project statement	Updated project statement Tectonic systems Diagrams	DSGN 114: Design Communication: Using drawing skills for analysis and communication of ideas. By SP20, they will have seen example diagrams in DSGN 121: Survey of Design.
Exoskeletons Phase III	Engaging the human body Crafting, making durable		Final project statement (for use in EXOSKELETON PARADE slideshow at ACA) Final Exoskeleton Piece Final Drawings/Diagrams of Exoskeleton Reflective portfolio (see from DSGN 101: Basic Design I)	Human Factors
Bridge, Tower, Wall: to be broken	Introduction to model-making materials as	Gestures and drawings of bridges, towers, walls related to their exoskeleton	Final Model Final Drawings?	DSGN 101: Basic Design I: Transfer site information to

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
into phases TBD (architecture and interior design students, industrial design project TBD)	abstractions of actual materials Introduction to scale Introduction to site Learning to craft models	projects. Test possibilities to see which form is most expressive in relation to their project. Select bridge, tower, or wall. Process models in cardboard, chipboard, bass wood. Model site to scale (1/4"? 1/8"?) Discuss orientation generally (N, E, S, W) Demonstrations of gluing, cutting, joining model-making materials, making trees, modeling water, etc. Write project statement Final presentation?	Final Presentation?	cardboard base using same methods as 101 song map, encourage 3-dimensionality like we talked about with song map Second-year ARCH, INDN– presentation skills, model-making skills, basic orientation understanding

ARCH 201: Architectural Design I

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Scale and Space	Demonstrate ability to apply design principles of drawing abstraction and composition Demonstrate ability to design with intent, persistence, and poetics Demonstrate ability to construct orthographic drawings using proper line wights, architectural conventions, and scale.	Develop design language and apply to drawings	Consistent representational language derived from basic design principles Process sketches Final drawings and model	Reinforce design principles introduced in DSGN 101: Basic Design I and DSGN102: Basic Design II Reinforce graphic representation techniques introduced in DSGN 114 : Design Communication NAAB: Introduce, PC.2 Design
Site Documentation	Demonstrate ability to construct dimensioned site plan using proper line wights, architectural conventions, and scale Demonstrate ability to apply design language based on sensory data and apply to plan and section projects	Document site conditions, overtime, through photography and aerial imagery from Google Earth. Develop a design language based on data collected on site	Process drawings Site plan and section at 1/16” = 1’- 0”	Reinforce graphic representation techniques taught in DSGN 114: Design Communication Introduce site planning in preparation for greater rigor in ARCH 202: Architectural Design II NAAB: Introduce, PC.2 Design Introduce, PC.5 Research & Innovation
Program Interaction Analysis	Demonstrate ability to collect, investigate, and analyze the project requirements Demonstrate ability to determine the project performance requirements and the design criteria Demonstrate ability to determine the project’s vision, goals, values and objectives	Create diagrams that list all the spaces required, the minimum square feet of each space, and how many of each type of space is needed Create diagrams that show the space relationships including organization and adjacencies, activities, capacities, and specific requirements such as access	Qualitative and quantitative diagrams	Preparation for greater rigor of program analysis in ARCH 202: Architectural Design II NAAB: Introduce, PC.5 Research & Innovation
Scheme on Site	Demonstrate ability to construct orthographic drawings using proper line wights, architectural conventions, and scale.	Create plans, sections (longitudinal and cross), axonometric drawings Create study models and a final model	Process models Final models Plan and section drawings at 1/16” = 1’-0”	Reinforce graphic representation techniques taught in DSGN 114: Design Communication NAAB: Introduce, PC.2 Design

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Tectonic Precedent Analysis	Demonstrate ability to apply architectural research methods to test and evaluate ideas	Develop an analysis outcome statement Create submission using provided template	Accurate information and supportive details for relevant construction Final PowerPoint submission	Preparation for greater rigor of precedent analysis in ARCH 202: Architectural Design II NAAB: Introduce, PC.5 Research & Innovation
Fragment Model	Demonstrate ability to construct scaled, well-crafted physical model with appropriate scale-level information resolution Demonstrate ability to design with intent, persistence, and poetics Demonstrate ability to apply sun, wind, sensory, and system conditions	Create sketch model of a roof to wall condition Create working fragment model that can be modified Explore materiality, connections, and openings	Process models at 1/8" = 1'-0" Working Fragment Model at 1/4" = 1'-0"	Reinforce poetic expression of connection and detail introduced in DSGN 101: Basic Design I and DSGN 102: Basic Design II Introduce understandings of enclose and structure in preparation for greater rigor in ARCH 202: Architectural Design II NAAB: Introduce, PC.2 Design Introduce, PC.3 Ecological Knowledge & Responsibility Introduce, SC.4 Technological Knowledge
Problem Statement	Demonstrate exemplary written communication skills	Write problem statement	Evaluated on the six traits of writing: idea, organization, voice, word choice, sentence fluency, conventions Evaluated from emerging to exemplary Final PDF submission	Reinforce written communication skills introduced in DSGN 101: Basic Design I and DSGN 102: Basic Design II NAAB: Introduce, PC.5 Research & Innovation

ARCH 301: Architectural Design II

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
Celebration of the integrated	Introduction to fundamental structural elements and their relationship to design process Introduction to sequence and order of assembly of fundamental structural elements. Use of structure as an expression of design	Precedent studies Development of formal and spatial systems in response to environmental factors.	Iterative process drawings Digital models and drawings	Build upon design principles taught in DSGN 101: Basic Design I, DSGN 102: Basic Design II, AARCH 201: Architectural Design I, ARCH 202: Architectural Design II Utilize graphic representation techniques taught in DSGN 114: Design Communication, ARCH 202: Architectural Design II, and DSGN 235: Design and the Computer NAAB: Reinforce, PC.5 Research and Innovation Reinforce, SC.4 Technical Knowledge
Community Incubator	Understanding of fundamental structural systems. Reinforce site responsive design Introduce policy driven design Introduce Graphical Information Software (GIS) as a means of analysis. Introduce analysis of sun and wind at a macro and micro level of site Demonstrate ability to produce digital architectural models and orthographic drawings following architectural conventions Ability to design, base on concept, a relationship between materials and express it through physical detailed assembly.	Documentation and interpretation of site relationships through application of previous design language now including wind, sun and additional site factors identified by students Research clients and write letters of intent to those clients: show understanding of clients' needs, wants and goals; relate those objectives to site selection. Initiate program organization and massing based upon representational language Develop design through site consideration, client consideration, development of spatial experience and progression through circulation Further develop design through consideration of structure – overlaying structural system across project, and relationship of structure to envelop	Medium complexity building adhering to project program, with proscribed number and size of rooms (10k – 15k square feet), circulation strategy, formal, spatial and site strategies derived from process-based methods developed in assignments 01 Process based drawings and models Orthographic and perspective drawings that adhere to architectural convention: plan, section, elevation, perspective vignette	Introduce students to complexity of spatial and program organization to anticipate ARCH 302: Architectural Design III Introduce structure and envelope strategies to anticipate ARCH 302: Architectural Design III Expectation of properly crafted orthographic drawings – building upon DSGN 114: Design Communication, ARCH 201: Architectural Design I, and anticipating ARCH 302: Architectural Design III Enforces writing across curriculum initiative

Assignment	Student Learning Outcomes	Methodology	Measurable Outcomes	NAAB Curriculum Link
	Develop ability to design using digital media. Develop representational techniques using digital media Introduce basic code requirements for zoning, ADA, and extend understanding of IBC	through fragment model including primary, secondary, tertiary structure and envelope resolution	Final Model at 1/8" =1'-0" Building section fragment model at 1/2" = 1'-0", including structure and envelope strategy Building detail model at 3" = 1'-0", that resolves the intersection of two materials. Final presentation of project that adhere to architectural convention using digital renderings, diagrams, orthographic, and perspective drawings in a poster format.	NAAB: Reinforce, PC.2 Design Reinforce, PC.3 Ecological Knowledge and Responsibility Reinforce, PC.8 Social Equity and Inclusion Reinforce, SC.1 Health, Safety, and Welfare in the Built Environment Reinforce, SC.3 Regulatory Context Reinforce, SC.4 Technical Knowledge
Lectures	Provide basic information on, structural systems and materials and methods relating to enclosure	Instructional content: GIS, site, structure, envelope, IBC, ADA, Zoning,		Reinforce, PC.7 Learning and Teaching Culture Reinforce, SC.1 Health, Safety, and Welfare in the Built Environment Reinforce, SC.3 Regulatory Context Reinforce, SC.4 Technical Knowledge

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
The University of Louisiana at Lafayette recognizes the importance of identifying, evaluating, in publishing goals and outcomes related to student achievement. Student success is recorded and documented in a variety of formats for different metrics. The Strategic Plan 2015-2020 and the Louisiana Performance Accountability System (LAPAS) provides student success goals and specific targets. The university's input into both Strategic Plan and LAPAS student achievement goals and targets informs ongoing assessment of achievement outcomes for the colleges and programs.

Enrollment, Retention, and Graduation. UL Lafayette Office of Institutional Research publishes goals and outcomes for student achievement on its student success. In its efforts to assess student achievement, the university records, examines, and publishes student achievement data for enrollment, retention, and graduation of both undergraduate and graduate students through LAPAS, the public-facing module for Louisiana Board of Regents (BOR) reporting. Student achievement measures embedded in LAPAS reports from the foundational information used to assess the extent to which students within the colleges in

their programs are attaining the targets established. Targets were set through the university's strategic planning process or to establish state-level targets. Both processes involved university personnel determining appropriate targets, thresholds, and/or benchmarks for the identified achievement measures presented below. Targets/benchmarks were generally established based on analysis of historical data and by approximating reasonable future goals that were achievable and could be disaggregated to the program level.

Enrollment. From FY2015 through FY2017, the enrollment goal was to "increase the Fall 14th class day headcount enrollment in public postsecondary education by 3.9% from the baseline level of 16,361 in Fall 2009 to 17,000 by Fall 2018." In Fall 2014, the 14th class day headcount was 17,195 students, which surpassed the goal set to have enrollment at 17,000 students by Fall 2018. This trend would continue every year, including FY2016 with 17,508 students and FY2017 with 17,519 students. Th university achieved that initial goal of enrollment growth. In FY2018, UL Lafayette established the objective in LAPAS to "increase the Fall headcount enrollment by 1.5% from the baseline level of 17,837 in Fall 2015 to 18,105 by Fall 2020." This goal is aligned with the Strategic Plan 2015-2020 (SI 1-KPI 1) enrollments goals. The university has not achieved the second goal and in subsequent years experienced a decline in enrollment from a high of 17,517 in Fall 2019 to 16,607 in 2022. The table below shows the number of students enrolled for FY2015-FY2022.

University-Wide Number of Students Enrolled

Fiscal Year	Actual Enrollment	Percent Variance from Target Enrollment Goal
FY2015	17,195	1.37%
FY2016	17,508	2.91%
FY2017	17,519	4.90%
FY2018	17,511	4.23%
FY2019	17,517	-2.30%
FY2020	17,380	-3.50%
FY2021	17,160	-4.70%
FY2022	16,607	-7.70%

**Beginning in FY2018, enrollment was recorded at the end of the Fall Semester

Retention. For FY2015, FY2016, FY2017, and FY2018, the university defined retention targets for first-time, full-time, and degree-seeking students. The original objectives were based on a FY2015 to be obtained by FY2018; and the targets are 78% first-to-second-year retention, and 65% first-to-third-year retention. In FY2018, the objectives were modified, and new targets were established. The tables below show these retention numbers.

University-Wide First-time in College, Full-time, Undergraduate Degree-seeking Students FY2015-2017

	FY2015			FY2016			FY2017		
		Goal	Cohort Retained		Goal	Cohort Retained		Goal	Cohort Retained
1st – 2nd year	FALL 13-14	77.5%	76.3%	FALL 14-15	78%	76%	FALL 15-16	78%	74.4%
1st – 3rd year	FALL 12-14	64.5%	62.4%	FALL 13-15	65%	64.2%	FALL 14-16	65%	64.1%

University-Wide First-time in College, Full-time, Undergraduate Degree-seeking Students FY2018-2020

	FY2018 (modified objectives)			FY2019			FY2020		
		Goal	Cohort Retained		Goal	Cohort Retained		Goal	Cohort Retained
1st – 2nd year	FALL 16-17	78%	75%	FALL 17-18	77%	74.9%	FALL 18-19	77%	75.88%
1st – 3rd year	FALL 15-17	65%	62.1%	FALL 16-18	64%	63.45%	FALL 17-19	64%	63.73%

University-Wide First-time in College, Full-time, Undergraduate Degree-seeking Students FY2021-2022

	FY2021			FY2022		
		Goal	Cohort Retained		Goal	Cohort Retained
1st – 2nd year	FALL 19-20	77%	79.43%	FALL 21-22	77%	74.73%
1st – 3rd year	FALL 18-20	64%	65.9%	FALL 19-21	64%	66.93%

For FY2018, the reporting cycle is the first to have the modified objectives in LAPAS. The objective for first-to-second-year retention states, “increase the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by one percentage point from the Fall 2015 cohort (to Fall 2015) baseline level of 76% to 77%.” For first-to-third-year retention, the objective states, “increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same four-year institution of initial enrollment by 0.3 percentage points from the Fall 2013 cohort (to Fall 2015) baseline level of 64.” The second and third tables from FY2018-FY2022 illustrate the recent university-wide retention percentages across all programs.

Graduation. FY2015-2017 undergraduate graduation rates are based on an institutional-level measurement of the cohort rate, while FY2018 (and subsequent) rates are based on a statewide reporting model. The BOR systematic graduation rate report is designed to track a first-time, full-time cohort of students through the first six years of Louisiana public postsecondary education, whether or not the student changed institution.

Undergraduate graduation rates for UL Lafayette were reported to LAPAS for FY2015, FY2016, FY2017, and FY2018. For FY2015-2017, the objective was the “increase the graduation rate (defined and reported in the National Center of Education Statistics Graduation Rate Survey) baseline year rate (Fall 2022 cohort) of 40.18% to 50% by 2018-2019 (Fall 2011 cohort).” For FY2018, the objective was to “increase the institutional statewide graduation rate (defined as a student completing an award within 150% of ‘normal time’) from the baseline rate (Fall 2008 cohort for all institutions) of 54% to 54.5% by FY2019-2020 (Fall 2013 cohort).” The graduation rates were as follows:

- FY2015, 45% graduation rate for 2007 cohort
- FY2016, 48.4% graduation rate for 2008 cohort
- FY2017, 45.4% graduation rate for 2009 cohort
- FY2018, 50.73% graduation rate for 2011 cohort
- FY2019, 48.26% graduation rate for 2012 cohort
- FY2020, 51.44% graduation rate for 2013 cohort
- FY2021, 51.1% graduation rate for 2014 cohort
- FY2022, 50.05% graduation rate for 2015 cohort

The 2011 cohort was used to calculate FY2018 rates according to instructions from the BOR for graduation rate calculations based on their new tracking methodology, which takes into account all students who have completed a credential at any state public institution.

