Eastern Mediterranean University

Visiting Team Report

Visit Two for Substantial Equivalency

Bachelor of Architecture (158 credits)

The National Architectural Accrediting Board
November 23–26, 2014

Visit one: November 2013

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

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

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I. Summary of Team Findings

1. Team Comments and Visit Summary

Team Comments
The visiting team would like to begin by acknowledging the hospitality of the Faculty of Architecture at the Eastern Mediterranean University (EMU). Everyone involved in this visit was gracious and helpful. This regular pattern of courteousness contributed significantly to the visiting team's ability to focus its energy on assessing the program in architecture.

This ability to focus on the assessment of the program was made still easier by the very thorough and well-organized presentation of the material in the team room. The considerable effort of those who set it up was very much in evidence and much appreciated by this visiting team.

Visit Summary
The visiting team found the architectural program at EMU to be dynamic and energetic, full of people committed to doing the best possible work in their respective fields. Multiple factors contribute to this exciting environment. These include:

- Dedicated leadership – The EMU program in architecture is fortunate in that it is led by a talented and very dedicated Chair of the Department, Professor Dr. Õzgür Dinçyürek. His tireless efforts on behalf of the program are highly visible in many aspects of the program. He is ably supported by his vice chair, Assistant Professor Dr. Ceren Boğaç who is highly effective in her many roles. In addition, the program in architecture clearly benefits from the support of the dean of the Faculty of Architecture, Professor Dr. Şebnem Hoşkara whose effective overall guidance of the program in architecture is readily apparent.
- A deeply committed faculty – The visiting team found the faculty to be a major resource of the program. They are talented scholars who are deeply committed to the academic success of every student. At all levels the faculty seem congenial, supportive, and cooperative with each other. In addition to their pedagogical and research obligations, they are able to function as engaged counselors of the individual students in the program. Their ability to function successfully in these multiple roles, despite the pressures of the recent rapid growth in student enrollment, is highly laudable.
- A talented and diverse student body – The visiting team was enormously impressed with the students in architecture at EMU. Coming from scores of different countries, they represent the most diverse group of students the members of this team have ever encountered. This characteristic alone would make them a significant asset to the program, but the visiting team also found the students to be hard working, dedicated to their education, and committed to working toward a better future for the world. Like the faculty, they are cooperative with and supportive of each other.

The visiting team found that the ***Architect Program Report*** (APR) dated 15 August 2014 prepared by the Department of Architecture at EMU to be an accurate, if overly voluminous, description of the program. The conditions this visiting team encountered in Famagusta largely matched those presented in the APR. The visiting team found particularly valuable to its assessment of the program in architecture at EMU the planning documents the program had prepared that were made available to the team in the appendices required to be in the team room**.** The ***Faculty Strategic Planning Report*****,** dated September 2006, was highly informative. This report was a candid self-assessment of the program that included a clear understanding of the opportunities for constructive change that the program faced. This self-assessment was followed by a similar Strategic Plan 2012 report that both documented the specific actions taken to address the concerns and opportunities identified in 2006 and presented new concerns that the program faced.

As the following sections of this visiting team report will indicate, the visiting team largely agrees with the issues identified in the 2006 and Strategic Plan 2012 reports, particularly with regard to the necessity to

improve foundation design programs (see Cause of Concern D below). While important work remains to be accomplished, the visiting team found evidence that there has been considerable progress made since these documents were written by the faculty eight and two years ago. The EMU Department of Architecture has made important strides toward achieving many of their stated goals, including being a candidate for substantial equilivancy.

2. Conditions Not Met/Not Yet Met

Condition I.2.3 Physical Resources (not met)
Condition I.3.1 Statistical Reports
Condition II.1.1 Student Performance Criteria (not yet met)
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems
- B.1 Predesign
- B.2 Accessibility
- B.4 Site Design
- B.5 Life Safety
- B.6 Comprehensive Design
- B.8 Environmental Systems

Condition II.4.4 Public Access to APRs and VTRs (not yet met)

3. Causes of Concern

A. The architecture program at EMU, like the university as a whole, has experienced considerable growth in student enrollment in recent years. While this growth further fosters the diversity that is a positive feature of the program as mentioned above, it is also a cause of concern because it reduces the abilities of the faculty to counsel and teach and further strains the already inadequate physical resources available to the program. Significant effort will be needed in the immediate future if a deterioration of the educational achievement of the students is not to result from this large increase in the student population.

