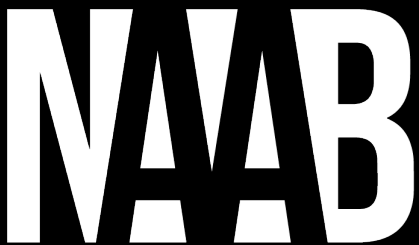


# ***2023 Visiting Team Report***

Bowling Green State University  
Department of Architecture and  
Environmental Design

M.Arch.

Continuing Accreditation Visit  
April 3-5, 2023

The logo for the National Architectural Accrediting Board (NAAB) is displayed in large, bold, white, sans-serif capital letters. The letters are stacked, with 'NA' on top, 'AA' in the middle, and 'B' on the bottom right, creating a distinctive, overlapping visual effect.

National  
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Accrediting  
Board, Inc.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The NAAB Visiting Team thanks the Bowling Green State University Department of Architecture and Environmental Design for its comprehensive preparations, earnest assistance, and welcoming nature during the virtual team visit.

Bowling Green State University (BGSU) is a major public doctoral research university in the State of Ohio. Over its history it has developed into a comprehensive university as evidenced by BGSU strategic and foundational Forward. These objectives focus on driving, creating, powering, and supporting the public good through student success, research and creative activities, partnerships, community engagement, and effective processes. The plan is more than goals and action and defines the institution's aspirations.

The university administration, including Provost Joe Whitehead; Dean Jennie Gallimore; Dean Jennifer Waldron; and Professor Arsenio Rodrigues, Professor, and Director, of the School of the Built Environment, was highly engaged and supportive of the initiatives, program goals, and shared values of the architecture programs within the context of the university. The program enjoys excellent support from local practitioners, alums, and professional members. The professional staff is collegial and highly competent in their areas of expertise, providing valuable assistance to the students, the faculty, and the school, college, and university.

The Master of Architecture degree program is justifiably proud of the histories, collaborations, synergies, and opportunities available between architecture and construction management to integrate design and technical management education. An integrated practice-based design combined with technical knowledge is an inherent part of the life of the architecture program. Led by administrators with a clear vision, as well as an enthusiastic, highly competent and committed faculty, the School of the Built Environment embodies a culture of collaboration that is perhaps unique in how it is balanced with strong design and scholarship values, which is based on an ethos of combining professional training with design education.

The School of Built Environment, including program leaders, faculty members, and students, were engaging and offered valuable insight. The Virtual Team Room was well-organized, comprehensive, and reflective of the high quality of the architecture education rendered at BGSU. The documentation gave the NAAB visiting team a broad perspective of the program and its recent accomplishments.

Students in the Master of Architecture program are diverse, inclusive, and enthusiastic, with a great positive attitude. They are confident in their decisions to attend the program, proud of their educational path, especially opportunities for Coop, and collaborate with the construction management program. The students are knowledgeable of the way to licensure and the career opportunities that BGSU will ultimately provide them. The student body in the graduate degree program reflects an interest in collaborating across disciplines and engaging technology in their learning.

The faculty members are deeply dedicated to the Master of Architecture program. Their level of excellence reflects their commitment to teaching excellence and pursuing meaningful research, creative scholarship, and practice. The faculty spoke of the teaching culture and their personal attention to the students as a core value. They conveyed a readiness to achieve their potential and that of the students, the program, and the university through initiatives such as the Toledo Design Collective.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

- PC.4 History and Theory
- PC.8 Social Equity and Inclusion
- 5.5 Social Equity, Diversity, and Inclusion

## II. Progress Since the Previous Site Visit

### 2014 Conditions Not Achieved

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

**Previous Team Report (2019):** Evidence of student achievement at the prescribed level was not found in student work across all team room evidence nor in the courses listed in the matrix ARCH 6220 Graduate Design Studio 2 and ARCH 6310 Graduate Design Studio 3.

#### *2023 Team Analysis:*

C.2 Integrated Evaluations and Decision-Making Process is no longer part of the 2020 Conditions for Accreditation. This condition is now addressed in SC.5 Design Synthesis. The APR describes curricular changes that have been introduced to expand students' abilities to make integrated evaluations and decisions in design. This criterion is effectively now met.