Placement. According to the Undergraduate Senior Exit Survey Report (2017-2018), 74.1% of respondents indicated their post-graduation plan to be employed full-time or part-time immediately after graduation, while 22.3% planned to attend graduate or professional school full-time or part-time. The remaining respondents (3.6%) indicated an intention to either pursue additional coursework, serve in the military, start or raise a family, or volunteer.

Licensure and Accreditation. As mandated by licensing boards, student's complete licensure examinations in the following disciplines: Accounting, Architecture, Athletic Training, Curriculum and Instruction, Health Information Management, Nursing, and Speech Language Pathology. The university expects that students completing licensure examinations for their disciplines will meet or exceed the national average pass rate. The BOR is the official reporting entity for program accreditation information, designating different accreditations as "mandated, recommended, optional, or not applicable." The university has a total of 115 approved academic programs at the undergraduate and graduate levels. Of the bachelor-level programs/options eligible for professional accreditation, 34 of 35 programs are accredited. Of the 36 graduate-level programs eligible for professional accreditation, 31 of the programs are accredited. The Louisiana BOR Program Accreditation Summary for UL Lafayette, dated September 6, 2022, provides the following data on the university's degree programs:

Bachelor's Degree Programs

- 53 Active Bachelor's Degree Programs
- 35 Programs/Options Eligible for Professional Accreditation
- 34 Eligible Programs/Options which are Accredited
- 97.1% of Accreditable Programs/Options that are Accredited
- 24 Programs/Options Mandated by the BOR for Professional Accreditation
- 24 Mandated Programs/Options that are Accredited
- 100% of Mandated Programs/Options that are Accredited

Graduate Degree Programs

- 52 Active Graduate-level Certificates and Degree Programs
- 36 Programs/Options Eligible for Professional Accreditation
- 31 Eligible Programs/Options that are Accredited
- 86.1% of Accreditable Programs/Options that are Accredited
- 30 Programs/Options Mandated by the BOR for Professional Accreditation
- 27 Mandated Programs/Options that are Accredited
- 90% of Mandated Programs/Options that are Accredited

Student Portfolios. Students in some academic departments participate in a portfolio process as a means of documenting outcomes for student achievement. Each program requiring a student portfolio establishes the criteria for success and assesses individual portfolios against these expectations (generally rubrics).

The Master of Science in Nursing program uses Typhon Group's NPST Student Tracking System, which functions as a secure electronic student tracking system that includes comprehensive clinical logs and reports. Faculty using the system assess and evaluate the quality of the portfolios and monitor the progress of each student's clinical experiences to ensure that course objectives are met.

In the Master of Architecture program, the purpose of the portfolio review is to ensure that students have the necessary skills and knowledge to enter and complete the program. A review committee evaluates each student's portfolio to evaluate the student's mastery of the material covered within the first two-year design sequence, with additional consideration given to overall academic and studio performance.

Documentation/Evidence:
1. University of Louisiana at Lafayette Institutional Assessment
2. University of Louisiana at Lafayette Licensure Programs
3. University of Louisiana at Lafayette Quality Enhancement Plan
4. School of Architecture and Design Mission, Vision, and Design Commitments
5. School of Architecture and Design Portfolio
6. Louisiana Board of Regents Program Report

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

Program Response:
The combination of formal and informal methods of self-assessment we have outlines provides us with a comprehensive view of the school in general and the architecture program specifically. The results of these self-assessment procedures are communicated to the constituents of the school primarily through regularly scheduled school faculty meetings, individual program meetings, committee meetings, and more informal communication between colleagues and between colleagues and the Director.

Long-Range Planning. Our long-range plan, as developed in our annual Faculty Retreat, serves as a blueprint for developing initiatives and as a measure to analyze our progress. Since the plan is referential to the Strategic Imperatives of the university, we are able to assess our progress within the larger context at the university as well as within the SoAD itself.

Curriculum Development. Our annual spring Studio Review provides us insight into the effectiveness of our curriculum in achieving the goals of each program. Because one of the objectives of our long-range plan is to maintain full accreditation of all of our professional programs, we use the review as an opportunity to assess our progress toward this goal. The individual programs are also able to assess the success or lack of success of their specific curriculum. This allows for adjustments or changes to be implemented in the next academic year. Within the academic year, regularly scheduled critiques of student work also give us immediate feedback on what's working and what isn't.

Learning Culture. The closeness of all the constituent members of the SoAD, both physically and personally, makes the quality of the learning environment critical to the overall success of our educational enterprise. The Studio Culture Policy provides us with a blueprint for acceptable attitudes and behavior in our learning environment. How this is working or not is usually communicated in the context of faculty meetings or informal discussion with the Director and with the students. The students review the policy annually and take the lead in any revisions or refinements to it.

Documentation/Evidence:
1. School of Architecture and Design Mission, Vision, and Design Commitments

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

Program Response:
The greatest challenge facing the school in the architecture program is capacity related to personnel and facilities which restrict the capacity for student enrollment growth, development of new course offerings, certifications, and programs and places hardship on the Tenured or Tenure-track faculty.

Following recent retirements and resignations, internal promotion appointments, and university-level fiscal curtailment that limits hiring new tenure-track faculty, the composition of the school's faculty is now 43% Emergency Temporary – 9-month appointments with possible contract renewal.

Retirements/Resignations:

- Andreas F. Loewy, Associate Professor of Industrial Design, retired May 31, 2020
- Brian Powell, Professor of Interior Design, retired May 31, 2020
- Hector LaSala, Professor of Architecture, retired December 8, 2020
- Jerome Malinowski, Professor of Industrial Design, retired May 11, 2018
- Andrew Sammataro, Lecturer of Design, January 14, 2022
- Chad Aldridge, Director of Fabrication Facilities, June 31, 2022

Internal Appointments (reduced or no teaching load following promotion):

- Michael McClure, Professor of Architecture, promoted to College of the Arts Associate Dean, August 14, 2013, promoted to Interim Dean, January 2020
- Kiwana McClung, Associate Professor of Architecture, promoted to UL Lafayette Chief Diversity Officer, October 16, 2021
- Thomas Cline, Associate Professor of Industrial Design, promoted to SoAD Director of Design Research Initiatives and Fabrication Facilities, August 1, 2022

Emergency Temporary positions and Adjunct positions challenge the ability to consistently implement this school's studio staffing plan to maintain faculty leads and links. Increased reliance on Emergency Temporary and Adjunct positions places an increased burden on Tenured or Tenure-track faculty for course creation, coordination, and mentorship of inexperienced co-teachers. Necessary and worthy faculty rights and privileges such as Family Medical Leave or Sabbatical further exacerbate the staffing challenge.

Emergency Temporary and Adjunct faculty do not carry the service requirement of a full-time Tenured or Tenure-track position thereby shifting responsibilities such as Academic Advising to full-time faculty. In the 2021-2022 Academic Year, the average SoAD faculty advisee load, 30-40 students each, was far above the college average.

Another challenge of these positions is the late spring term hiring approvals from the university which is a mismatch to most other universities' advertising cycles. It places strain on the Search Committee and Director who must advertise and recruit qualified candidates with quick turn-around and may result in a reduced capacity to recruit and hire top candidates.

Some of the opportunities that present with these challenges are reexamination of the modalities and timing of courses, for example, the Director and the coordinators are currently identifying courses that could be taught remotely by Adjunct faculty. Courses such as Professional Practice might be enhanced by recruiting top practitioners around the world. The Director and the coordinators are identifying what courses might change time slots to be

offered at night so that full-time practitioners may teach the course after work, or the course may be taught as a faculty overload. The Director and the coordinators are also looking at the feasibility of offering graduate studios twice a week on Tuesdays and Thursdays, while maintaining requisite contact hours, rather than Mondays, Wednesdays, and Fridays to permit Tenured or Tenure-track faculty to teach studio five days a week and alleviate some need of Emergency Temporary or Adjunct positions as studio professors.

Beyond modality and timing of classes, the Director and the coordinators are identifying 100-200 level General Education courses that can be taught by non-terminal degree prepared Adjuncts rather than full-time Tenured or Tenure-track faculty. Another opportunity that the personnel challenge presents is the opportunity to advocate for the creation of new lines such as a Design Fellowship line which, based on per forma calculations of student credit hour revenue, could be profitable for the university. New competitive lines would provide recent graduates who seek an academic career with design teaching experience and mentorship through co-teaching and contribute to the intellectual diversity of the school by infusing courses with varied perspectives and approaches.

Enrollment growth will continue to be limited by the facilities capacity. 114 students are presently enrolled in a 300 or above studio and are housed in spaces with a combined square footage of 4,858. This calculates to be an average of 43 square feet per student – below the aspirational goal of 50 square feet per student. Based on tuition per student credit hour revenue for this classification of classroom and the below aspirational accommodations, in association with the vitality of the program suggests an opportunity to appeal to the university for additional space. Additional space would also require further investment in capital outlay including equipment and furniture.

While the School of Architecture and Design has seen a steady increase in enrollment in the last four years, a 6.88% increase in 2022 from 2019 in Student Credit Hours (SCH) and a 9.57% increase in 2022 from 2019 in enrollment, a relatively new challenge that the school faces is the increase in admission of students who are not academically prepared. 42% of the first-time freshmen admitted into the school in the 2022-2023 Academic Year were admitted by committee, meaning that they did not meet the criteria of guaranteed admission. Of these, 28% did not meet the English ACT placement threshold (18+), 45% (in architecture) did not meet the Math ACT threshold (23+) to be placed in the first English or Math course in their curriculum. Consequently, the students will extend their path to degree completion as they fulfill pre-requisite coursework requirements. Anticipation of this trend of Admit by Committee was the starting point of the task force formed over the Summer 2022 term to redesign the first-year studio curriculum to ensure that “we met students where they were at” academically and cultivated a culture of creative risk-taking. The task force recognized that there was a potential for learning outcomes, diversity retention, and other issues to present and therefore created a new curriculum that placed new emphasis primarily on skill-building and effective communication, to transition high school students into fearless and creative beginning designers.

The current program strengths have the potential to effectively respond to challenges at the program, university, and state levels. The objective continues to be to uphold the program’s design commitments of the physical, social, cultural, technological, and professional environments. The program continues to pursue the values of collaboration, cultural specificity, diversity, integrity, environmentally responsibility, and critical discourse.

Documentation/Evidence:
1. School of Architecture and Design Mission, Vision, and Design Commitments
2. University of Louisiana at Lafayette Strategic Plan
3. University of Louisiana at Lafayette SACS-COC Compliance Certification Report, 7.1 Institutional Planning and Effectiveness, Development of Strategic Initiatives (SWOT)

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
The School of Architecture and Design has a well-developed process for seeking outside feedback from other departments, alumni, and practitioners.

AIA Louisiana and AIA South Louisiana Chapter Engagement Opportunities. (Remote modality is now possible for most of the activities listed below.)

Internship Exchange Experience (IEXX). The Internship Exchange Experience is an initiative to enhance architectural education with work experience. Guided by the IEXX Coordinator, Ashlie Boelkins, AIA NCARB, undergraduate students gain real-world paid internship experience, log Architectural Experience Program (AXP) hours, and earn academic credit. The IEXX collaborates with professionals to create a positive, rigorous, and transformative educational experience during the final studio of students' undergraduate architectural studio coursework.

Firm Eligibility. For the students participating in the IEXX program, the firms they work at must be registered architectural firms or sole proprietorships with the Louisiana State Board of Architectural Examiners (LSBAE)

- Firm Requirements:
    - Paid employee position (suggested $10 an hour minimum)
    - Serve as a student's NCARB Supervisor within the AXP
    - Provide student with NCARB-approved Architectural Experience Program (AXP) hours
    - Bi-monthly evaluation reports sent to the IEXX Coordinator

- Duration:
    - 14.5 weeks following the University Academic Calendar, unless otherwise defined by employer
    - 12 hours per week Monday, Wednesday, Friday from 8:00 AM – 12:00 PM

Summer Internships. Undergraduate and graduate summer internship courses – like the initiative above with increased duration and hours per week.

Master's Project. A registered architect with the Louisiana State Board of Architectural Examiners (LSBAE) volunteers as one of four committee members on the final studio of students' graduate architectural studio coursework. Guided by the Master's Project Chair, Corey Saft, AIA LEED AP, graduate students advance self-defined projects that demonstrate technical and creative aspects of building projects, leadership, the design of ethical, collaborative, and responsible projects that articulate a clear position on architecture.

Adjunct Faculty. Registered architects are occasionally hired to serve as studio and support course faculty, particularly courses that carry National Architectural Accrediting Board (NAAB) Program and Student Criteria including Design Synthesis and Building Integration.

Guest Critics. Registered architects frequently volunteer to critique the work of undergraduate and graduate design studios, particularly courses that carry National Architectural Accrediting Board (NAAB) Program and Student Criteria including Design Synthesis and Building Integration.

Guest Lecturers (remote modality possible). Registered architects are often invited, with a modest honorarium, as guest lecturers – a platform to expose students to new ideas and methodologies of the profession.

Career Fair (remote modality possible). Registered architects participate in the school's Career Fair held once each in the Fall and Spring terms. Registered architectural firms or sole proprietors with the Louisiana State Board of Architectural Examiners (LSBAE) interview students for future employment – summer internship or post-graduation internship.

Firm Visits. Registered architectural firms or sole proprietors within the Louisiana State Board of Architectural Examiners (LSBAE) open their offices or projects for tours to students in Professional Practice courses, American Institute of Architecture Students (AIAS) organized activities, and the Design Discovery Program – summer program for high school students.

Conference. Faculty and students help to organize, administer, attend, and present at AIA conferences.

Scholarships. AIA sponsored endowed and non-endowed scholarships support students' attendance at conferences and their academic success making professional development and academic aspirations possible.