B. As discussed in Condition I.2.3 following, the physical resources available to the program are not sufficient to meet the minimum requirements for substantial equivalency. The areas where improvement is needed include sufficient space for didactic and interactive learning, more and faster computers, and a dedicated space or, better, a shop facility for model making. As noted in the previous cause for concern A above, the physical resource issues are made worse by the recent considerable growth of the student population.

C. The lack of assigned desks for each student to use in the studios after the foundation program is a cause of concern. The team believes that the effectiveness of the architecture education at EMU is reduced by this lack of dedicated work space for studios, and that this absence contributes to the number and type of student performance criteria that were found unmet.

D. Also related to the number and type of student performance criteria that were found unmet, the work reviewed during this visit suggested to this team that the basic design studios were not fully accomplishing the stated objective of imparting to all EMU students basic ordering and design skills. The visiting team viewed this as a cause for concern because it appears to hamper the success of some EMU students in their subsequent, more advanced, studio work.

II. Compliance with the Conditions for Substantial Equivalency

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission*: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[x] The program has fulfilled this requirement for narrative and evidence.

Visit Two Team Assessment: The APR adequately describes the history and mission of the university as well as the Department of Architecture. The program has shown adequate evidence to convey how the program has benefited the institution and how the institution has benefited the program.

I.1.2 Learning Culture and Social Equity*:*

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

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

Visit Two Team Assessment: Providing a culturally rich environment for learning is a stated goal of the university, and it is clear that this objective has been largely achieved. As is abundantly documented in the APR and even more forcefully validated by this visit, the program in architecture at EMU provides a degree of cultural diversity probably unmatched by any other program in the world. There are architecture students from scores of countries working shoulder-to-shoulder with each other at EMU. It was the near unanimous opinion of the faculty and student body the team met with that the congeniality, respect, and cultural sensitivity are core characteristics of the EMU architecture community.

In a program that has successfully attracted students from so many countries and communities, a wide range in English language proficiencies will unavoidably exist. The inevitable resulting communication difficulties sometimes result in lapses back to Turkish and Farsi, the languages shared by the largest percentage of the community. Some individuals with whom the team met view these temporary lapses as preferential to certain groups. Although this is a danger, the faculty is aware of this concern and strives to ensure all instruction is provided in English and in a fair and nondiscriminatory way.

I.1.3 Response to the Five Perspectives*: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

A. Architecture Education and the Academic Community. That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The faculty, staff, and students make unique contributions to the institution and are recognized by the administration. The faculty is engaged in their community, in scholarship and in teaching. A number of conferences, panels and exhibitions are ongoing.

B. Architecture Education and Students. That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The team observed during this visit that the statement in the APR that “Nurturing and respective diversity, distinctiveness, self-worth, and dignity are priorities of the program” (p.28) is substantially true. EMU’s program of architecture education is, indeed, focused on preparing students to respect diversity and honor the self-worth of those with which they work. The fact that the students in architecture come from such a wide range of countries and backgrounds infuses the academic environment with an understanding of the breadth of professional settings and opportunities. The visiting team believes EMU architecture students largely leave this program well equipped to make informed professional decisions and to be future leaders of the profession in the various venues where they will practice.

[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

C. Architecture Education and the Regulatory Environment. That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the *APR* the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The team was told that upon graduation all Turkish Cypriots can be registered to the Chamber and are professionally licensed to practice architecture. A similar relationship also exists in the Republic of Turkey. The team is unaware what happens to the remaining students from many countries when they return home. The pursuit of substantial equivalency with the NAAB criteria is a further attempt to position EMU students with meaningful credentials in the world.

D. Architecture Education and the Profession. That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: Students in architecture at EMU, by virtue of the many nations they represent, have a greater understanding of many of the components of the global economy than students in other programs. It was clear to this visiting team that EMU students are adequately prepared to respond to many of the needs of the communities they will serve in the future. This is particularly true in the area of sustainable design, in which EMU architecture students receive a solid grounding in core principles.