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

**Previous Team Report (2019):** The team found the integrated design skills, such as site conditions and analysis, structural systems and environmental system integration were not consistently found in all design projects in the design studios. There was evidence in some individual projects, but it needs to be seen in the student work across all projects.

#### *2023 Team Analysis:*

C.3 Integrative Design is no longer part of the 2020 Conditions for Accreditation. This condition is now addressed in SC.6 Building Integration. The APR describes curricular changes that have been introduced to expand students' abilities in integrative design. This criterion is now effectively met.

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

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees therefore should not be used by nonaccredited programs.

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

The number of credit hours for each degree is specified in the 2014 NAAB Conditions for Accreditation. All accredited programs must conform to the minimum credit hour requirements.

**Previous Team Report (2019):** The M. Arch curriculum description, for the BGSU pre-professional degree plus 52 graduate credit hours, provided in the APR-IA rev. 6 September 2019 indicates 37 credit hours of design studio and professional core, with 15 hours of technology, business and history/theory core. With additional information it was understood only nine of the total graduate credit hours were considered optional. Per the 2014 Conditions for Accreditation all professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests by taking additional courses not required within the curriculum. The program is in the process of revising the curriculum to reflect ten hours of optional study to be in effect beginning in Spring 2020.

*2023 Team Analysis:*

II.2.2 Professional Degrees and Curriculum criterion is no longer part of the 2020 Conditions for Accreditation. This condition is addressed in the new 4.2 Professional Degrees and Curriculum. This criterion is now met.

### III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

*2023 Team Analysis:*

The program has developed the curriculum to integrative design process as evidenced by the 2023 team finding the program met SC.6 Design Synthesis and SC. 6 Design Intergration.

In the APR, the program states that the evidence for meeting the SC 5. Design Synthesis Criterion is found in ARCH 6220 Graduate Studio 2 and ARCH 6320 Graduate Studio 4. The team reviewed all four graduate level Design studios in the curriculum and found that the most comprehensive work to demonstrate SC. 5 Design Synthesis and SC.6 Design Integration were found in ARCH 6310 and ARCH 6320.

ARCH 6320 Graduate Studio 4 is a thesis studio that constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program. Projects presented demonstrated the various criteria articulated in SC.5. individual theses culminated with the research, development of a thesis, further investigation, planning, and design of a physical solution.

The thesis studio constitutes the realization of the investigation and exploration initiated in the previous graduate design studios. The students demonstrate research skills to explore contemporary design issues proposed in their thesis statements, explore contemporary architectural design issues and methods, and demonstrate application of regulatory codes in their thesis design solution. Students demonstrate how building systems are integrated into their design.

Evidence of the Professional Studies Curriculum was found in the APR and on the website. Documentation related to course distribution for the Bachelor of Science in Architecture pre-professional degree and the Master of Architecture professional degree is publicly available to all students:

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Master of Architecture: <https://www.bgsu.edu/technology-architecture-and-applied-engineering/graduate-programs/master-of-architecture.html#core>

Per the Master of Architecture documentation, “The Master of Architecture is a professional degree (a minimum 52 semester hours of credit) program that revolves around the concentrations of digital media in design and practice, urban and community design, and architectural history and historic preservation. These concentrations integrate entrepreneurial theories and strategies to advance architectural design and practice. An important feature of the program is the applied entrepreneurship which requires an internship in an organization with significant ongoing entrepreneurial initiatives.”

The 52 Semester Hours of Credit include 27 hours of Design Studio, 9 hours of Professional coursework, 10 hours of electives, 3 hours of Technology and 3 hours of Theory.

#### **IV. Compliance with the 2020 Conditions for Accreditation**

##### **1—Context and Mission ([Guidelines, p. 5](#))**

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.
- 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.
- 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).

**Described**

##### **2023 Team Analysis:**

The BGSU Department of Architecture and Environmental Design is a department of Bowling Green State University (19,000 students) that is part of the statewide public education system. Bowling Green is classified as a major public research institution located in a rural community outside of the larger metropolitan Toledo area (269,000 residents). The department embraces the larger university’s strategic objectives (<https://www.bgsu.edu/forward.html>) in its educational process. Through the interaction of the faculty, staff, and students within the greater university community, the department influences and has a direct impact on the university. The four-plus-two program integrates the study of architecture with a more holistic, university-wide educational process known as the BG Perspective. The MArch degree is one of only two professional degrees offered by the university. The department’s mandatory cooperative experience of two 15-week, full-time work assignments provide students with a practical approach to integrating academia with practice.