Documentation/Evidence:
1. School of Architecture and Design Alumni and Donors

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

Program Response:

The architecture program has a long-established tradition of conducting end of the semester retreats to assess the student work in each of the studios. These retreats are part of a broader assessment effort within the program that has evolved and formalized into a rigorous process to foster student and faculty excellence. Faculty present the learning objectives for the course, describe the assessment process and review data relating to the University benchmarks, examining retention rates, enrollment growth, and program and student criteria. This process begins in DSGN: 101 Basic Design I and continues through to the ARCH: 409 G Architectural Design V. It is also used in the graduate program beginning with ARCH 501: Advanced Architectural Design and concluding with ARCH 509: Master's Project.

An example of an initiative that developed from this process is the writing across the design curriculum. To improve writing skills across the School of Architecture and Design (SoAD), a Writing Across the Curriculum Committee was initiated in 2017. The WAC Committee is composed of faculty representatives from Architecture, Interior Design, and Industrial Design. As a result of this initiative, courses have incorporated new reflective and professional disciplinary writing assignments, increasing accountability for student writing across the programs.

The committee also instituted graduate and undergraduate writing awards to recognize exemplary writing from our students and encourage further growth. The School of Architecture and Design continues to celebrate excellent writing across our programs in each end-of-semester awards ceremony. Writing submissions are blindly evaluated by a jury of faculty. The jury evaluates each submission according to a rubric that rates writing quality. Faculty share this rubric with their students in preparation for written assignments. Submissions with the highest scores are awarded in four categories: Graduate Over 500 Words, Graduate Under 500 Words, Undergraduate Over 500 Words, and Undergraduate Under 500 Words. The Awards uses the following rubric categories:

- Ideas and Content: main theme, supporting details
- Organization: structure, introduction, conclusion
- Voice: personality, sense of audience
- Word Choice: precision, effectiveness, imagery
- Sentence Fluency: rhythm, variety
- Conventions: level appropriate, spelling, caps, punctuation, grammar

5.3 Curricular Development

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

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

Program Response:

Curricular changes have been initiated when the program sought to align to the NAAB 2020 Conditions, when faculty research initiatives were decoupling with specific courses, and when curricular gaps were identified, for example. As needed, as in the case of the trend of the University admitting students who do not meet the University's criteria of guaranteed admission, a task force may be formed to look critically at necessary curricular changes.

Over the Summer 2022 term, a task force was formed to redesign the first-year studio curriculum to ensure that "we met students where they were at" academically. The task force recognized that there was a potential for learning outcomes not to be met, a loss in diversity retention, and other issues and therefore created a new curriculum that placed emphasis primarily on skill-building and effective communication, to transition high school students into fearless and creative beginning designers.

More often, adjustments and changes to the curriculum begin as discussions in program meetings, if there is majority support for proposed changes, the curricular changes are sent to the SoAD Curriculum Committee by the program coordinator. Program Coordinators submit a fillable form to the Curriculum Committee that communicates the rational for the change, student learning outcomes, a methodology to achieve the stated outcomes, set deliverables and measurable (assessable) outcome criteria, and the curricular links.

The SoAD Curriculum Committee will review, make recommendations, and will send the Director their recommendation to support, not to support, or seek additional information for any curricular changes.

If approved, the Director will communicate curricular changes to all involved, complete necessary Academic Catalog revisions, schedule changes, and if necessary, hiring, to support the curricular change in collaboration with the academic Dean, The Office of the University Registrar, Academic Affairs

A similar process is followed for General Education Curriculum changes. With the inclusion of approvals of the College Curriculum Committee, General Education Committee, and Office of Academic Programs.

Curricular changes are discussed as needed and with regularity at end of term assessment meetings.

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

Program Response:
Academic Program Review: All academic programs must be periodically reviewed. This review must involve both qualitative and quantitative data, and decisions must be based on evidence. All program reviews must include and evaluation of the program's viability, productivity, and quality according to the guidelines defined by the institution. Specifically, the IE staff provides the following services:

- Tracks a multi-year program review schedule to document key historic dates, upcoming dates, contacts, and other pertinent information.
- Manages the program review process by supporting academic programs under review and facilitating the identification of actions and decisions resulting from program reviews.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office of Institutional Effectiveness; Academic Program Review

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
Faculty Meetings. Regularly scheduled faculty meetings provide a forum for open discussion of all aspects of the program. The Director maintains an open-door policy to encourage informal open dialogues from all constituents of the school.

Coordinator Meetings. The coordinators of Design, Architecture, Graduate Program, Interior Design, and Industrial Design meet regularly with the Director.

Faculty Committees. Faculty members serve on standing committees within the architecture program to help the Director maintain the school's quality and effectiveness. Each committee, in collaboration with the Director, is responsible for the assessment and development of particular aspects of the school to meet its developing needs and the needs of each of its programs. The Director serves as an ex-officio member on these committees, which include:

- Faculty Advisory
- Curriculum
- Retention
- Career

Documentation/Evidence:
1. University of Louisiana at Lafayette University Committees, Curriculum Committee (https://academicaffairs.louisiana.edu/scholars/committees-and-councils/university-committees)
2. School of Architecture and Design Mission, Vision, and Design Commitments

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

UL Lafayette's Mission calls for "an exceptional education informed by diverse worldviews" and "innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition." These objectives require a sufficient number of full-time faculty to teach students, conduct research and scholarship, and create expressive works. The creation of optimal learning environments requires the presence of qualified faculty from relevant study and research areas. An appropriate quantity of faculty is needed to represent areas of specialization, broaden the spectrum of student engagement and experience at UL Lafayette, and offer a range of educational methods responsive to the needs of a diverse student population.

The full-time faculty consists of non-tenure track, tenure-track (probationary) faculty, and tenured faculty, and faculty appointments can be full-time continuing, full-time temporary, or part-time.

The qualifications for continuing faculty are defined in UL Lafayette's Teaching Qualification Policy and Teaching Qualification Tables. To fill short-term vacancies, the University regularly hires faculty of all ranks in response to instructional needs. Such appointments carry the same requirements for qualification and are normally limited to a period of two years.

The title of "adjunct" (e.g., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor) refers to appointments of persons who serve the University in an advisory capacity, whose principal employer may be other than the University (but who make a substantial regular contribution to the academic activities of the University), and/or who fill temporary positions of instruction created by enrollment demand. Part-time faculty must possess the same credentials and qualifications as full-time faculty. The same qualification standards are applicable whether a class is taught on campus or at a site off-campus, as addressed in the Policies for Off-Campus Faculty. In general, part-time faculty members are not expected to perform duties outside of their teaching obligations. At the start of each academic year, part-time faculty undergo a special orientation and training sessions on the University's course management system, Moodle. Many larger academic units also offer college or departmental level orientations for part-time faculty.

Several metrics provide evidence that the number of full-time faculty members is adequate to support the mission of the university, and to ensure the quality and integrity of its academic programs: ratio of full-time to part-time faculty, student-to-faculty ratio, and number of undergraduate sections with large enrollments. The percentage of full-time faculty at UL Lafayette is adequate for its mission and goals. At least 70 percent of the university's faculty is full-time. The institution identified the 70% threshold for full-time faculty within the colleges and programs as an adequate and appropriate level of full-time faculty based upon the institution's analysis of historical trends and actual faculty experiences demonstrating full-time faculty are able to meet their teaching, research, and service expectations. The support of adjuncts and other part-time faculty who provide additional support to the teaching mission ensures full-time faculty are afforded sufficient time to meet the expectations for research, scholarship, and service. UL Lafayette's student-to-faculty ratio remains comparable to that of several peer institutions. The University's IPEDS peer group averaged 18.9 to 1 in 2018 and

averaged 19.2 to 1 over the past five years. The university has averaged 22.6 to 1 over the past five years.

Faculty members follow one of four workload tracks, as described in the University Faculty Workload Policy. The teaching load consists of one to three class sections per semester for faculty expected to make major scholarly contributions to their fields. Faculty members with fewer research expectations teach four to five sections per semester.

The Faculty Workload Policy also delineates other expectations of faculty:
In addition to teaching and research, committee responsibilities are part of full-time faculty members' institutional and professional duties. Faculty serve on department, college, and university committees that contribute to all aspects of the university, including maintenance of academic programs, design of courses and curriculum, hiring of new faculty, rendering of promotion and tenure recommendations, testing and placement of students, and assessment coordination, graduate program leadership, and supervision of teaching assistants.

The university also considers the wide variety of course delivery formats and instructional pedagogies now prevalent in higher education. Non-traditional course load equivalencies are determined in consultation with the faculty member's Department Head, Dean, and the Office of Faculty Affairs. Specifications for the "Ideal University Professor" and responsibilities for full-time faculty are articulated in Section V of the Faculty Handbook.

Research and Creative Activity. The advancement of knowledge through research and creative works is a primary component of UL Lafayette's mission. The university promotes and encourages a variety of research activities, including scholarship, theoretical and applied research, externally sponsored research and creative activities, performances and exhibitions, and support for graduate education. The university had more than $100M in externally funded research and development expenditures during AY2017-2018. This figure places UL Lafayette among the top 25 percent of U.S. colleges and universities in terms of research and development funding, according to the Higher Education Research and Development Survey, the National Science Foundation's annual index of research expenditures.

To achieve its research mission, the university launched a multiyear, multilayered strategic plan to create a cross-campus infrastructure that bolsters research among full-time faculty, graduate students, and undergraduates. As part of that initiative, UL Lafayette established or enhanced several research centers and institutes aligned with the university's strategic goals and dedicated to life sciences, digital media, energy, coastal and water initiatives, materials and manufacturing, and Louisiana arts and culture. The university provided incentives to faculty who sought external research dollars to stimulate research across campus and encouraged collaboration among researchers from different disciplines. Through these initiatives, the university ensures that its faculty is adequate to its research goals and missions.

Community and Professional Service. Every year, students and faculty at UL Lafayette performed more than 150,000 hours of service, translating into millions of dollars of economic impact. For example, every fall, thousands of UL Lafayette students, faculty, and staff gather for "The Big Event," a dedicated day of service to engage the local community. The College of Education partners with UL Lafayette AmeriCorps members to provide in-school and after-school tutoring to students at J. W. Faulk Elementary and other area schools. Faculty and students in the Colleges of the Arts and Engineering collaborate with Lafayette Habitat for Humanity to build new affordable housing, and with Rebuilding Together to build wheelchair access ramps for local residents with disabilities.

Documentation/Evidence:
1. University of Louisiana at Lafayette Faculty Handbook Faculty Personnel Policies
2. University of Louisiana at Lafayette Faculty Handbook Workload Policy
3. University of Louisiana at Lafayette Big Event

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
To make students aware of the architect's responsibilities to protect the health, safety, and welfare of the public, the program presents the registration process in a systematic way that includes introduction to the National Council of Architectural Registration Boards (NCARB), the Architectural Experience Program (AXP), the Architectural Registration Exam (ARE), and state-to-state reciprocity. The state AXP Director Kevin Singh, makes a presentation to the students and the ARCH 409 studio each year, and Ashlie Boelkins, a faculty member who is a licensed architect, currently serves as Architect Licensing Advisor Coordinator for the program. Professor Boelkins is engaged with the National Council of Architectural Licensing Board through having NCARB staff present to the students and through attending the Summit and Community Hours. She holds workshops for the students and serves as a mentor for students registering for AXP. Students are encouraged to pursue internship and receive elective course credit (DSGN 495: Internship) for participating in the AXP program. Students are advised to enter AXP as soon as they become eligible. During the semester advising sessions, faculty remind students about the AXP program and internship opportunities. Recently, students have interned with architectural firms in diverse places such as Dallas, New York, Chicago, San Francisco, Seattle, Washington D.C., Philadelphia, San Diego, and Nashville. In the arch 409 studio, licensed professionals sit on a series of review sessions; they review wall and building sections and plan development and conduct a code review of students' projects. Professionals also lecture in the Professional Practice and Building Systems courses. Students are exposed to professionals during the annual Job Fair when representatives of various architecture and design firms meet with students and review their portfolios.

Dr. Robert McKinney served as the Educator Member on the Louisiana State Licensing Board of Architects, an officer and Regional Chair for the Southern Conference of the National Council of Architectural Registration Boards and served on the national NCARB from 2019-2021. He continues serving on NCARB Committees which include ARE, Internship, and the Committee on Examination. In addition, alumni of the program currently serve on the state licensing board. This participation has provided opportunities for input on issues affecting the profession. Over 60% of the faculty maintains a professional practice as an architect.

Documentation/Evidence:
1. School of Architecture and Design
2. National Council of Architectural Registration Boards, Find Your License Advisor
3. Louisiana State Board of Architectural Examiners, Architect Educator Member, Kevin Singh
4. School of Architecture and Design Career Opportunities, Architect License Advisor

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

Program Response:
Faculty development opportunities are offered at the university level through the Office of Faculty Affairs, as well as through individual colleges and departments. The Office of Faculty Affairs administers several programs aimed at providing professional development including orientations, webinars, workshops, grants, sabbaticals, endowed honors, and awards. These include:

- The New Faculty Orientation is one of the ways in which UL Lafayette invests in the success of its faculty at all stages of their careers. The two-day orientation introduces faculty and staff to information, resources, and support available on campus. The orientation is also an opportunity to meet key senior leaders of the university and to hear about their vision for the university. Orientation takes place annually in August, prior to the start of the academic semester.

- Educational Development Grants are available to faculty to support innovative teaching methods, materials, or instructional technology; to develop new pedagogies or curriculum assessment techniques; or to offer on-campus workshops that promote student success, student research, and other topics. Grant guidelines specify that the awards range from a $500 to $1500 and are allocated on a competitive basis by a university-wide committee that evaluates proposals. Table 6.5 – 1 lists the type and number of educational grants awarded over the five years.

- Research Travel Grants provide funding for faculty to present research at conferences or to travel to meet with funding agencies. During AY2018-2019, $100,000 was awarded for conference travel during four award rounds. Grants are competitive, and faculty applications are reviewed and ranked by the Office of Faculty Affairs and the Associate Deans Council. An additional $20,000 was also available for faculty to meet with a funding agency; for these grants, the deans nominated faculty, and the proposals were reviewed by the Office of Faculty Affairs.

- Sabbatical leave is granted to faculty members to support independent study and research. Sabbaticals are available for summer term, or for one or two semesters during the academic year. Faculty members are eligible to apply for one semester of sabbatical leave following three or more consecutive years of service, and two semesters of sabbatical leave following six or more consecutive years of service. Sabbatical leave is generally funded at 75% of a faculty member’s salary per UL System Policy.