The EMU program in architecture makes considerable use of adjunct faculty. This provides regular interaction between students and the practitioners of the Turkish Republic of North Cyprus. Further, the faculty makes positive efforts to encourage interaction between the program's students and practitioners from other countries in Europe and around the world, despite the limitations on travel that currently exist due to the unresolved political situation on the Island of Cyprus.

E. Architecture Education and the Public Good. That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: While opportunities for direct involvement in public service projects during the student's period of education at EMU appear to be limited, the visiting team observed many indications that EMU architecture students are made aware of their broad

responsibilities to and for the public good in their course work. Respect for historic structures and context and emphasis on sustainable design are in regular evidence throughout the curriculum. The environmental challenges the world faces served as the introduction to many of the program's required lecture courses, and the student work required by these offerings clearly demonstrated that they understood the architect's responsibilities to the common good.

I.1.4 Long-Range Planning*: A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

Visit Two Team Assessment: The APR (page 440) identifies the Long-Range Planning effort employed by the Department of Architecture. Data is being collected routinely from multiple sources to inform its future planning and strategic decision making. As noted in the Visit Summary on pages 1 and 2 of this report, the Faculty of Architecture Strategic Planning Reports of 2006 and 2012 are candid and insightful documents that clearly indicated a program commitment to effective long-range planning.

I.1.5 Self-Assessment Procedures*: The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
    - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
    - *Individual course evaluations.*
    - *Review and assessment of the focus and pedagogy of the program.*
    - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

Visit Two Team Assessment: The strategic plan, surveys, and meetings are three basic strategies which form the self-assessment of EMU's Department of Architecture. Surveys from students, alumni, and employers of alumni have been conducted. Through these reports it is apparent that the students, staff, and alumni are aware of strengths and weaknesses of the program. Recognition of the value of self-assessment is acknowledged and is a work in progress. Individual Course Evaluations are fulfilled by students online. The visiting team reviewed these assessment forms and found them to be probing and thorough.

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

- *Faculty & Staff:*
  - *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  - *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
  - *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

  [X] Human resources (faculty and staff) are adequate for the program.

  Visit Two Team Assessment: The faculty is supported by teaching assistants. A balanced workload to support opportunities for faculty and staff to pursue professional development contributing to the program was in evidence during this visit. The recent rapid growth of student population does threaten this situation.

- *Students:*
  - *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
  - *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

  [X] Human resources (students) are adequate for the program.

  Visit Two Team Assessment: All admissions decisions are made at the central administration office of the Vice Rector for Student Affairs, and all financial aid decisions are made at the central administration office of the Rector and Vice Rector for Promotion. Specific material on criteria for selection, admission procedures, financial aid and scholarship procedures and student diversity initiatives were not made available for the visiting team. By all appearances the human resources are adequate for the program.

I.2.2 Administrative Structure and Governance

- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an*

[2] A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative structure is adequate for the program.

Visit Two Team Assessment: The architectural program at EMU is administed by a member of its faculty who acts as the program chair. This individual is supported by a vice chair. The chair reports to the dean of the Faculty of Architecture, an academic unit at EMU that is comprised of the Department of Architecture and the Department of Interior Architecture. The vice chair acts as a general support to the chair in all areas of the program administration.

The responsibility for drafting the budget for the program, including the request for staffing augmentation, rests with the chair and the vice-chair. Their draft budget is then submitted to the dean who reviews it and then sends it to the vice regent for financial affairs for final action.

In a similar fashion, promotion actions begin as the recommendation of the program of architecture and then pass through the dean's office to the central administration.

The decisions on new faculty hires are largely left to the program, which identifies the candidates, interviews them, and makes the selection with, again, the dean and the central administration having ultimate approval.

The direction for the curriculum is broadly established by the Rector and the Board of Trustees with their stated goal of each program achieving meaningful international accreditation. The specific curriculum to respond to that mandate is left to the Department of Architecture, and the chair and his faculty structure and prepare the specifics of the required course of study.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

  [X] Governance opportunities are adequate for the program.

  Visit Two Team Assessment: The APR provides a lengthy presentation of the opportunities for governance that are available to the various constituencies within the program. The visiting team was able to confirm the key components of governance participation. Students in the EMU architectural program expressed satisfaction with their roles, largely ad hoc, in governance: they reported that their issues were heard and treated seriously.