Through interviews conducted during the visit, students participate in leadership roles within organizations such as NOMAS and AIAS and participate within university wide organizations and groups. Through additional interviews during the visit, it was determined that faculty also participate in department and university wide committees.

## 2—Shared Values of the Discipline and Profession ([Guidelines, p. 6](#))

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. ([p.7](#))

**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. ([p.7](#))

**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. ([p.7](#))

**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. ([p.8](#))

**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. ([p.8](#))

**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. ([p.8](#))

### Described

#### 2023 Team Analysis:

**Design:** The BGSU Design Studio Culture Policy is framed by the core values of: intellectual and personal growth; creativity, innovation, and entrepreneurship; diversity and inclusion; collaboration with each other and our partners; excellence in all we do; as well as the NAAB shared values of the discipline and profession. The program centers on architectural design as the foundation for integration of knowledge. The long-term plan includes goals to host and participate in design competitions and to support students in submitting for prestigious awards like the AIA Henry Adams Medal for Excellence.

**Environmental Stewardship and Professional Responsibility:** BGSU offers sustainability-related electives within the School of the Built Environment, giving students an introduction to Lean and LEED principles. The ARCH 6320 Graduate Design Studio 4 requires integration of AIA COTE’s ten sustainability strategies into projects. ARCH 6510 Sustainability Systems provides an understanding of environmental factors like climate, energy, and biodiversity. The long-term plan includes advancing the integrative learning initiatives and future opportunities around environmental stewardship.

**Equity, Diversity and Inclusion:** The Division of Diversity and Belonging web page cites their “campus climate that fosters an inclusive environment and promotes and nurtures diversity and belonging.” The Code of Ethics and Conduct Policy calls upon students, faculty and staff to conduct academic and business affairs with the highest degree of integrity and honesty. In April 2021, BGSU enacted a policy

requiring all faculty applicants to provide a statement on how they will contribute to equity, diversity and inclusion at the university. In the College of Technology, Architecture and Applied Engineering (CTAAE), strategic goal 6 describes a culture of inclusion, respect, and curiosity. The Program's long-term plan includes active recruitment of female, minority, and under-represented students, as well as assessment of recruitment and retention goals.

**Knowledge and Innovation:** Studio projects are centered around project-based research and learning. The Program leverages its proximity to the City of Toledo, enabling students with opportunities to design for real-world problems with actual clients engaging with the students' work. The new integrated teaching and learning spaces for Architecture and Construction Management enable the students to experience the design and construction process firsthand, and to benefit from the state-of-the-art educational facility, including an innovation lab. The program's long-term plan includes the establishment of a research and materials library.

**Leadership, Collaboration, and Community Engagement:** Students have opportunities for leadership in AIAS and NOMAS chapters, as well as representation on university committees and councils. Group assignments provide opportunities for Architecture students to collaborate with other disciplines, including Interior Design, Visual Communication Technology, Art, Engineering and Construction Management. Community engagement is offered through ARCH 4210, collaborating with the Toledo Design Collective and CONS 2350, engaging with Habitat for Humanity. BGSU hosts a Rendering Day, supporting high school students in the AIA Toledo HS Design Competition. The long-range plan highlights collaboration with local firms.

**Lifelong Learning:** BGSU cultivates a professional network that reinforces the connection between the profession and the Program, welcoming professionals to serve as adjunct faculty, advisors/jurors, and lecturers within their coursework and extracurricular events like the AIAS Lecture Series, which serves students and emerging professionals in the region. Students hone their skills of critical design thinking and effective communication and gain an appreciation of lifelong learning as related to the design process. The long-range plan includes opportunities to host visiting scholars and practitioners.