- Advising Awards recognize outstanding faculty advisors. The university offers regular advisor training each semester with sessions focused on a variety of advising topics and issues. Effective advising is valued and incentivized. UL Lafayette has funded this award program since 2006.

- The annual Eminent Scholars Awards recognize superior research, teaching, and service with Distinguished Professor Awards, the Dr. Ray Authement Excellence in Teaching Award, and Leadership Service Awards. Each college selects nominees, and nominations are forwarded to the Office of Faculty Affairs. Committees for each award (consisting of past recipients or other representatives from each college) select respective award recipients, each of whom receives $5,000.

UL Lafayette has 241 Endowed Professorships available, of which 223 are filled for AY2018-2019. The professorships are for distinguished faculty members whose accomplishments

advance the reputation of the university as an outstanding research, teaching, and service institution. The university has previously received matched funding of 60% from private donors and 40% from the BORSF Endowed Professorship Fund to establish professorships, valued at $100,000 each. Many of these professorships are funded jointly by private donors and the Louisiana BORSF; currently, donors provide 80% of the funds, and the BORSF provides 20%. Almost all professorships are awarded competitively; some are used to retain or recruit outstanding faculty members. In both cases, the professorship applicants are selected through a review of both college- and university-level selection committees. The university has designated a few professorships as the Vermilion Professorship (a grouping of 3-5 professorships or the equivalent); these are reserved for faculty whose research, scholarship, or creative endeavors mark them as exceptional among their peers.

A professorship award carries either a supplementary stipend or a discretionary fund, or both, the amounts of uh of which are determined annually based on the investment productivity of the professorship account's endowment. Beginning with AY2019-2020, new professorships carry a discretionary award for professional development; faculty may seek approval to receive a portion of the award as a summer research salary stipend.

Endowed professorships are awarded for three-year terms, after which they are opened again for competitive applications. Endowed chair holders are reviewed by the University Professorship and Chair Selection Committee every three years to determine their continuing eligibility.

In addition to the Board of Regents' support of universities' endowed professorships and chairs programs, BORSF also provides funds to faculty through competitively awarded enhancement grants and competitively awarded superior graduate scholarships.

The University of Louisiana System policy provides for faculty to take sabbatical leave. Since the 2014 accreditation cycle, 44.4% of the full-time architecture faculty have been approved for sabbaticals.

- Geoffery Gjertson, Fall 2016
- Hector LaSala, Fall 2019
- Liane Hancock, Spring 2022

The Division of Student Success, the Office of Distance Learning, the Graduate School, the Office of Diversity and Community Engagement, the Office of Research and Sponsored Programs, and the Office of Human Resources also offer on-site and online faculty development programs, resources, and training. These include Advisor Training. The Academic Success Center offers advisor training through workshops, online delivery, and newsletters. During AY2018-2019, faculty and staff had access to 22 workshops conducted by fellow faculty and staff. Trainings included new advisor academic advising competency workshops, "Nuts and Bolts of UL," including information on advising and the UL curriculum with updates from the Registrar and Career Services, information sessions presented by specific colleges and/or departments, curriculum specific trainings, and webinars on incorporating successful advising practices. Attendance at two such workshops, for those offered by individual colleges, is one of the requirements for eligibility for the annual Outstanding Advising Awards. During AY2018-2019, some 325 faculty members participated in the following advising workshops:

- 6 trainings for New Advisors on Academic Advising, with 67 attendees
- 5 trainings on the "Nuts and Bolts" to include information regarding UL's curriculum and updates from the Registrar and Career Services, with 80 attendees
- 1 training on Diversity and on Campus "Unconscious Bias" by the Director of campus diversity, with 28 attendees

- 1 training on the Math curriculum and sequence of courses, with 9 attendees
- 2 advising webinars presented by the National Academic Advising Association (NACADA), with 34 attendees
- 4 college or departments provided information sessions for their faculty
- 1 Summer 2019 Advisor training, with 80 attendees

Diversity training. The Director of Campus Diversity provides diversity training for academic departments upon request. These include sessions on unconscious bias in hiring searches, a series of campus discussions on challenging issues called Courageous Conversations, and a certificate program in diversity for faculty under development.

Software training. The Office of Computing Support Services provides faculty support on the use of the university's computing system and, more specifically, on the use of Moodle, the principal course management software used on campus. These training sessions are provided on demand to academic departments or other groups. Additional assistance with instructional technology is provided by the IT Service Desk of Computing Support Services, the Media Center, and college-level IT managers.

Teaching development. The Office of Faculty Affairs and the Office of Student Affairs partner to sponsor programs and webinars focus on teaching and learning topics. Past events have covered subjects such as student engagement and social media, plagiarism, and active learning. Departments offer continuing development for their faculty through periodic strategic planning sessions, seminars, research workshops, and brown bag lunches. In addition, faculty members in several disciplines maintain their professional status through continuing education activities from external sources.

College and department faculty enhancement budgets include a travel component used to fund faculty attendance and/or presentations at conferences, meetings, and workshops. In addition, approximately one-third of faculty members have access to discretionary funds through endowed professorships and chairs, and several academic units have UL Lafayette Foundation funds earmarked for faculty development.

Distance learning. The Office of Distance Learning trains each faculty member who will be teaching a hybrid or online course through their ULearn Faculty Certification workshops. Faculty must complete a series of workshops before teaching a distance education course. These workshops are designed to prepare the faculty member to design a high-quality online learning experience. Additionally, the Office of Distance Learning provides faculty development opportunities through online workshops and webinars, as well as in-person workshops. Past events have featured topics such as humanizing online courses, providing accessibility, and incorporating various technologies.

Through these activities, the university provides a full array of professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with its mission.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office of Faculty Affairs Faculty Development
2. University of Louisiana at Lafayette Faculty Grants and Funding
3. University of Louisiana at Lafayette Faculty Awards and Honors
4. University of Louisiana at Lafayette Endowed Professors
5. College of the Arts Annual Report
6. School of Architecture and Design

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
UL Lafayette's academic, instructional support, and student services departments all focus on supporting student success, though house in different divisions across campus, including Academic Affairs, Enrollment Management, Student Affairs, and University College. The commitment to supporting student success is institution-wide. Several of the university's student success initiatives fall under the direction and guidance of Student Success, which includes the Academic Success Center (ASC) and The Learning Center (TLC). These departments maintain separate goals and assessment measures, but collectively illustrate the university's commitment to student success. The departments within the VP Student Affairs division responsible for identifying their own specific measures and targets of success are: Career Services, Child Development Center, Counseling and Testing, Disability Services, International Affairs (now Global Engagement, reporting to Academic Affairs effective AY2018-2019), Public Safety and University Police, Recreational Sports, Residential Life, Student Engagement and Leadership, Student Health Services, and Student Rights and Responsibilities.

Advising. Advising is a crucial component of keeping our students on track to graduation. Advisors assist students in course selection each semester and help them navigate through their college years. Prior to registration, an advising hold is placed on student accounts. Advisors lift this hold after they have been advised. Ideally, this system of regular meetings allows advisors and advisees to develop a relationship during the student's time at the university.

Advisee Responsibilities. You have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular meetings with your advisor. These should be during the designated advising periods each semester.
- Become familiar with college programs, procedures, and policies.
- Come to meetings prepared with questions and ideas about your academic plan. Be curious. Ask lots of questions. Mention any concerns you have about your academic experience to your advisor.
- Clarify your personal values and goals so that you can provide your advisor with the best information about your interests and abilities.
- Follow through with referrals or plans-of-action recommended during advising sessions.
- Understand that you are ultimately responsible for your education and your decision-making.

Advisor responsibilities. An advisor should be one of the best resources for information and support during your time at the university. Here are some things you can expect:

- Be available for meetings with advisees during the advising period and be accessible for questions outside of that period.
- Understand and effectively communicate the curriculum, graduation requirements, and all important policies and procedures.
- Encourage and guide students to define and develop realistic academic goals.
- Provide information about strategies for using the resources and services on campus.
- Monitor students' progress toward meeting their goals.

- Assist students in gaining decision-making skills and skills in assuming responsibility for their educational plans and achievement.

Mental Well-Being. Student Health Services, under the Student Affairs umbrella, is aimed at enhancing the student learning experience on campus. The mission of Student Health Services is to provide quality, accessible, cost sensitive primary medical care, and active health promotion to students within the campus community. Services available include:

- Minor Illness, Minor Injuries, and Stable Conditions
- Minor Surgeries and Procedures
- Physical Exams
- Women's Health
- Immunization Services
- Allergy Shots

The Counseling and Testing Center provides personal counseling, crisis intervention, and short-term psychotherapy for individuals, couples, families, and groups. The Center offers an unlimited number of sessions, to university students, faculty, and staff. Consultation services and workshops are available to student groups, faculty, and staff.

Career Services: The Office of Career Services is a division of Student Affairs and provides services to UL Lafayette students and alumni in career planning, development, and job-seeking strategies. The office serves as a major link between students, alumni, and potential employers. Career Services helps students determine the right career for their interests, career goals, skills, values, and personality. During their academic careers, students return to Career Services to develop essential job-search skills. The office is a student resource for job outlook, salary, and employment trend information.

Career Services works directly with employers, who often ask for the contact information of faculty members who could help them to target students in a particular major or discipline. Ideally, employers would like to develop mutually beneficial relationships with faculty and can provide many forms of support. The office can help facilitate that connection, and has resources to help faculty understand their ethical responsibilities toward students. (See the Faculty Guide for further information.)

Documentation/Evidence:

1. University of Louisiana at Lafayette Career Services
2. University of Louisiana at Lafayette Counseling and Testing
3. University of Louisiana at Lafayette Academic Success Center Student Advising
4. University of Louisiana at Lafayette Academic Success Center Advising Resources for Faculty
5. School of Architecture and Design Architecture Career Opportunities
6. School of Architecture and Design Jobs
7. School of Architecture and Design Curriculum and Advising

5.5 Social Equity, Diversity, and Inclusion

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

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:
The purpose of the Principles of Community Initiative is to develop and exemplify a set of community-wide core values for diversity, equity, and inclusion that provide the foundation for a university culture defined by excellence through the affirmation of difference. With broad input from community stakeholders, the University of Louisiana at Lafayette's Principles of Community is based on a set of core values demonstrating the commitment of students, faculty, staff, and community members to diversity, equity, and inclusion.

The Office for Campus Diversity invited participation from students, faculty, staff, alumni, and community members. The following process guided the creation of our Principles of Community.

- Ask Key Questions to Uncover Personal Core Values
- Turn Personal Values into Shared Values
- Refine Principles by Linking Actions to Values
- Build Consensus
- Communicate the Broader Principles

In August 2019, the University President approved the Strategic Plan for Inclusive Excellence – an ambitious roadmap for building a more inclusive community over the next three years. Based on the Inclusive Excellence Strategic Framework, the plan is more than just a short-term project or an initiative from a single office. It requires an institutional transformation in which everyone plays a part.

The Inclusive Excellence Strategic Framework provides a structure for campus and community initiatives focused on five imperatives regarding diversity, equity, and inclusion: 1) access and success; 2) education, scholarship, and professional development; 3) institutional climate and intergroup relations; 4) institutional infrastructure; and 5) community engagement.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office for Campus Diversity, Strategic Plan
2. School of Architecture and Design, Studio Culture Policy

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
SoAD and University Plan/Efforts towards Faculty Diversity. Over the last few years, the School of Architecture and Design (SoAD) has engaged in several intentional efforts to increase the diversity of our faculty within our department. Additionally, there is a campus-wide initiative to increase faculty diversity in STEM fields that will aid the SoAD in its efforts to diversify its faculty. The SoAD's efforts include engaging in the recruitment of minority professionals through annual events held by the Louisiana chapter of the National Organization of Minority Architects. One of these events is the annual NOMA LA Graduation

Celebration, which recognizes and honors the graduates in NOMAS chapters within the four architecture programs across the state. This event also attracts faculty, staff, and practitioners, making it an ideal opportunity for faculty recruitment. Through this event, the SoAD has been able to obtain two minority adjuncts to teach some of our undergraduate and graduate courses. The SoAD is also utilizing the professional networks and contacts of its permanent faculty and alumni to recruit professionals to our faculty ranks. The SoAD, pre-COVID, has sponsored a booth at Graduate Fairs organized by the National Organization of Minority Architects during their annual Conference and Exhibition held each October. This booth was primarily geared toward recruiting minority students to wear graduate program, but the faculty also recognized it as a great opportunity for the recruitment of minority faculty members.

The university is a part of a special initiative for faculty diversity. The Aspire Alliance, a National Alliance for Inclusive and Diverse STEM Faculty, created the Institutional Change (IChange) initiative, which seeks collaborations with "…postsecondary institutions where STEM faculty from underrepresented groups (URGs) are widely recruited, hired, and retained, and all STEM faculty implement inclusive teaching, advising, and research mentoring. The IChange Network is designed to catalyze institutional change by providing a comprehensive, systematic approach to organizational transformation using a structured self-assessment process to inform the development and implementation of an action plan."

The goals of the Aspire Alliance are to:

- Deepen the preparation of all future, early-career, and current STEM faculty to be inclusive and effective in their undergraduate teaching, research, mentoring, and advising.
- Diversify the national faculty through the effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources.
- Foster postsecondary institutional cultures that broadly recognize and value inclusivity and diversity in the context of STEM faculty work

UL Lafayette joined Cohort 3 of the Alliance and formed their IChange team in 2020. The report from Year 1 (submitted July 1, 2021) contained the university's self-assessment of its current practices and resources and the senior leadership's successes, challenges, and actions toward the Aspire Alliance goals. The UL IChange team met on February 10 to discuss the Year 1 report and steps taken toward the Aspire Alliance goals. On March 17, the IChange team had a meeting to develop and implement an action plan for initial change, discussing similar efforts across the university and mapping ways to scale these efforts for our STEM programs. The IChange team last met on April 26, 2022, to discuss ideas and initiatives related to the Aspire Alliance goals, including hiring policies currently being drafted by the UL Lafayette Office of Human Resources, initiatives for data gathering, and faculty support networks that the university could utilize to support the faculty it recruits. The IChange team drafted and submitted the Year 2 report due to the IChange Alliance at the beginning of July 2022.