  The program participates in the overall governance of the university. Three members of the Faculty of Architecture have permanent seats on the University Senate including the chair of the Department of Architecture.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are inadequate for the program.

Visit Two Team Assessment: The visiting team found the physical resources of the EMU program in architecture insufficient. Specifically:

- There is no workshop for model making. Plans for a model shop are being considered, but this resource is not yet available to students.
- Computer resources are outdated including hardware and software. Plans are in the works for 30% of the computers in labs to be upgraded.
- With the recent growth of the program the physical space dedicated to the program is becoming inadequate. Controlling growth or expanding physical space will need to be considered.
- As noted in the Causes of Concern (page 2), EMU uses "hot desks" in all studios. The visiting team believes that making dedicated desks available for each student in the upper-level design studios after foundation would improve student performance criteria, and the visiting team encourages the program to consider this physical improvement.
- Universal accessibility is not fully resolved, but plans are in place for corrections to these conditions up to the level of the standard of the region when funding is available.
- Many students reported that the studio and lecture spaces are often cold in the winter and too warm in the summer months.

I.2.4 Financial Resources: *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

Visit Two Team Assessment: In conversations with the visiting team, the chair, the dean, the faculty, and the students, all expressed the belief that there were adequate financial resources available for the program. As explained to the team by the Vice Rector for Financial Affairs, the program relies on multiple sources for its funding. These sources include primarily student tuition and grants to the university from the Republic of Turkey (often targeted to a specific project or capital expenditure) and, to a far lesser degree, funds raised through international projects and research. Although the funding cycle is yearly with no apparent mechanism to commit funds over a longer period of time, the ongoing robust growth in student enrollment and the significant commitment the Republic of Turkey has made to fostering a vigorous educational environment in North Cyprus indicates that this period of financial stability will continue for the upcoming years.

I.2.5 Information Resources: *The substantially equivalent program must demonstrate that all students, Faculty and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program

Visit Two Team Assessment: All books and periodicals are housed in the EMU central library. This building is located in easy walking distance from the program in architecture. It is open for a large portion of each day and open all-night during examination preparation times.

Within EMU's central library there are over three thousand volumes related to building, architecture, urban planning, and related topics. In addition to these resources, the library has readily available Internet access to significantly more publications related to the architectural field of study through its electronic databases. Similarly, while the library's collection of architecturally related print journals is very modest, it

has access electronically to most of the significant magazines and journals that are pertinent to the professional study of architecture.

PART I: SECTION 3—REPORTS

I.3.1 Statistical Reports. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Number of students enrolled in the substantially equivalent degree program(s).*
  - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
    - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - Number of faculty by rank (e.g., assistant professor, associate professor)
  - Number of full-time faculty and part-time faculty
  - Number of faculty promoted each year since the last visit
  - Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed

[X] Statistical reports do not provide the appropriate information.

Visit Two Team Assessment: Information provided in the APR largely addressed the NAAB requirements for statistical reporting. Lacking in it is information on the qualifications of the students recently admitted. In addition the requisite information on faculty maintaining licenses was not provided with the statistical report, though this information was available on the individual résumés of the individual faculty members presented in the APR.

The visiting team was told that the office of the Vice Rector for Promotion has extensive records on all graduates of EMU, so there may be an existing database that the program could use to both expand on the reports required by the accreditation process and have available useful information on the activities and career development of its alumni/alumnae.

I.3.2 Faculty Credentials*: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit[3] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Visit Two Team Assessment: The faculty exhibit in the team room indicated that the faculty has the requisite level of accomplishment to determine that this condition is met. In addition, the team observed that the faculty has the following characteristics:

- They hold an impressive number of terminal degrees.
- They are young, energetic, and enthusiastic about the future of the program.

[3] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

- They offer impressive gender diversity with females now holding two-thirds of the positions.
- They are collegial and cooperative with each other**.**

PART ONE (I): SECTION 4—POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Condtions for Substantial Equivalency.

[X] The policy documents in the team room met the requirements of Appendix 4.