### **3—Program and Student Criteria ([Guidelines, p. 9](#))**

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) ([Guidelines, p. 9](#))**

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. ([p.9](#))

**Met**

#### **2023 Team Analysis:**

At BGSU, architecture students gain an understanding of the path to licensure and career opportunities through curricular and extracurricular offerings. Evidence on how the architecture program ensures that learners understand the various career paths to become a licensed architect in the United States and showcase additional career options that leverage the program's skills and knowledge is found in various locations, described in the APR, and confirmed during the site visit:



ARCH 6610, Professional Practice/Entrepreneurship, ARCH 6620, Business by Design and ARCH 6630 Applied Entrepreneurship prepare students for the business of running an architecture firm, provide opportunity for joint venture with Business Administration students and provide practical real-world design/build and mock-up experience respectively.

BGSU AIAS and NOMAS chapters organize Annual Job Fairs, inviting students to meet representatives of local/regional firms. This was achieved online during the period of Covid restrictions and is now being offered in a hybrid format.

The Architect Licensing Advisor provides AXP Workshops to engage students on the NCARB AXP requirements and invites the Ohio Architects Board to present annually on professional practice and professional architectural experience.

The assessment process documents the learning outcomes associated with PC.1 together with instructor suggestions for program improvements. Student surveys are completed at the end of every spring semester. Taking into account faculty comments combined with student perceptions, strengths and opportunities for improvement are identified and plans for improvement are developed annually.

**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. (p.9)

**Met**

**2023 Team Analysis:**

The condition is met through design studios and courses structured to supplement work being done in the studios. ARCH 6210 ensures that students understand methods of addressing needs and issues through design, and ranges from integrative design at the building scale to research and evaluation of design at the urban scale. ARCH 6220 fills the gap in this range with master planning and design at the neighborhood scale.

ARCH 6310 takes students through the complete building design process from Schematic Design to construction, and this process is applied to a research-driven thesis project in ARCH 6320. Achievement of learning objectives in these courses is assessed through specific drawings and deliverables including research assignments, as well as both informal and formal presentations.

Courses are evaluated through course faculty self-assessments, End-of-Semester reviews by other faculty members, and grade assessments, all of which were provided as evidence. Anecdotal evidence from student meetings confirmed that student feedback is collected through a formal end-of-semester appraisals as well as informal group meetings with course faculty.

**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. (p.9)

**Met**

**2023 Team Analysis:**

In the graduate program, students are required to take ARCH 6510 Sustainability Systems and ARCH 6220 Graduate Design Studio 2. These courses introduce the integration of passive and sustainable technologies as fundamental components of design development.

In ARCH 6510 Sustainability Systems, this lecture/seminar course investigates the environmental, social, and economic dimensions of sustainability, and reviews leading initiatives and applications relating to the building industry. Approaching sustainability as an interdisciplinary field undergoing fast-growing theories, standards, and applications, the course employs an existing built environment of a manageable size as a laboratory for student analysis and assessment of sustainability systems. The students are provided with an extensive and diverse list of information to support the objectives of PC.3. The three major learning objectives of the course are described in the syllabus.

The assessment process documents the learning outcomes associated with PC.3 together with instructor suggestions for program improvements, and the instructor end of semester walkthrough process for each Design Studio. Student surveys are completed at the end of every spring semester. Considering faculty comments, the instructor walkthrough comments, and student survey scores, strengths and opportunities for improvement are identified and plans for improvement are developed annually.

Two-fifths of the learning objectives of the ARCH 6220 course focus on PC 3. Students learn to conduct research into emerging sustainable technologies. This is assessed by performing a case study and analysis of a selected AIA COTE Top 10 project. They also are asked to apply and explain the sustainable technologies and design strategies used in their design. This is assessed through graphic and written depiction of systems being utilized under AIA COTE criteria. The projects presented in documentation of Student work for ARCH 6220 addressed these learning outcomes. As per the ARCH 6510 course, the spring 2022 syllabus was presented and the grade distribution for the class. Faculty self-evaluations for 2020, 2021 and 2022 were presented as well as the results of a 2019 WalkThrough Evaluation using NAAB 2014 Criterion.

**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.

**Not Met**

**2023 Team Analysis:**

PC.4 History and Theory criterion is not met. There are no required History courses in the Master of Architecture curriculum; as a result, evidence of History to the prescribed level was not found in the documentation provided within the Master of Architecture curriculum.

ARCH 6800, Seminar in Architecture and Design is a required graduate level course, covering topics and trends; an understanding of Theory was demonstrated in the evidence provided for ARCH 6800.