UL Lafayette and SoAD Faculty and Staff Demographics

UL Lafayette Full-Time Tenured and Tenure-Track Faculty by Gender	**Number**	**Percent**	**2020-2021**
Male	247	64.0%	64.3% (-0.3%)
Female	139	36.0%	35,7% (+0.3%)
Total	386		

UL Lafayette Full-Time Tenured and Tenure-Track Faculty by Race/Ethnicity	Number	Percent	2020-2021
Non-Resident Alien	12	3.1%	3.57% (+0.47%)
Hispanic	10	2.6%	3.06% (+0.46%)
American Indian or Alaska Native	0	0.0%	0.0%
Asian	65	16.8%	16.07% (-0.73%)
Black or African American	15	3.9%	4.08% (+0.18%)
Native Hawaiian or Other Pacific Islander	0	0.0%	0.0%
White	281	72.8%	72.45% (-0.35%)
Two or More Races	2	0.5%	0.51% (-0.01%)
Unknown	1	0.3%	0.26% (-0.04%)
Total	386		

SoAD/Architecture Full-Time Tenured and Tenure-Track Faculty by Gender	Number	Percent	2020-2021
Male	4	44.4%	44.4%
Female	5	55.6%	55.6%
Total	9		

SoAD/Architecture Full-Time Tenured and Tenure-Track Faculty by Race/Ethnicity	Number	Percent	2020-2021
Non-Resident Alien	0	0.0%	0.0%
Hispanic	0	0.0%	0.0%
American Indian or Alaska Native	0	0.0%	0.0%
Asian	0	0.0%	0.0%
Black or African American	1	11.1%	11.1%
Native Hawaiian or Other Pacific Islander	0	0.0%	0.0%
White	8	88.9%	88.9%
Two or More Races	0	0.0%	0.0%
Unknown	0	0.0%	0.0%
Total	9		

Faculty Diversity Benchmarks. The full-tome tenured and tenure-track architecture faculty diversity index is 67, this is closely aligned with the University's aspirational benchmark of a 68 or better diversity index for full-tome tenured and tenure-track faculty diversity. The top ten 4-year public institutions in the country for faculty diversity have an index of 68 or better. The aspirational diversity index for full-tome tenured and tenure-track architecture faculty is, with available faculty lines is 73.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office for Campus Diversity, Strategic Plan
2. University of Louisiana at Lafayette Office for Campus Diversity, Educating for Equity Fellows Program

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
After the last accreditation cycle, the School of Architecture and Design realized that increasing the diversity of its student body would require a multifaceted approach. This approach would have to go beyond the inclusion of recruitment and retention strategies, addressing awareness of the architecture profession and professing the benefits of an

architecture degree to students as young as middle school and, when possible, even elementary school students, especially those in black and brown communities. The SoAD also recognized that the retention of minority students could also be improved with curriculum changes and course offerings that address the social and professional concerns of students from diverse backgrounds. The school has since implemented those changes in a manner that benefits all our students, allowing them the chance to gain the awareness and cultural competency needed to engage in architectural practice in a variety of ways in locations. Below are the strategies the School of Architecture and Design has employed to increase the diversity of its student body.

Awareness Efforts. Over the last few years, faculty and student groups in the School of Architecture and Design have engaged in speaking events, participated as volunteers in design camps, and participated in design-awareness programs for elementary and middle school children in black and brown communities across South Louisiana.

Recruitment Efforts. Each semester, SoAD faculty members conduct recruitment visits to local high schools to talk about the benefits of a design degree and a career in architecture. These visits, coordinated and planned by the SoAD Recruitment Committee, include rural and minority-serving schools.

Our enrolled students, particularly those engaged in our student organizations like the UL chapter of the National Organization of Minority Architecture Students (NOMAS) and the American Institute of Architecture Students (AIAS), regularly make recruitment visits to their own high schools to talk about their experiences in our program. Each fall and spring semester, the SoAD hosts Design Day, a recruitment event for high school juniors and seniors interested in enrolling in our architecture program. During this event, students and their parents are given a welcome from faculty, a tour of our facilities, a small design project, takeaways, and opportunities to engage with alumni and our student leaders. This experience is free, and many of our minority students are recruited through this event.

The SoAD's Summer Design Discovery Camp allows high school students the chance to be immersed in a college design program experience. The camp offers day camp and overnight options for participants, including meals, field trips to professional design firms, lectures, and projects that introduce them to the design degree programs we offer. We have noticed that the diversity of the cohorts of students enrolling in our Summer Design Discovery Camp is robust, and some of the past participants have since enrolled in our program.

Each year, several SoAD students and faculty lend their time and energy to NOMA Louisiana's Project Pipeline Summer Camp. Project Pipeline is national camp and recruitment effort organized and promoted by the National Organization of Minority Architects (NOMA). Each summer, NOMA chapters around the country conduct Project Pipeline camps to expose high school students from all backgrounds to architecture, teaching them basic concepts, and engaging them in skill-building activities.

Retention Efforts. The SoAD's architecture student organizations, AIAS and UL NOMAS, play a large role in the program's retention efforts. These organizations regularly plan social events and professional development opportunities for SoAD students, and these events are always well-attended. Several of the planned events, like the SoAD Career Day and Crawfish Boil, the AIAS Firm Crawls, and the UL NOMAS Minority Design Exhibition occur annually, and students were very happy to see them return this past academic year.

The Inside the SoAD Studio Series is a weekly lecture series that caters exclusively to our freshman design students. For one hour during Friday's studio, students receive lectures from faculty, graduate students, and professionals on a variety of topics related to design

disciplines. This lecture series is a deliberate retention strategy created in response to regular surveys conducted in the freshman design studios over the years.

The SoAD Student Seminar Series is a collaborative lecture series generated by students, for students interested in taking a more proactive role in their skill-building and development. During these planned lecture events, students present to their peers, lecturing on topics that range from graphics tips and tricks to best strategies for creating racially and ethnically diverse scale figures for renderings.

Student members of the UL chapter of NOMAS partnered with our faculty to start the SoAD Wellness Initiative. This initiative was created out of an increasing concern for the wellbeing of students across campus, prompting administrators and faculty to directly address the nutritional and mental health of the SoAD students. Planters with fruit trees and edible plants were placed in the Fletcher Hall courtyard, and a dedicated space was created for students to gather and relax. In addition to this, professionals from the Counseling and Testing Center on our campus we brought in weekly for group counseling sessions on self-care and campus resources for success.

Curricular Changes. Since the last accreditation period, the SoAD made curricular changes to address issues of cultural diversity, social equity, and non-western cultures in the context of architectural history. ARCH 563: Diversity and Social Equity Issues in Design is a graduate-level seminar that challenges students to take a retrospective look at the built environment and architectural practice, through the lens of difference. Prompted by weekly readings, students engage in critical discussion on the ways that age, ability, ethnicity, race, sexual orientation, gender, and religion are addressed in the built world as well as the profession. Students in the course conduct case studies on projects around the globe, becoming participants in their own learning.

Positive reactions to the graduate course prompted the creation of an undergraduate course to address issues of diversity and social equity in the built environment. DSGN 463: Design and Social Equity is an introductory course to the same social and identity issues presented in the graduate course, but with a larger focus on representation. Discussions are prompted by lectures and video resources. Through diagramming assignments, students explore how concepts of identity, ability, age, and history intersect with architectural form, visualizing those relationships using 3-dimensional graphic strategies.

The SoAD faculty regularly engage students in studio projects with a diversity, equity, and inclusion focus. Some projects of note include:

- A 2019 graduate studio, ARCH 501, focused on a community-sensitive response to the DaBerry Fresh Market site, located in the West End of New Iberia, Louisiana. This community has a majority African American population and was a food desert before community members organized to plant a community garden and build a produce market for residents.
- A senior undergraduate studio, ARCH 410, focused on design proposals for a small black-owned family farm in New Iberia, Louisiana. Student proposals for the Provost Farm Agricultural Heritage Center and Environmental Greenspace considered the environmental realities of the site, like coastal flooding, and issues related to the complex history of Native American dispossession, slavery, and racial discrimination.
- A spring 2022 graduate studio, focused on the design of the Minneapolis Police Station burned in the riots that occurred after the murder of George Floyd. In the “Re-Imagining Public Safety” graduate studio, students explored issues of public safety through the lens of racial injustice.

Enrollment Demographics. The University vs. The School of Architecture and Design. As demonstrated in the charts below, both the university and the School of Architecture and Design have experienced drops in enrollment over the last few years. This could be attributed to many factors, one of the larger ones being the challenges of the COVID-19 pandemic. A closer look at our demographic numbers for the university and the School of Architecture and Design, however, reveals increases in the percentage of women enrolling in college and the percentage of women majoring in Architecture. Currently, the gender makeup of the School of Architecture is fairly balanced, consisting of just about half men and half women.

UL Lafayette and SoAD Student Demographics

UL Lafayette Student Enrollment by

Gender	2019	Percent	2020	Percent	2021	Percent	2019-2021 Avg
Female	9,606	56.73%	9,451	57.45%	9,307	57.36%	57.18% (+0.45%)
Male	7,327	43.27%	6,999	42.55%	6,918	42.64%	42.82% (-0.45%)
Total	16,933		16,450		16,225		-4.18%

SoAD Student Enrollment by

Gender	2019	Percent	2020	Percent	2021	Percent	2019-2021 Avg
Female	109	48.02%	129	50.79%	118	49.17%	49.32% (+1.30%)
Male	118	51.98%	125	49.21%	122	50.83%	50.67% (-1.30%)
Total	227		254		240		+1.34%

Both the university and the School of Architecture and Design have experienced improvements in enrollment in terms of race and ethnicity over the last few years. The numbers of Hispanic and African American students majoring in Architecture saw the largest and most consistent gains.

UL Lafayette and SoAD Student Demographics

UL Lafayette Student Enrollment by

Race/Ethnicity	2019	Percent	2020	Percent	2021	Percent	2019-2021 Avg
Non-Resident Alien	418	2.47%	379	2.30%	393	2.42%	2.39% (-0.07%)
Hispanic	917	5.42%	948	5.76%	920	5.67%	5.61% (+0.19%)
American Indian or Alaska Native	49	0.29%	51	0.31%	57	0.35%	0.31% (+0.02%)
Asian	454	2.68%	451	2.74%	470	2.90%	2.77% (+0.09%)
Black or African American	3,256	19.23%	3,314	20.15%	3,567	21.98%	20.45% (+1.22%)
Native Hawaiian or Other Pacific Islander	14	0.08%	13	0.08%	17	0.10%	0.08% (0.0%)
White	10,858	64.12%	10,281	62.50%	9,761	60.16%	62.26% (-1.86%)

Two or More Races	436	2.57%	522	3.17%	552	3.40%	3.04% (+0.47%)
Unknown	531	3.14%	491	2.98%	488	3.01%	3.04% (-0.09%)
Total	16,933		16,450		16,225		

SoAD Student Enrollment by Race/Ethnicity

Race/Ethnicity	2019	Percent	2020	Percent	2021	Percent	2019-2021 Avg
Non-Resident Alien	8	3.52%	4	1.57%	4	1.67%	2.25% (-1.26%)
Hispanic	18	7.93%	25	9.84%	23	9.58%	5.61% (+0.19%)
American Indian or Alaska Native	1	0.44%	0	0.0%	0	0.0%	0.44% (0.0%)
Asian	5	2.20%	9	3.54%	8	3.33%	3.02% (+0.82%)
Black or African American	41	18.06%	44	17.32%	48	20.00%	18.46% (+0.40%)
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0.0% (0.0%)
White	141	62.11%	150	59.06%	141	58.75%	59.97% (-2.13%)
Two or More Races	8	3.52%	15	5.91%	11	4.58%	4.67% (+1.15%)
Unknown	5	2.20%	7	2.76%	5	2.08%	2.34% (+0.14%)
Total	227		254		240		

Student Diversity Benchmarks. An aspirational student diversity benchmark would be to have the diversity of students enrolled in the SoAD closely reflect that of the population demographics of the area.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office of Institutional Research

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
Through a combination of best practices and well-established strategic partnerships, the Department of Human Resource Services will recruit, develop, and support the diverse and inclusive workforce of the University of Louisiana at Lafayette. The mission of Human Resource Services to develop and sustain a dynamic work environment that fosters a culture of excellence by applying best in practice services to advance the overall mission of the university through the acquisition, retention, and support of a diverse and inclusive faculty and staff. The University of Louisiana at Lafayette Department of Human Resource Services is committed to:

- The highest ethical and professional standards
- Focusing on institutional culture of excellence
- Excellence in customer service
- A diverse and inclusive workforce
- A workforce trained to fulfill its potential
- Using technology to promote efficiencies
- Creative and collaborative problem solving
- Open communication and constructive dialogue
- Cultivating a philosophy of work/life balance

Institutional goals include:

- Create and maintain a diverse and inclusive workforce through the development of recruitment, training, work/life balance, performance management, and retention programs.
- Develop a culture of institutional excellence by focusing on the highest standards of ethics and integrity, exceptional customer service, transparency, personal and professional development, and succession planning.
- Develop current and future leaders through a commitment to focus training, robust total reward packages, and performance management programs.
- Improve operational efficiencies by leveraging technology and developing strategic partnerships to best serve the university community.

The University of Louisiana at Lafayette is committed to providing an environment free from discrimination on the basis of sex. The university provides many resources to students, faculty, staff, and visitors to address concerns relating to discrimination on the basis of sex, including sexual misconduct.

The University of Louisiana at Lafayette does not discriminate on the basis of race, color, national origin, age, religion, sex, sexual orientation, or disability in admission to, access to, treatment in, or employment in its programs and activities as required by Title VI and Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967, Age Discrimination Act of 1975, the Equal Pay Act of 1963, Title IX of the Education Amendments of 1972 Executive Order 11246, Section 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and the 1990 Americans With Disabilities Act.

Teressa Leday, JD., Title IX Coordinator
337-482-1819
Buchanan Hall, Room 116
titleix@louisiana.edu

Documentation/Evidence:
1. University of Louisiana at Lafayette Policy on Nondiscrimination
2. University of Louisiana at Lafayette Faculty Handbook, Affirmative Action/Equal Opportunity

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
The Office of Disability Services (ODS) at UL Lafayette is dedicated to ensuring nondiscrimination and equal access to all programs, services, and activities for qualified students with disabilities. Students with disabilities have access and opportunities to engage in the full range of experiences available to all students at UL Lafayette including curricular, co-curricular, and extra-curricular activities. We are committed to working with students, staff, and faculty in developing and implementing the most appropriate strategies to ensure equal access while maintaining the academic standards and integrity of the mission of the university.