Visit Two Team Assessment: The policy documents required in Appendix 4 of the Conditions for Substantial Equivalency were found in the team room. They were complete according to the requirements of the NAAB.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment[4]:

Understanding—the capacity to classify, compare, summarize, explain and/or interpret information.

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

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

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

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

[4] See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.

[X] Met

Visit Two Team Assessment: The program at EMU faces a challenge by combining so many background and nationalities within its student body. The amount of essay questions across the curriculum and a preparatory English language sequence ENGL 181-2/191-2 greatly increases the student body's ability to read, write and speak effectively.

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

[X] Not Yet Met

Visit Two Team Assessment: Evidence exists in ARCH 291,292 *Architectural Design Studio* that some students are meeting this criteria at the ability level. However it was clear to the team that not all students at EMU are demonstrating proficiency at the ability level.

A.3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

[X] Not Yet Met

Visit Two Team Assessment: Work observed by the team in studio showed progress was being made with visual communication skills; however, the team room display clearly fell short of meeting this criterion.

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

[X] Met

Visit Two Team Assessment: Evidence of this criterion being met was observed in ARCH 342 *Working Drawings*, ARCH 348 *Building and Environmental Systems in Architecture*, and ARCH 391 and 392 *Design Studios.*

A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

Visit Two Team Assessment: Course work accomplished in ARCH 391 and 392 *Design Studios* satisfies this criterion.

A.6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

[X] Not Yet Met

Visit Two Team Assessment: A consistent demonstration of Fundamental Design Skills is not evident for all students at a passing level in the Studio Design work this visiting team reviewed.

A.7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Not Yet Met

Visit Two Team Assessment: While the history sequence ARCH 225 and 226 *History and Theories of Architecture* examines the fundamental principles of relevant precedents, the visiting team did not see the translation into architectural design projects. Some indication of relevant precedents was seen in urban design projects with ARCH 252 *Theory of Urban Design.*

A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Not Yet Met

Visit Two Team Assessment: Foundation courses FARC 101 *Design Studio* and 113 *Introduction to Design* introduces fundamentals of both natural and formal ordering systems to the students. The consistent ability of all students to use these systems in studio design work was not in evidence to the visiting team; therefore, this criterion is not yet met.

A.9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Met

Visit Two Team Assessment: ARCH 225 and 226 *History and Theories of Architecture* combined with ARCH 252 *Theory of Urban Design* met this criterion. In addition the diverse student body contributes to the Historical Traditions and Global Culture at the school and within the program.

A.10. Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

Visit Two Team Assessment: ARCH 114 *Human and Socio-Cultural factors in Design* clearly addresses the diverse needs, values and behavioral norms, social and spatial patterns that characterize different cultures and individuals. In addition, the diverse student body and institute-wide mission of internationalization contributes to the Cultural Diversity of the program.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

Visit Two Team Assessment: The team found sufficient evidence with research determining form, function and systems in ARCH 391 and 392 *Architectural Design Studios.*

Realm A. General Team Commentary: There is some evidence of critical thinking in evidence throughout the student work examined by this visiting team, but it is not uniformly demonstrated among the students in the program.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B.1. **Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Not Yet Met

Visit Two Team Assessment: The visiting team reviewed the course materials and student work for the studio course ARCH 292 *Architectural Design Studio II.* This is the course that the program identified as providing the educational experience to satisfy this criterion. However, the visiting team found that much of the student work failed to include programming work and adequate site analysis. Therefore, this criterion is not met.

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

[X] Not Yet Met

Visit Two Team Assessment: Again, the studio course ARCH 292 *Architectural Design Studio II* was referenced by the program as satisfying this criterion. The visiting team found that much of the student work failed to show an ability to design for accessibility. Review of more advanced studio work such as the ARCH 492 *Architectural Graduation Project* further confirmed that all architecture students at EMU do not demonstrate this requisite ability.

B.3. **Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

Visit Two Team Assessment: ARCH 213 *Ecological Issues in Architecture* provides an admirable overview of sustainability issues for EMU students. Many aspects of this topic are expanded upon in the course work of ARCH 246 *Energy and Environmental Issues in Design.* While these two lecture

courses would be insufficient by themselves to demonstrate the required "ability to design…," when coupled with the design project required by ARCH 348 *Building and Environmental Systems in Architecture,* there was sufficient evidence for the visiting team to conclude that this criterion was satisfied.