Architectural history and theory are included comprehensively in pre-professional education; undergraduate courses cannot be assessed for a Master of Architecture two-year accredited program.

**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. (p.9)

**Met**

**2023 Team Analysis:**

Students learn about and engage in research into traditional and innovative professional practice and project delivery methodologies in ARCH 6610 and 6620, the latter course focusing specifically on intersections between design and business as they relate to architectural practice. The AIAS/AIA Toledo Lecture Series supplements this research with lectures from professionals on practice innovations currently being tested in the field.

Research into innovative design methodologies and architectural technologies is incorporated into ARCH 6320, the graduate thesis studio, which includes required design-related research specific to each student's project.

**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. (p.9)

**Met**

**2023 Team Analysis:**

Students and faculty discussed the culture of collaboration across the School of the Built Environment, including opportunities for collaboration in classes and on projects with students in Art, Interior Design and Construction Management.

ARCH 6210 Graduate Design Studio 1 specifically emphasizes service projects involving diverse stakeholder constituents. This class teaches architectural design methods through comprehensive topical investigation and assigns students studio projects that address diverse cultural, social, behavioral, and physical needs and problems.

The assessment process documents the learning outcomes associated with PC.6 together with instructor suggestions for program improvements, and the instructor end of semester walkthrough process for each Design Studio. Student surveys are completed at the end of every spring semester. Considering faculty comments, the instructor walkthrough comments, and student survey scores, strengths and opportunities for improvement are identified and plans for improvement are developed annually.

**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. (p.9)

**Met**

**2023 Team Analysis:**

Development of the learning and teaching culture has been a priority and ongoing process for design faculty and student leaders at BGSU and is based on the premise that much of professional behavior is molded and modeled in the design studio. The Learning and Teaching Culture Policy for the Architecture Program was developed and is maintained with input from students and faculty. The policy has gone through several iterations. The most recent was initiated and refined during spring semester 2022. The document was provided to the team in the team room through Dropbox File 44 - 2022 Edition - Learning and Teaching Culture Policy. During the revision period, the Program invited architecture students and faculty to consider, comment, and offer updates and revisions to the policy. The policy document, entitled Studio Policy Culture, is distributed to all incoming students and is posted in all design studios. It is also made available to all students and faculty via the department's website.

The criterion PC.7 Learning and Teaching Culture is achieved by implementation of the policy throughout all studio and architectural support courses and annual AXP Workshop presentations.

Throughout the visit, the team was impressed by the enthusiasm, and positive comments by the students, faculty, and alumni about the strong professional relationships between everyone involved with the university and school/program. There exists a strong sense of community. There is a true dedication to the students from administrators, faculty and staff who go out of their way to assist students, both in and out of the classroom. The meetings with the students conveyed to the team that the culture among students was one of respect and helping each other succeed.

**PC.8 Social Equity & 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. (p.9)

**Not Met**

**2023 Team Analysis:**

After reviewing the APR and additional materials, the team has found that this condition is not met. One graduate-level course, ARCH 6800, is referenced in the APR. While the course description in the syllabus refers to equity, diversity and inclusion and the course objectives include goals to “develop the understanding of the histories and theories of architecture and urbanism, framed by broad social, cultural, economic, and political forces” and to “develop the concept of social equity and inclusive environments,” these two objectives are not included in the included assessment matrix and are not assessed by any means outlined in the APR or course materials. The extracurricular activity listed, the Annual Co-op Job Fair, does not include documentation or evidence to show that this condition is met through that program.

**3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** ([Guidelines, p. 10](#))

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. (p.10)

**Met**

**2023 Team Analysis:**

Evidence that students have gained an understanding of the impact of the built environments on human health, safety, and welfare at multiple scales, from building to cities, was found in the following courses: ARCH 6210, 6220, 6310, 6320 – Graduate Student Design Studios 1 through 4 – studio projects address diverse cultural, social, behavioral, and physical needs; apply and explain sustainable strategies; understand and apply various regulatory codes; explain their design process from urban scale to site to building, along with inter-relationships at varying scales; develop the awareness of the relationship between architecture and human behavior: social, spatial, emotional; apply learnings from prior studios into culminating thesis projects.