The mission of the Office of Disability Services is to provide extensive post-secondary services to students with psychological, physical, and learning disabilities. ODS seeks to ensure that qualified students with disabilities are provided equal access and reasonable accommodations appropriate to their disability in all UL Lafayette programming and academic pursuits. Additionally, ODS provides faculty with assistance in meeting their federal obligations under the Americans with Disabilities Act.

Eligibility information, information about our services, and critical support for successful academic experiences is available on the website. We invite students to explore ODS resources, ask questions, visit with ODS staff, and utilize the programs and services designed to support your academic goals. To receive accommodations, students must complete a confidential registration process through ODS (separate from admissions). You must first be admitted to the university with a ULID number. The Request Accommodations link is for new ODS students. Students who are registered with ODS can access their accommodations by using the Manage Accommodations system.

The University of Louisiana at Lafayette is committed to creating and maintaining a work environment in which dignity, decency, and respect are the hallmarks of its culture. This includes embracing diversity within our workforce, prohibiting discrimination based on disability status and religion, and providing reasonable accommodation to allow equal opportunity for qualified individuals with disabilities, and eliminate conflicts for the sincerely held religious beliefs or practices of employees and applicants.

The Americans with Disabilities Act of 1990 (ADA) is a federal anti-discrimination statute which provides civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. The ADA was designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. Similar protections are provided by Section 503 of the Rehabilitation Act of 1973.

The ADA provides that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities at the University of Louisiana at Lafayette.

The university will provide reasonable accommodations in employment to individuals with disabilities unless the reasonable accommodation would impose an undue hardship of the operation of the university's business or would change in essential function of the position. The Office of Human Resources is committed to engaging in an interactive process to facilitate an accommodation when a request is made.

In accordance with Title VII of the Civil Rights Act of 1964 as well as the Equal Employment Opportunity Commission's Guidelines on Discrimination Because of Religion, the university supports the employment of all qualified employees and applicants and prohibits discrimination based on religious beliefs, practices, or affiliation. The university will make good faith efforts to provide reasonable religious accommodation to eliminate conflict with an individual's sincerely held religious beliefs and practices unless providing such an accommodation would impose an undue hardship or would undermine the university's commitment to diversity and inclusiveness. Social, political, or economic philosophies, or personal preferences, are not "religious" beliefs protected under Title VII.

Documentation/Evidence:
1. University of Louisiana at Lafayette ADA Accommodations
2. University of Louisiana at Lafayette Policy Disability Accommodations for Applicants and Employees

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:
The School of Architecture and Design is located in Fletcher Hall towards the southwest corner of the university campus at the corner of East Lewis Street and Girard Park Drive. To accommodate the college's and school's enrollment growth, Fletcher Hall was expanded and renovated to provide additional studios, classrooms, offices, and other support spaces. In addition, the architecture program has studio space in an annex within walking distance to campus.

Documentation/Evidence:
1. School of Architecture and Design Studios, Labs, and Facilities

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
SoAD Design Studios. The architecture program's studios are primarily located in Fletcher Hall rooms 104, 122, 222A, 228, 233, and in an auxiliary building 1606 Johnston Street room 115. All studios are connected to the University's wireless network.

First and second year studios are located on the first floor of Fletcher Hall in open plan rooms 104 and 122. In the more that 9,000 square feet each student has a dedicated desk with filing cabinet or built-in storage for lockable safekeeping of items and seating. Desks alternate between first-year and second-year students, initially a pandemic response to provide the requisite physical separation of students on different studio schedules but retained as a layout to promote near-peer mentorship. Each room has 625 square feet of designated critique area with Homasote fiberboard-covered partition walls, video display, seating, and conference tables. Two light tables are available for use in each space. Electricity to each desk is provided by ceiling mounted flexible cord outlets.

Professional studios and graduate studios are located on the second floor of Fletcher Hall and in the auxiliary building. Each studio is in a separate, lockable room. Each student has a

dedicated Formaspace Benchmarx 3’-0” x 5’-0” desk with upper shelf, utility file drawers, power strip, and seating. Each room has Homasote fiberboard-covered walls for pin up, video display, seating, and most studios have a conference table. Electricity to each desk is provided by permanent power poles and power strips.

*Fletcher Hall Room 222A – Graduate Studio, 860 square feet
*Fletcher Hall Room 228 – Third-year studio, 1,200 square feet
*Fletcher Hall Room 233 – Graduate Studio, 820 square feet
*1606 Johnston Street, Room 115 – Fourth-year studio, 1,978 square feet

Professional studio locations may change based on course enrollment. Fletcher Hall and the auxiliary building are accessible to students 24 hours a day, 7 days a week through student identification key card or digital keypad entry.

SoAD General Fabrication Laboratory. Located in Fletcher Hall room 113, the 2,720 square feet space includes traditional and CNC equipment for working in wood, plastics, and cold metals operations. This equipment includes a Haas CNC router, both the CNC and manual mill, wood and metal lathes, a table saw, miter saw, five bandsaws, three drill presses, various sanders, and other power and hand tools necessary to complete student projects and faculty research. Equipment and training for use of that equipment is organized into three levels plus the addition of several specialized stand-alone tools. Training is based on student and course needs. Training is provided by the Assistant Director of Fabrication Facilities at the beginning of each term.

SoAD Digital Fabrication Laboratory. Located in Fletcher Hall room 109, the 1,162 square feet space includes three laser cutters with ventilation systems, five Prusa filament printers, four Raise 3D filament printers, one Formlabs resin printer and accessories, and five computers for the use of students, faculty, and staff. Training is provided by the Assistant Director of Fabrication Facilities at the request of studio instructors.

SoAD Metal Fabrication Laboratory. Located in Madison Hall room 140, the 2,800 square feet space includes traditional and CNC equipment for working in both hot and cold metals. Equipment includes CNC and traditional plasma cutters; stick, mig, and tig welders; two propane forges, eight anvils and associated tooling; a power hammer; and assorted tools for cutting, grinding, drilling, and bending. Equipment and training for use of that equipment is organized into two levels plus the addition of several specialized stand-alone tools. Training is based on student and course needs. Training is provided by the Assistant Director of Fabrication Facilities when requested.

These Fabrication Facilities are supervised by the School of Architecture and Design Director of Research Initiatives and Fabrication Facilities and an Assistant Director of Fabrication Facilities. Responsibilities include personnel supervision, budget management, equipment acquisition and maintenance, development of safety and use policies, safety and equipment training, assistance with student faculty research, and operational planning.

Student fees are assessed for studios, materials courses, and some support courses to support the operations of the laboratories. Fees are based on regulations adopted by the Board of Supervisors for the University of Louisiana System and the student body through regular elections. Course fees, such as the Architecture and Design Lab fee, are the funding source for equipment and supply purchases, equipment maintenance, and hourly student worker staff.

SoAD Student Resource Room. Located in room 212, the more than 600 square feet space was designed to accommodate the school’s professional student organization groups for meeting space and provide break-out space for students between classes. Room 212 is

outfitted with movable lounge chairs, upholstered benches, side tables, workspace tables, task and overhead lighting, Homasote fiberboard-covered walls for pin up, video display, power strips, the university's wireless network connectivity, kitchenette, and a lockable room for student organization supply storage.

CoA Classrooms. Fletcher Hall rooms 101, 211, 134, and 232 are fully networked and include a digital display, multimedia podium, and projector. Classrooms are outfitted with task tables or conference tables, seating, and Homasote fiberboard-covered walls for pin up.

*Fletcher Hall Room 101 – 1,049 square feet
*Fletcher Hall Room 211 – 912 square feet
*Fletcher Hall Room 232 – 820 square feet

Fletcher Hall Room 134 provides raked, fixed seating for 135 people. The 2,500 square feet auditorium serves as a multi-purpose lecture and performance facility and is equipped with multimedia podium and projector, stage lighting, and sound booth.

CoA Digital Media Resource Center. Located in Fletcher Hall room 209, the 2,000 square feet space serves as a classroom in common area where students can go to research information, write papers, scan and archive work, screen films, and work on design projects using industry software. The two-classroom center is equipped with 40 student-use computers, 2 teacher-use computers, 3 screens, and a scanning station. Each computer has the Adobe Suite, Maya, Mudbox, Rhino 6, and Microsoft Office installed.

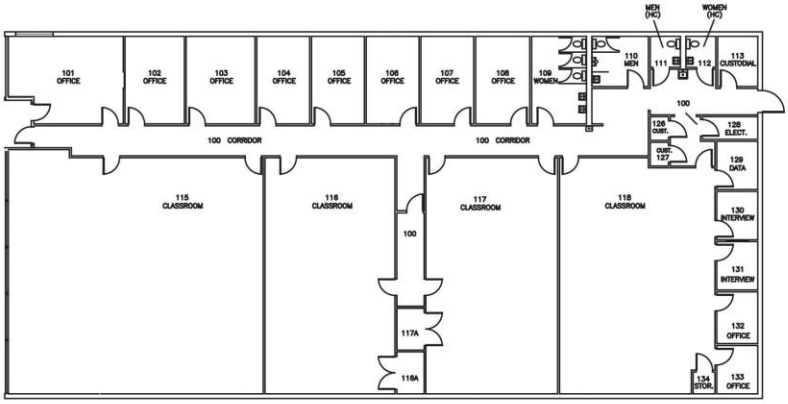
Student fees are assessed for some support courses to support the operations of the center. Fees are based on regulations adopted by the Board of Supervisors for the University of Louisiana System and the student body through regular elections. Course fees are the funding source for equipment and supply purchases, equipment maintenance, and hourly student worker staff.

CoA Photo Documentation Room. Located in Fletcher Hall room 110, the 320 square feet room is equipped with lighting, tables, pin up surface, and backdrops to support the documentation of original work.

CoA Exhibition Spaces. There are two formal and one informal exhibition spaces in Fletcher Hall. The Dean's Gallery, a 600 square feet space located on the second floor, hosts small-to-moderately sized faculty and student exhibitions with a monthly rotation. The Fletcher Hall Gallery, a 2,500 square feet gallery located on the second floor, was reestablished as an exhibition space for the College in 2015. It previously served as the University's Art Museum from 1984-2004. The space hosts the Department of Visual Arts and the School of Architecture and Design senior and Master's Project exhibitions, annual high school showcases, and juried student and special exhibitions. Event and space planning is organized by the gallery curator. An informal Fletcher Hall Lobby exhibition space hosts monthly rotations of student work as a gateway experience to the building.

Fletcher Hall Second Floor

Fletcher Hall First Floor



1606 Johnston Steet

Madison Hall First Floor

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:
Each faculty member in the architecture program has a dedicated office space, 80% of which are directly adjacent to the design studios on the first floor. Each faculty member has at least one computer for university work, although many faculty (through grant funding) have multiple computers. All faculty have access to printing in the school's main office, though most faculty have printers and scanners in their private offices.

Documentation/Evidence:
1. School of Architecture and Design Studios, Labs, and Facilities

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

Program Response:
The Office of Distance Learning provides a full scope of guidance and support for faculty certified to teach online and hybrid classes. The mission of the Instructional Support Team is to collaborate with online and hybrid faculty to design and develop innovative, high quality, and engaging learning experiences. Our goal is to place faculty and students in the best position to succeed.

Documentation/Evidence:
1. School of Architecture and Design Studios, Labs, and Facilities

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

Program Response:
The architecture program is not currently offered online.

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

Program Response:
The University of Louisiana at Lafayette has a sound financial base and has demonstrated financial stability as evidenced by its financial ratios and bond ratings. Key ratios are an important year-to-year financial measurement, and the university's financial stability may be measured historically by examining its Composite Financial Index (CFI). The CFI methodology was developed by Prager, Sealy & Co., LLC, KPMG, and Attain, and provides a comprehensive understanding of the financial health of the institution by comparing multiple indicators. Analyzing the trends of an institution's CFI score over a period of years enables a more stable long-term view of an institution's financial stability given fluctuations in internal and external circumstances. As outlined in the *Strategic Financial Analysis for Higher Education*-Seventh Edition, the CFI measure is established by first answering the four key specific questions concerning financial health of an institution and calculating a financial measure that addresses the overall question of whether an institution is financially healthy:

- Are resources sufficient and flexible enough to support the mission? – Primary Reserve Ratio

- Are debt resources managed strategically to advance the mission? – Viability Ratio
- Does asset performance and management support the strategic direction? – Return on Net Asset Ratio
- Do operating results indicate the institution is living within available resources? – Net Operating Revenues Ratio

UL Lafayette is required to submit its annual financial report to the University of Louisiana System. UL Lafayette's annual financial report is then consolidated by the System Office with the other eight institutions in the University of Louisiana System (ULS). ULS's financial statements are audited, and an opinion is provided by the Louisiana Legislative Auditor on an annual basis. As UL Lafayette is the largest institution in the ULS, the Legislative Auditor audits segments of UL Lafayette's financial transactions every year to assist them in providing an opinion on the ULS financial statements.

The university also receives support from other non-profit organizations established primarily to assist the university with its mission. Ragin Cajun Facilities, Inc. (RCFI) is a non-profit organization that assists the university in expanding and repairing facilities on its campus. As the university is the primary source of the revenues generated by RCFI, the results of their financial operations are blended with the university's financial statements. In addition, the University of Louisiana at Lafayette Foundation has been established with the sole purpose of supporting the educational mission of the university.

The statewide annual budget process is established, directed, and supervised by the supervised by the Governor's Division of Administration, which grants broad oversight of higher education and its financing to the Louisiana Board of Regents (BOR). The university's immediate management board is the UL System Board of Supervisors (BOS). Annually, at its August meeting, the BOS examines and approves the UL Lafayette operating and capital outlay budgets for the fiscal year (July 1–June 30).

In general, administrative units within the university begin the budget planning process for the next academic year during the Fall semester, with the assumption of a stand-still budget. It is the charge of each unit to ensure its budget is aligned with and advances the University *Strategic Plan 2015-2020.* Unit heads may, during the Fall and early Spring, request, in writing, additional funds for various purposes – new positions, salary adjustments, extraordinary expenses for projects such as accreditation, capital outlay, etc. Such requests are sent through the chain of command, and once the university receives official notification of the university's funding level through the Appropriation Letter from the State Office of Planning and Budget, final decisions regarding the budget requests are made by the President with the advice of the Provost and Vice President for Academic Affairs and the Vice President for Administration and Finance. The BOR requires submission of the operating budget request for the upcoming fiscal year in early Summer.