B.4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Not Yet Met

Visit Two Team Assessment: ARCH 291 *Architectural Design Studio –I* exposes the students to the design considerations that must be addressed on a steep hillside site, and the completed studio work for this course demonstrated a general understanding of topography. In addition, ARCH 391 *Architectural Design Studio – III* includes student group analysis of the site conditions that features rudimentary study of flora and some indications of watershed characteristics. In this team's assessment, however, the work in these courses fell short of demonstrating an "Ability to respond to site characteristics …in the development of a project." For example, design for site drainage was not consistently demonstrated. Further, the completed projects in ARCH 391 *Architectural Design Studio – III* and ARCH 392 *Architectural Design Studio – IV* did not indicate that the site design skills imparted in ARCH 291 were informing this subsequent studio work.

B.5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Not Yet Met

Visit Two Team Assessment: The completed studio projects in ARCH 391 *Architectural Design Studio – III* and ARCH 392 *Architectural Design Studio – IV* did not indicate that all EMU students gain this ability level. The visiting team found conspicuous dead-end corridors, exit stairs that terminate without a plausible path to the exterior public space, and numerous doors to exit stairs swinging against the path of travel.

B.6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9.Structural Systems**
B.5. Life Safety	

[X] Not Yet Met

Visit Two Team Assessment: Several of the Realm B student performance criteria that must be satisfied for comprehensive design to be demonstrated, such as life safety (B.5) and accessibility (B.2), have not been met so the visiting team must conclude comprehensive design has not been

demonstrated by all students of the program. Further the visiting team noted that it did not see a mechanical system represented in any of the advanced studio work.

B.7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Met

Visit Two Team Assessment: The visiting team found that there were admirable aspects of ARCH 449 *Economic and Management Issues in Architecture* including its thorough treatment of life-cycle costing and the time value of money. The visiting team, however, would like to see project financing and funding and construction cost estimating strengthened.

B.8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Not Yet Met

Visit Two Team Assessment: The visiting team reviewed the course materials and student work for ARCH 246 *Energy and Environmental Issues in Design* and ARCH 348 *Building and Environmental Systems in Architecture*. While these courses thoroughly presented concepts of passive heating and cooling, day lighting, building orientation and other aspects pertinent to this criterion, the visiting team could find no evidence that artificial lighting and acoustics were addressed in any fashion.

B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

Visit Two Team Assessment: EMU has a sequence of three structural courses ARCH 235 *Introduction to Tectonics of Structural Systems*, ARCH 236 *Tectonics of Flexural Structures,* and ARCH 337 *Tectonics of Form Resistant Structures*. The visiting team found ample evidence that students in this program gained the requisite understanding of structural systems to satisfy this criterion.

B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

Visit Two Team Assessment: EMU also has a sequence of three architectural construction and materials courses. Building envelope considerations as required by this criterion are imparted to EMU architectural students in the course work in ARCH 243 *Architectural Construction and Materials – I.*

B.11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Met

Visit Two Team Assessment: The visiting team reviewed the course materials and student work for ARCH 348 *Building and Environmental Systems in Architecture* and found it a thorough introduction to building service systems—albeit at a residential scale—that was sufficient to demonstrate that this criterion was met.

B.12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Met

Visit Two Team Assessment: The course materials and student work for ARCH 347 *Architectural Construction and Materials-III* was adequate to lead this visiting team to conclude that this criterion was met. As one would suspect, this course work focused primarily on the materials and design factors relevant on Cyprus.

Realm B. General Team Commentary: As is clear from the comments above on the individual Realm B student performance criterion, the EMU program has progress to make in satisfying many of these requirements. With this acknowledgement that there is work to be done, the visiting team was encouraged to note that the studio sessions observed during this visit suggested more dynamic and successful design work was now being produced by EMU students than was reviewed in the material made available in the team room. Further the visiting team understands that the EMU program in architecture is currently refining its pedagogical approach to the integration of the various technical aspects of architecture into a unifying design project. This refinement will be welcome, particularly in light of the pressures the program faces due to its recent rapid increases in enrollment.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C.1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Met
Visit Two Team Assessment: Collaborative skills with others are evident in studio ARCH 391 and 392 *Architectural Design Studio,* where students work together on the site research for an urban site.