ARCH 6530 Codes and Regulations comprehensively covers topics of ethics, code history, specialty codes, importance of code compliance, and code compliance implementation.

Student learning outcomes are demonstrated through student research, assignments, reports and presentations throughout these courses.

Achievement of the learning outcomes associated with SC.1 is found in the course assessments conducted at the end of each semester and/or school year, including instructor suggestions for program improvements, and the instructor end of semester walkthrough process for each Design Studio. Student surveys are completed at the end of every spring semester. Taking into account faculty comments, the instructor walkthrough comments, and student survey scores, strengths and opportunities for improvement are identified and plans for improvement are developed annually.

Recent modifications were made due to the findings and analyses of assessments, including a Life Safety and Accessibility Checklist now utilized across design studios.

**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. (p.10)

**Met**

**2023 Team Analysis:**

Evidence that students have gained an understanding of professional ethics, regulatory requirements, and fundamental business practices relevant to architecture practice in the United States, was found in the following courses:

ARCH 6530 Codes and Regulations - covers topics of ethics, code history, specialty codes, importance of code compliance, and code compliance implementation. The coursework is connected to Architect Registration Examination content to form integration with examination preparation for Codes and Regulations.

ARCH 6610 – Professional Practice/Entrepreneurship - includes firm organizational models, innovative business and marketing concepts, legal and ethical implications pertaining to firms, traditional and non-traditional office/company models as well as creative start up business techniques and project delivery methodology.

ARCH 6620 Business Innovation by Design - explores the intersection of business and design, recognizing the importance of the relationship between architecture and management, and offers an opportunity for a joint venture with Business Administration Students.

As evident in the coursework, and reinforced throughout the meetings with faculty, students and practitioners during the virtual site visit, a spirit of entrepreneurship and a deep commitment to professional practice was present. BGSU students are well-prepared for professional practice.

Student learning outcomes are demonstrated through student research, assignments, reports and presentations throughout these courses.

Achievement of the learning outcomes associated with SC.2 is found in the course assessments conducted at the end of each semester and/or school year, including instructor suggestions for program improvements, and the instructor end of semester walkthrough process for each Design Studio. Student surveys are completed at the end of every spring semester. Taking into account faculty comments, the instructor walkthrough comments, and student survey scores, strengths and opportunities for improvement are identified and plans for improvement are developed annually.

**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. (p.10)

**Met**

**2023 Team Analysis:**

This criterion is met mainly through courses, ARCH 6610 and ARCH 6530. ARCH 6610, Professional Practice/Entrepreneurship, provides an introduction to the business, legal, and regulatory aspects of architectural practice. Learning Outcomes 3 (“The student will understand how culture, context and background informs better outcomes in the built environment”) and 6 (“The student will understand building codes, legal issues, insurance and the regulatory environment impacting the profession”) particularly pertain to this criterion and prepare students for to delve deeper into these concepts in ARCH

6530, Codes and Regulations. This course focuses on the ethical standards of architects as professionals, and on the importance of code compliance, as well as methods to implement code compliance into projects. Student learning in this course is assessed mainly through assignments simulating real-world scenarios, as well as two exams.

Practical implementation of codes and regulations is performed in ARCH 6310, the graduate thesis studio, as students integrate codes and life safety into their designs through Learning Outcome 3, “Students will demonstrate research and delineate various regulatory codes and apply them in their Thesis design solution.”

**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. (p.10)

**Met**

**2023 Team Analysis:**

Evidence that students have an understanding of systems, technology, and assemblies of building construction was found in ARCH6310 Graduate Design Studio 3 (Structural Methods and Material System Integration). Specifically in the syllabus and schedule, project description, and lectures. The assessment objective was that 70% of the students achieved 80% and the result was that 100% of the students exceeded 80%. Additional assessment information was provided in the document APR and EOS Walk Thru Assessment. Further documents were provided in the assessment folder with individual faculty reflections for pedagogical/curriculum improvements.

Evidence of the students' understanding of the methods and criteria to assess technologies in projects was found in ARCH 6510 Sustainability Systems in the syllabus, schedule, lectures and specifically assignment P.2-4 Material Form and Systems Investigation. The objective was that 70% of the students achieved 70% and the results was that 100% of the students achieved better than 70%. Based on these assessments, the program continually makes adjustments to improve student learning and outcomes as identified in the APR and the EOS Walk Thru Assessment.