Beginning in FY2013-2014, the university implemented a new Enterprise Resource Planning (ERP) management information system (Banner). The ERP has provided units with online access to queries that provide comparisons of budgeted to actual expenses along with the ability to access details of all transactions. Plans are in place to utilize the online self-service budget capabilities of the ERP, which include budget approval based on the organizational hierarchy, during the development of the FY2020-2021 budget.

At every stage of the budget process, the University's Division of Administration and Finance has primarily responsibility for implementing and monitoring the budget. Changes are generally made to the operating budget during the fiscal year, which may reflect changes in revenue or expenditures. These changes are only made with proper administrative authorization of the Vice President for Administration and Finance and the University President.

The budget is also monitored by the UL System BOS. The UL System requires institutions to provide quarterly Financial Status Reports on Operating Revenue and Expenditures, as well as other major funding sources; financial reports on Specified Restricted Funds; and Certification of Ongoing Assurances to the BOS.

UL Lafayette manages its financial resources in a responsible manner. The university's financial ratios and bond ratings, discussed in detail in Standard 13.1, indicate that the institution's resources have been managed responsibly, and that it is operating within its means. From the adoption of an annual operating budget to the preparation of financial statements, the university has maintained consistent operating performance. Despite significant reductions in state appropriations, UL Lafayette has maintained and grown its academic programs, facilities, and administrative and operational support. The university has continued to invest strategically in facilities, academic programs, student life, athletics, and parking, all of which have helped to ensure continued strength in enrollment and can concomitant revenue stability. The university has continued to show growth in enrollment, graduation rates, and self-generated revenue over the past ten years. The university's financial ratios demonstrate financial stability and a well-managed financial organization.

The following tables compare the architecture program with peer programs within the College of the Arts and the College of Engineering. These indicate that funding for the program has remained stable over time and is comparable to other programs.

School of Architecture and Design Annual Budget Comparison

Item Reference	2015-16	2016-17	2017-18	28018-19	2019-20	2020-21	2021-22	2022-23
Personnel	1,765,241	1,863,663	1,933,885	1,979,690	1,909,550	2,003,923	2,070,302	
Travel	8,291	8,291	8,291	8,291	8,291	4,145	4,145	
Operating	12,170	12,170	12,170	12,170	12,170	12,170	12,170	
Supplies	6,279	6,279	6,279	6,279	6,279	4,709	6,279	
Lecture	3,238	3,238	3,238	3,238	3,238	3,238	3,238	
Total Budgeted	1,795,219	1,893,641	1,963,863	2,009,668	1,939,528	2,028,185	2,096,674	
Total Enrollment		369	388	400	403	413	398	
Expenditure Per Student		5,131	5,061	5,024	4,813	4,911	5,268	

The School of Architecture and Design has 17 full-time faculty, 8 part-time faculty, 0 Professional Non-Faculty, 1 full-time staff members, and 398 students for 2021-2022 (43 graduate, 355 undergraduate)

The 2022-2023 budget has not been published at the writing of this report. Comparisons are based on the proposed budget submitted and approved by the Louisiana Board of Regents.

School of Music and Performing Arts Budget 2021-2022

Item Reference	2021-22
Personnel	3,033,969
Travel	2,351
Operating	20,444
Supplies	17,051
Lecture	4,800
Total Budgeted	3,078,615
Total Enrollment	230
Expenditure Per Student	13,385

The School of Music and Performing Arts has 31 full-time faculty, 37 part-time faculty, 3 Professional Non-Faculty, 2 full-time staff members, and 230 students for 2021-2022 (15 graduate, 215 undergraduate).

Department of Visual Arts Budget 2021-2022

Item Reference	2021-22
Personnel	1,636,435
Travel	1,582
Operating	11,380
Supplies	4,412
Lecture	0
Total Budgeted	1,653,809
Total Enrollment	309
Expenditure Per Student	5,352

The Department of Visual Arts has 19 full-time faculty, 5 part-time faculty, 0 Professional Non-Faculty, 1 full-time staff members, and 309 undergraduate students for 2021-2022 (0 graduate, 270 undergraduate).

Department of Civil Engineering Budget 2021-2022

Item Reference	2021-22
Personnel	1,208,801
Travel	761
Operating	6,703
Supplies	7,228
Lecture	0
Total Budgeted	1,223,493
Total Enrollment	251
Expenditure Per Student	4,874

The Department of Civil Engineering has 12 full-time faculty, 1 part-time faculty, 5 Professional Non-Faculty, 1 full-time staff members, and 251 students for 2021-2022. (At the graduate level, all subdisciplines of engineering are in common engineering programs, estimate 29 in Civil concentration, 222 undergraduate).

Department of Mechanical Engineering Budget 2021-2022

Item Reference	2021-22
Personnel	2,466,176
Travel	1,129
Operating	9,945
Supplies	10,724
Lecture	0
Total Budgeted	2,487,974
Total Enrollment	558
Expenditure Per Student	4,458

The Department of Mechanical Engineering has 16 full-time faculty, 1 part-time faculty, 1 Professional Non-Faculty, 3 full-time staff members, and 558 students for 2021-2022. (At the graduate level, all subdisciplines of engineering are in common engineering programs, estimate 29 in Mechanical concentration, 529 undergraduate).

Documentation/Evidence:

1. University of Louisiana at Lafayette Administration and Finance Division
2. University of Louisiana at Lafayette SACS-COC Compliance Report, 13.1 Financial Resources
3. University of Louisiana at Lafayette SACS-COC Compliance Report, 13.2 Financial Documents
4. University of Louisiana at Lafayette SACS-COC Compliance Report, 13.3 Financial Responsibility
5. University of Louisiana at Lafayette Institutional Research, Get Data Census Enrollment Dashboard
6. University of Louisiana at Lafayette Operating Budget and Other Funds, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021.

5.8 Information Resources

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

Program Response:

The Architecture Collection at UL Lafayette is housed in the University Library. The Edith Garland Dupré Library operates on an open-stack system. The library is centrally located on campus, consisting of a three-story building completed in 1962 and renovated in 2002, which can accommodate more than two million volumes and currently has more than one million volumes, two million titles of micro-text, and 6,000 serial titles. Comfortable seating and study spaces (more than half of which are in the form of individual carrels) are provided for approximately 2,000 students. Architecture journals and books are located by call number category, mainly on the second floor of the library. Architecture titles are housed in a separate space with book shelving, reading stations, and magazines.

Other services of the library include an inter-library loan system, an audio-visual service that provides both equipment and production capabilities, online search capabilities, the Louisiana Room, the Center for Louisiana Studies, reserve reading room, computer labs, and distance learning classrooms.

The Dean of the Library reports to the Provost and Vice President of Academic Affairs who in turn report to the University President. The structural organization within the library consists of a Dean, Associate Dean, three Assistant Deans, and heads of departments and heads of divisions. Library services fall under the three Assistant Deans who administer public services; special collection services; and technical, web, and IT services.

The Architecture Collection at Dupré Library meets the criteria for Research Level (according to the Guidelines for Collection Development, 1990, page 3), of the collection's density by including the major published source materials required for dissertations and independent research, including a broad range of materials in the reference collections and electronic databases citing major indices at the discipline, abstracting services, and full-text journal articles. In addition, the library offers interlibrary loan and document delivery services supplementing the basic collection.

Edith Garland Dupré Library uses the standard Library of Congress classification system and LC subject headings, utilizing the current AACR2 national standards. As an LYRASIS participant in the worldwide OCLC database, all library records are in MARC format. The library's online catalog is accessible via terminals on every floor of the library, and remote access is available 24/7. (Students in the architecture program can access the catalog and online databases from the Internet connection via Wi-Fi connection and Fletcher Hall.) New books are cataloged promptly, and there is no backlog of architectural materials.

Books. The Architecture Collection at Edith Garland Dupré Library is comprised of titles from several call number locations due to the various subject categories of the program; the collection is divided into two major categories: core collection and related areas. The core collection consists of titles within the main body of architectural literature (architecture, design arts, bibliography) and totals more than 12,000 volumes. The related fields include areas of construction law, civil engineering, and city planning with titles totaling more than 11,000 volumes. The two groups combine for a total of 23,500 titles, sufficiently meeting the needs of the architecture program.

Online Databases. Dupré Library subscribes the online version of the Avery Index to Architectural Periodicals, as well as digital collections that greatly increase access to high quality images. ArchiVision contains over 50,000 images, and ARTstor provides more than one million digital images. Oxford Art Online allows for cross-searching of multiple resources including Grove

Art Online, the Benezit Dictionary of Artists, the Encyclopedia of Aesthetics, The Oxford Companion to Western Art, and The Concise Oxford Dictionary of Art Terms, as well as many specially commissioned articles in bibliography available exclusively online.

Architecture Online Databases:

- Academic Search Complete ArchiVision
- Art Full Text
- Art Index Retrospective ArtSEARCH
- ARTstor
- Arts and Humanities Citation Index Avery Index to Architectural Periodicals Cinema Image Gallery
- JSTOR
- Oxford Art Online Project Muse
- SIRIS Smithsonian Institution Research Information System Smithsonian Art Online

Descriptions for these titles can be found with the list of databases:

Services. Public Services include four departments:

- Circulation
- Reserve
- Interlibrary Loan
- Reference/Research

The Circulation and Reserve Departments handle materials that are borrowed from the library, and the Interlibrary Loan procures materials not owned by the library, including journal articles that are delivered electronically. The Reference/Research Department offers services from a centralized desk, with a computer lab nearby. Research librarians assist users in finding and accessing information. Specific research librarians administer distance learning services, instructional services, and U.S. Government information.

Special Collections includes the Louisiana Room, the University Archives and Acadiana Manuscripts Collection, the Rare Book Collection, the Ernest J. Gaines Center, the Cajun and Creole Music Collection, the University Records Management Program, and Microforms.

Technical Services is responsible for the acquisition, cataloging, and processing of materials. Information Technology and Web Services supports computers and Internet access in the library and manages the library's website.

Current Awareness. The library sends the Architecture Department a library-generated listing of all new materials purchased from the departmental allocation. The designated library liaison also sends subject-specific publication announcements and catalogs to each departmental representative on a regular basis.

Cooperative Agreements. The library operates a professionally staffed Interlibrary Loan Department and uses the OCLC resource sharing and delivery system, the national standard. The library is a member of OCLC through LYRASIS and has also entered into reciprocal agreements with several hundred libraries throughout the country for reduced cost of interlibrary loan services. The library employees OCLC Article Exchange, ILLiad Odyssey, and ARIEL for electronic delivery. The library also utilizes commercial document delivery services when required. Dupré Library participates in LALINC, a consortium of academic libraries in Louisiana that provide on-site borrowing privileges among most state public universities as well as Interlibrary Loan resource sharing management software (ILLiad), support and maintenance. The

library participates in the State Library of Louisiana courier service for the sharing of library materials among libraries in the state of Louisiana. The library also works cooperatively with international libraries, such as the British Lending Library, to obtain materials from outside the U.S. Online catalogs and resources and commercial document delivery services to provide access to materials. All UL Lafayette students, faculty, and staff may use Lafayette Public Library. The main library is located in downtown Lafayette.

Documentation/Evidence:

1. University of Louisiana at Lafayette University Libraries
2. University of Louisiana at Lafayette Departmental Librarians
3. University of Louisiana at Lafayette SACS-COC Compliance Report, 11.1 Library and Learning Information Resources
4. University of Louisiana at Lafayette SACS-COC Compliance Report, 11.2 Library and Learning Information Staff
5. University of Louisiana at Lafayette SACS-COC Compliance Report, 11.3 Library and Learning Information Access

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

Program Response:
Each academic department on campus has a Library Representative, appointed by the Department Chair, who reviews and selects materials according to program demands. The Liaison Librarian for the department has the authority to make recommendations regarding book, visual resources, and non-book selections, but generally acts in an advisory capacity by providing the resource order catalogs and current state of the overall collection.

Documentation/Evidence:

1. University of Louisiana Departmental Librarians

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The following description appears in the program's website and in the eCatalog for the Master of Architecture degree as required: In the United States, most registration boards require a degree from an accredited professional degree program as a pre-requisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Documentation/Evidence:

1. School of Architecture and Design
2. University of Louisiana at Lafayette eCatalog

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

The most current (NAAB) Conditions and Procedures are found on the school's website . If a student or the public is unable to access the school's website, hard copies are held in Fletcher Hall's Main Office, Room 129.

Documentation/Evidence:

1. School of Architecture and Design website

6.3 Access to Career Development Information

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

Program Response:

Information on career development opportunities is available on the program's website. This site includes information on the requirements to become a licensed architect with links to the National Council of Architectural Registration Board's sites for the Architectural Experience Program (AXP) and Architectural Registration Exam (ARE). The site also includes information on career-related websites with links to the following:

- National Council of Architectural Registration Boards (NCARB)
- The (NCARB) Handbook for Interns and Architects
- American Institute of Architects (AIA)
- American Institute of Architecture Students (AIAS)
- National Organization of Minority Architects (NOMA)
- National Organization of Minority Architecture Students (NOMAS)
- Associate of Collegiate Schools of Architecture
- Toward an Evolution of Studio Culture
- The Emerging Professional's Companion
- ARCHCareers Blog

In addition, the Professional Practice sequence of courses includes ARCH 464: Professional Practice and Contract Documents, in the final semester of the undergraduate program, and ARHC 540: Architectural Practice, in the first semester of the graduate program. Both courses include the topic areas of IDP, ARE, and Career Development. Links and/or postings to the AXP Guidelines and ARE Guidelines as well as sample resumes are found on both course Moodle sites. Additionally, every spring semester, the school hosts a career fair where practitioners set up tables and meet with students informally for career development opportunities. Our University Career Services Office helps facilitate this event and supports the efforts of our students to gain employment through resume and interview coaching as well as other resources ().

Documentation/Evidence:

1. School of Architecture and Design Website, Career Opportunities
2. University of Louisiana at Lafayette Career Services

6.4 Public Access to Accreditation Reports and Related Documents

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

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

j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
The architecture program promotes transparency through providing access to accreditation documents on the website (https://architecture.louisiana.edu/programs/architecture/accreditation).

A link to the National Council of Architectural Registration Board (NCARB) website can be found on the architecture program's website at https://architecture.louisiana.edu/programs/architecture/accreditation. This information is a valuable tool for students to see and understand the expectations of licensure pass rates. If this information is unavailable electronically, the school's main office on the first floor Fletcher Hall, Room 129, upholds hard copies of the data.