C.2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

Visit Two Team Assessment: Sufficient evidence supporting the conclusion that EMU students understand the relationship between human behavior and the natural environment was found in ARCH 291 *Architectural Design Studio –I* and ARCH 391 *Architectural Design Studio – III* to deem this criterion met.

C.3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 *Professional Issues in Architecture* as evidenced by a lecture given; no evidence was found in tests or group projects.

C.4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 as evidenced by a group project and also through examination.

C.5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Met

Visit Two Team Assessment: Evidence of this criterion is evident in ARCH 416 *Professional Issues in Architecture*.

C.6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

[X] Met

Visit Two Team Assessment: ARCH 492, *Architecture Graduation Project*, allows students to work collaboratively on a project involving environmental, social, and aesthetic issues in their communities.

C.7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 *Professional Issues in Architecture* as evidenced by a lecture given; no evidence was found in examinations or group project.

C.8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 *Professional Issues in Architecture* as evidenced by a lecture outline and examination questions.

C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Met

Visit Two Team Assessment: This criterion is met with, lectures, course assignments, and examinations in ARCH 311 *Principles of Conservation and Restoration*.

Realm C. General Team Commentary: Under the C Realm of Leadership and Practice the current curriculum is meeting the NAAB criteria. A two-course Professional Practice sequence covers many of these criteria. In addition the rich cultural fabric of North Cyprus provides ample opportunities for local involvement with the community, and the diverse student population provides a global perspective to the student body.

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 National Authorization: *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

[X] Met

Visit Two Team Assessment: As described in the APR on page 102, all programs at EMU are accredited by the Turkish Higher Education Council, and the university operates with the approval of the Ministry of Education, Youth, and Sports.

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

Curricular requirements are defined as follows:

- ***General Studies**. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

  This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

- ***Professional Studies**. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*

- ***Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

[X] Met

Visit Two Team Assessment: Based on the APR General Studies, Professional Studies and Electives are offered substantially equivalent to NAAB degree programs.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

[x] Met

Visit Two Team: Based on the APR page 102, the initial assessment indicates 158 credits in total for the curriculum over an 8 semester sequence. Further information should be provided in future APRs on how modifications and changes are identified, and that architects authorized to practice in the Turkish Cypriot are included in the curriculum review and development process.

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

[x] Met

Visit Two Team Assessment: The program, like other programs in the region, does not accept any pre-professional education. All students are required to complete the prescribed course work.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees
In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency*, Appendix 6.*

[X] Met

Visit Two Team Assessment: As noted in the APR the exact language found in the NAAB Conditions for Accreditation is included on the department website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:

The 2012 NAAB Conditions for Substantial Equivalency
The NAAB Procedures for Substantial Equivalency (edition currently in effect)

[x] Met

Visit Two Team Assessment: Access to the 2012 NAAB Conditions for Substantial Equivalency and the NAAB Procedures for Substantial Equivalency is available to all students, parents and faculty. In addition an international conference on Architectural Education was held at EMU with the president of NAAB invited as a guest speaker. The school and its administration have the NAAB Substantial Equivalency as a strategic goal.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[x] Met

Visit Two Team Assessment: Individual advising is available within the department, and career counseling is available through the Vice Rector of Student Affairs. In addition, on a regular basis in the "Alumni Talk" program, students have the chance to meet with invited successful professional alumni and receive assistance in developing their future careers.

II.4.4 Public Access to APRs and VTRs

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

The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

[x] Not Yet Met

Visit Two Team Assessment: The APR and VTR will be displayed on the department website for the public after the second visit.

III. Appendices

Appendix 1. Program Information

A. History and Mission of the Institution and the Program

APR, page 2

B. Long-Range Planning

APR, page 44

C. Self-Assessment

APR, page 48

Appendix 2. Conditions Met with Distinction

Condition I.1.2 Learning Culture and Social Equity

Condition I.1.4 Long-Range Planning

Condition I.1.5 Self-Assessment Procedures

Appendix 3. Visiting Team

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IV. Report Signatures

Respectfully Submitted,



Michael Stanton, FAIA
Team chair



Ann Chaintreuil, FAIA
Team member