**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. (p. 12)

**Met**

**2023 Team Analysis:**

In the APR, the program states that the evidence for meeting the SC 5. Design Synthesis Criterion is found in ARCH 6220 Graduate Studio 2 and ARCH 6320 Graduate Studio 4. The team reviewed all four graduate level Design studios in the curriculum and found that the most comprehensive work to demonstrate SC. 5 Design Synthesis was substantially found in ARCH 6310 and ARCH 6320.

ARCH 6320 Graduate Studio 4 is a thesis studio that constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program. Projects presented demonstrated the various criteria articulated in SC.5.

In review of all the graduate studio work, the team was able to find and review four projects in ARCH 6320, the final studio in the studio sequence. All four individual theses culminated with the research,

development of a thesis, further investigation, program and design of a physical solution that addresses the aspects of SC.5. Two projects worth signaling out are (1) Influencing Church Attendance With Architecture and (2) CNC Manufactured Housing, Combatting Housing Affordability and Sustainability.

Evidence of the students' understanding of the methods and criteria was found in ARCH 6320 Graduate Design Studio 4 in the syllabus, schedule, lectures and specifically assignments. Based on these assessments, the program continually makes adjustments to improve student learning and outcomes as identified in the APR and the EOS Walk Thru Assessment.

**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. (p. 12)

**Met**

**2023 Team Analysis:**

The criterion SC.6 Building Integration is achieved in the following course: ARCH 6320 Graduate Design Studio 4. This thesis studio constitutes the realization of the investigation and exploration initiated in the previous graduate design studios. The students demonstrate research skills to explore contemporary design issues proposed in their thesis statements, explore contemporary architectural design issues and design methods, and demonstrate application of regulatory codes in their thesis design solution. Students demonstrate how building systems are integrated into their design.

In review of the graduate studio work, the team was able to find and review four projects in ARCH 6320, the final studio in the studio sequence. All four individual theses culminated with the research, development of a thesis, further investigation, program, and design of a physical solution that addresses the aspects of SC.6.

Evidence of the students' understanding of the methods and criteria was found in ARCH 6320 Graduate Design Studio 4 in the syllabus, schedule, lectures, and assignments. Based on these assessments, the program continually adjusts improve student learning and outcomes as identified in the APR and the EOS Walk Thru Assessment.

**4—Curricular Framework (Guidelines, p. 13)**

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 (Guidelines, p. 13)**

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

**Met**

**2023 Team Analysis:**

As noted in the APR, Bowling Green State University is accredited by the Higher Learning Commission. The accreditation efforts are supported at Bowling Green State University by an Institutional Accreditation

Coordinator and administrators tasked with academics, the institution, finances, and data. The university issues associates, bachelors, specialist, master's, and doctoral degrees. Since the APR was written the HLC issued a letter on January 13, 2023, which is posted on the BGSU website, stating "IAC continued the accreditation of Bowling Green State University with the next Reaffirmation of Accreditation in 2032-33."

#### 4.2 Professional Degrees and Curriculum (*Guidelines, p. 13*)

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. (*p.13*)
- 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. (*p.14*)
- 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. (*p.14*)

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.

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.

- 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.
- 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.

- 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.

**Met**

**2023 Team Analysis:**

Evidence was found in the APR and on the website. Documentation related to course distribution for the Bachelor of Science in Architecture pre-professional degree and the Master of Architecture professional degree is publicly available to all students:

Bachelor of Science in Architecture: <https://www.bgsu.edu/content/dam/BGSU/catalog/Fall-2022/technology/Arch-Env-Design-Studies.pdf>

Master of Architecture: <https://www.bgsu.edu/technology-architecture-and-applied-engineering/graduate-programs/master-of-architecture.html#core>

Per the Master of Architecture documentation, “The Master of Architecture is a professional degree (a minimum 52 semester hours of credit) program that revolves around the concentrations of digital media in design and practice, urban and community design, and architectural history and historic preservation. These concentrations integrate entrepreneurial theories and strategies to advance architectural design and practice. An important feature of the program is the applied entrepreneurship which requires an internship in an organization with significant ongoing entrepreneurial initiatives.”