UL Lafayette ARE Pass Rates

Division	2017	2018	2019	2020	2021
Construction and Evaluation	50%	33%	91%	63%	73%
Practice Management	50%	64%	50%	53%	79%
Programming and Analysis	44%	70%	83%	50%	48%
Project Development and Documentation	47%	54%	45%	45%	52%
Project Management	50%	64%	72%	43%	74%
Project Planning and Design	33%	37%	26%	50%	43%

Indicates Above National Average
Indicates Below National Average

Policies on learning and teaching cultures are available on the School of Architecture and Design's website . Included our policies on Studio Culture, Fletcher Hall Safety Policy, Shop Safety Manual, Grade Appeals for Design Studios, and Minimum Computer Requirements

Documentation/Evidence:
1. School of Architecture and Design Architecture Accreditation
2. School of Architecture and Design Studio Culture Polices

6.5 Admissions and Advising

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

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

Program Response:
All students interested in applying for the Master of Architecture degree must apply through the UL Lafayette Graduate School.The admission requirements for the Graduate School are available on the web at and are as follows.

To be eligible for graduate study at UL Lafayette, a student must:

- Have (or soon have) a bachelor's degree (or its equivalent) from a regionally accredited university
- Demonstrate English language proficiency (TOEFL/IELTS) if they are an international applicant
    - TOEFL total score of at least 79
    - IELTS combined score of at least 6.5
    - PTE total score of at least 53
- Provide additional application materials (including CRE/GMAT) depending on the degree program to which they are applying
- GPA – a 2.75 overall undergraduate GPA, or, for those with U.S. degrees, a 3.0 GPA (4.0 scale) in the last 60 hours of undergraduate study
- GRE – not required for all graduate programs; preferred expectations are set by individual graduate programs; contact the graduate coordinator for more information
- GMAT (Accounting MS and MBA only) – a total score of 450

A student may be admitted to the Graduate School in one of the following of four categories:

- Degree students are those admitted to the Graduate School for study toward a specific graduate degree.
- Special Non-Degree students are those admitted to the Graduate School for study not leading to a graduate degree. Credits earned while in this status may, under certain conditions, be applied toward a graduate degree at a later time, subject to the approval of the department concerned and the Dean of the Graduate School.
- Certificate students are those admitted to the Graduate School for study toward a specific graduate certificate.
- Entrée student are those admitted to a special program for adult, professional, non-degree graduate students. Students enrolled in Entrée static can make no progress toward completion of a graduate degree. Courses in some departments are closed to Entrée students.

Applications for the Master of Architecture program are through the Graduate School at.

Application Deadlines: Follow the deadlines listed below, some program deadlines may vary. If not specified otherwise there, the following application deadlines apply.

Semester	Domestic	International
Fall	June 30	May 15
Spring	November 30	October 1
Summer	April 30	N/A

Application Fees:

Application Type	First-Time	Re-Entry	Late Fee
Domestic	$25	$25	$25
International	$30	$25	$25

The Graduate School website also describes the application process which includes the following steps:

1. Application Submission
    a. Create an account
    b. Start application

    c. Submit the application form and choose “pay now” or “pay later”
2. Completion of Application Item Requirements
    a. Click on the application items tab to start uploading documents and create reference requests. (Note: students can only view the full application item checklist and reference section after the application form is submitted.)
    b. Within 1-2 business days of submitting their application, the Graduate School will review the student’s application form. A student’s application item checklist may be modified at this time.
    c. Within 2-3 business days, any material the Graduate School has received electronically or by mail (i.e., official test scores or official transcripts) will be added to the student’s file and marked on the checklist in your application portal.
3. Graduate School Review
    a. Once all required application materials are submitted, the Graduate School will begin an evaluation of the student’s file.
    b. If a student’s materials are satisfactory and no additional information is required to complete the Graduate Schools’ evaluation, a student’s application will then be sent to the graduate program to which they have applied for review.
4. Graduate Program Review
    a. The time-to-decision varies greatly by program. While some programs have rolling admissions and make recommendations on applications within days, others review applications by committee once a month, once a semester, or even once a year. Contant the program’s graduate coordinator to inquire about their timeline for application review.
5. Decision
    a. Once the Graduate School receives the program’s recommendation regarding admission, a final review is conducted. A student will be contacted by email once their decision letter is available to view in the application portal. Admitted students should review the information on next steps.

Along with the required Graduate School application materials and requirements of the Graduate School, application and admission requirements for the Master of Architecture degree program includes submission of a portfolio of architectural design work for applicants with previous architectural education or experience. Applicants with previous architectural or design education are expected to submit a portfolio of work with a minimum of four projects, including at least three buildings, that shows evidence of the following:

- Purposefulness
- Critical thinking skills
- Advanced communication
- Exemplifies traits of good writing
- Representation/graphics: process, 2D, 3D, and models
- Design Synthesis
- Demonstrates clear decision making in the synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions
- Building Integration
- Demonstrates clear decision making in the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance
- The portfolio should provide clear identification of academic or professional conduct, collaborations, and role

Advanced Standing Evaluation Process. Students transferring into the in Master of Architecture degree program and those entering the program with a non-accredited (NAAB)

undergraduate degree may be granted Advanced Standing upon evaluation of prior academic coursework for satisfactory completion of NAAB Student Performance Criteria.

Evaluation of Preparatory Education. To ensure a thorough and equitable evaluation, students will be required to provide, to the Graduate Coordinator, course descriptions and supporting course documents for all coursework under review. Once all documents are received, the Graduate Coordinator will call a meeting of the Master of Architecture Evaluation of Preparatory Education Review Committee, which includes the Director of the School of Architecture and Design, the Graduate Coordinator for the program, and Graduate Faculty members from the program. The committee will determine if NAAB Student Performance Criteria have been met for course under review. In doing so, the committee will develop knowledge of, and may contact, the credit-granting institution prior to the evaluation of credits.

For design studio courses, committee members will review the student's portfolio of work, transcript, and the credit-granting institution's course descriptions. For architecture elective courses, the committee, with the assistance of architecture faculty who teach those courses, will review the student's transcript and the credit-granting institution's course descriptions. For non-architecture elective courses, the committee, with the assistance of faculty who teach those courses, will review the student's transcript and the credit-granting institution's course descriptions. A grade of B or better must have been earned in all coursework for approval of Advanced Standing, transfer of graduate credit, and/or request to the Graduate School to approve lessening curriculum requirements. Following the Advanced Standing evaluation process, the Graduate Coordinator will notify the student of the need to formally apply for transfer of graduate credits and/or which individual course requirements in the curriculum will no longer be required.

Graduate Assistantships. Some of our architecture graduate students receive a graduate assistantship to help them pay for their school costs. Graduate assistants typically work 20 hours a week in exchange for a tuition and fee waiver and a monthly stipend. Assistantships also help our Master of Architecture students gain professional skills and experience that benefit their work in an architecture firm after graduation. While completing one's post-graduate education, one can work as a graduate assistant (GA), serving in a support role at the university. Typical roles include assisting professors with instructional responsibilities as a teaching assistant, helping with academic research responsibilities as a research assistant, aiding athletic coaches, or working with other university departments. Graduate assistants can earn money in the form of a tuition waiver and/or a monthly stipend. Besides earning money for school, they also provide experience and employment prospects for after graduation. Any individual interested in a GA opportunity in the School of Architecture and Design can contact Kari Smith.

Documentation/Evidence:

1. University of Louisiana at Lafayette Graduate School Admissions
2. University of Louisiana at Lafayette Graduate School Applications
3. University of Louisiana at Lafayette Graduate Assistantships
4. School of Architecture and Design Application, Admissions, Advanced Standing, Evaluation of Preparatory Education, Graduate Assistantships

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
Providing a high-quality education at a very reasonable rate for our students has always been a hallmark of the University of Louisiana at Lafayette. Furthermore, UL Lafayette makes

every effort to assist qualified students with financial aid. Undergraduate financial aid is managed by the Office of Student Financial Aid, while graduate funding opportunities are directed by the Graduate School. Additional information is available on the School of Architecture and Design website.

Undergraduate Financial Aid. The Office of Student Financial Aid provides support to students in the following areas:

- Applying for Aid
- Types of Aid
- Eligibility and Policies
- Cost to Attend

Further, the site includes a video on paying for college that addresses learning about scholarships, financial aid, and other resources that can help students pay for their education. Types of financial aid available include grants, loans, work-study, and scholarships. Further, the State of Louisiana offers a scholarship program known as the Taylor Opportunity Program for Students (TOPS) which provides Louisiana high school graduates meeting specific eligibility requirements with the scholarship if they choose to attend a Louisiana public college or university. This scholarship is available through the Louisiana Office of Student Financial Assistance (LOSFA).

Graduate Assistantships. Some of our architecture graduate students receive a graduate assistantship to help them pay for their school costs. Graduate assistants typically work 20 hours a week in exchange for a tuition and fee waiver and a monthly stipend. Assistantships also help our Master of Architecture students gain professional skills and experience that benefit their work in an architecture firm after graduation. While completing one's post-graduate education, one can work as a graduate assistant (GA), serving in a support role at the university. Typical roles include assisting professors with instructional responsibilities as a teaching assistant, helping with academic research responsibilities as a research assistant, aiding athletic coaches, or working with other university departments. Graduate assistants can earn money in the form of a tuition waiver and/or a monthly stipend. Besides earning money for school, they also provide experience and employment prospects for after graduation. Any individual interested in a GA opportunity in the School of Architecture and Design can contact Kari Smith.

Documentation/Evidence:
1. University of Louisiana at Lafayette Office of Student Financial Aid
2. University of Louisiana at Lafayette Graduate School Graduate Assistantships
3. School of Architecture and Design Application, Admissions, Advanced Standing, Evaluation of Preparatory Education, Graduate Assistantships

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

Program Response:
The University of Louisiana at Lafayette has been recognized as an affordable university both in Louisiana and nationally. The Graduate School website provides information on tuition and cost including the following:

- Graduate School Tuition and Fees
- Online Programs
- International Graduate Student Cost Estimate

- Housing Costs

Visit the Bursar's Office website for an overview of the current cost of tuition and fees for a semester as a grad student at UL Lafayette. Current tuition and fees are available at https://bursar.louisiana.edu/tuition-fee-schedules/current-fees/graduate-current-schedule.

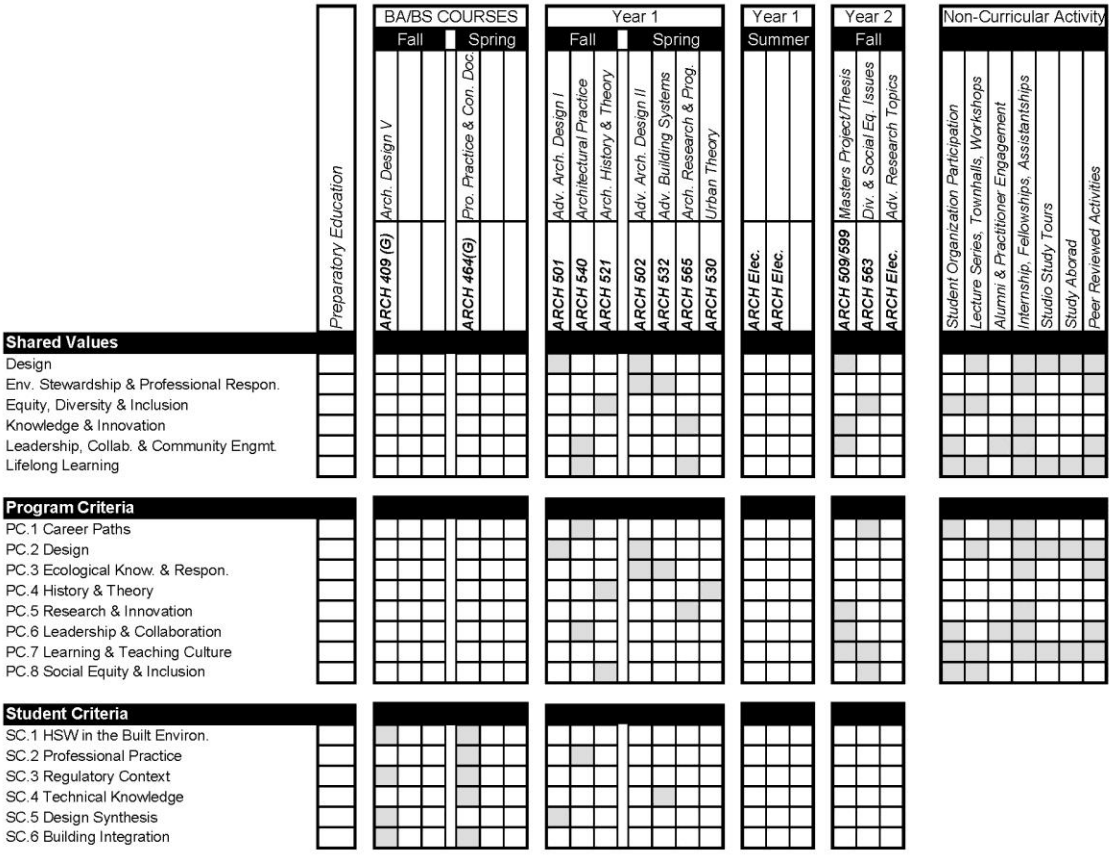
Information for On-campus Housing is available at the Office of University Housing and Residential Life which provides information on housing and meal costs.

The Office of Student Financial Aid maintains an estimate of student costs on their website. The site includes information on estimated costs of tuition and fees, books and supplies, other costs, and room and board.

Documentation/Evidence:
1. University of Louisiana at Lafayette Graduate School Tuition and Costs
2. University of Louisiana at Lafayette Bursar's Office Tuition and Fees
3. University of Louisiana at Lafayette Bursar's Office Current Schedule of Fees
4. University of Louisiana at Lafayette Office of Housing and Residential Life Housing and Meal Rate
5. University of Louisiana at Lafayette Office of Student Financial Aid, Costs to Attend

APPENDIX

UL Lafayette B.S. Architectural Studies Master of Architecture Programs



UL Lafayette is accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 12, 2021

Dr. E. Joseph Savoie
President
The University of Louisiana at Lafayette
104 University Circle
Lafayette, LA 70503

Dear Dr. Savoie:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 4, 2020:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2030 unless otherwise notified.

Also, please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2021 ,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

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

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

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:lbw

cc: Dr. Nuria M. Cuevas, Vice President, SACSCOC

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