The 52 Semester Hours of Credit include 27 hours of Design Studio, 9 hours of Professional coursework, ten hours of electives, three hours of Technology, and three hours of Theory.

The four-year Bachelor of Science in Architecture degree requires 122 Program Hours; collectively, the two programs require 174 Credit Hours, exceeding the 168 combined minimum requirement.

The following pre-professional studies courses are required for all students:

- ARCH 1050 Design Representation I
- ARCH 1080 Architectural Design Fundamentals
- ARCH 2050 Design Representation II
- ARCH 2220 Design Studio I
- ARCH 2330 History of Architecture I (BGP)
- ARCH 2340 History of Architecture II (BGP)
- CONS 2350 Introduction to Construction
- ARCH 2360 Mechanical and Electrical Building Systems I
- ARCH 2710 Computer-Aided Design for Architecture
- TECH 2890 Co-op
- ARCH 3210 Design Studio 2
- ARCH 3220 Design Studio 3
- ARCH 3310 Theory in Architectural Design
- ARCH 3360 Architectural Materials and Systems
- CONS 3360 Structural Design
- ARCH 3370 Mechanical and Electrical Building Systems II

CONS 3380 Steel, Concrete, and Masonry Design  
ARTH 3630 Modern Architecture  
TECH 3890 Co-op  
ARCH 4210 Design Studio 4  
ARCH 4220 Design Studio 5

The following graduate-level studies courses are required for all students:

ARCH 6210 Graduate Design Studio 1  
ARCH 6220 Graduate Design Studio 2  
ARCH 6310 Graduate Design Studio 3  
ARCH 6320 Graduate Design Studio 4  
ARCH 6510 Sustainability Systems  
ARCH 6530 Codes & Regulations  
ARCH 6610 Professional Practice/Entrepreneurship  
ARCH 6620 Business Innovation by Design  
ARCH 6800 Seminar in Architecture and Design

#### **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.
- 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.
- 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.

**Met**

#### **2023 Team Analysis:**

The BGSU Master of Architecture program is for students who have met the standards of admission and have obtained the four-year Bachelor of Science degree with a major in architecture from BGSU, or an equivalent pre-professional degree from a domestic or international institution recognized by BGSU. Those holding an equivalent pre-professional degree with a major in architecture from a domestic or international institution, including students holding a degree in any field other than architecture, may be admitted to the Master of Architecture program with limited standing until specific prerequisite courses have been completed. Students admitted to the Master of Architecture program with limited standing are duly informed of the extended length of time required for graduation prior to acceptance into the program. Applicants seeking admission to the graduate program in Master of Architecture must follow the instructions outlined in the Graduate Admission section of the Graduate Catalog (<https://www.bgsu.edu/graduate/admissions.html>).

The team met with Professor Andreas Luscher, Head of the Graduate Program; and Dean Jennifer Waldron, Dean of the Graduate School, who evaluates pre-professional education. The process was clearly explained and completed examples of various types of assessment/evaluations of admitted

students were presented. The team examined individual student submissions and evaluations for pre-professional programs, programs other than pre-professional architecture degrees, and international student submissions. The process was validated during the site visit.

## 5—Resources

### 5.1 Structure and Governance (*Guidelines, p. 18*)

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.
- 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.

#### Described

#### 2023 Team Analysis:

**5.1.1 Administrative Structure:** Dr. Rodney K. Rogers, the President of the University is the chief executive officer of the university. Dr. Joe B. Whitehead, Jr., the Provost and Senior Vice-President for Academic Affairs. The Dean of the College of Technology, Architecture, and Applied Engineering, Dr. Jennie Gallimore, is the primary administrative and academic officer for the College.

The School of the Built Environment, directed by Dr. Arsenio Rodrigues, has two departments: Department of Architecture and Environmental Design and the Department of Construction Management. He is administratively responsible for all activities of the school as is the primary representative of the school faculty with authority and responsibility. As a non-administrative faculty member, Andreas Luescher is the Chair of the Department of Architecture and Environmental Design. He is responsible for assisting the Director with class scheduling, identifying adjuncts, curriculum-related changes, and serving as undergraduate and graduate program coordinator.

The faculty of the Department of Architecture and Environmental Design are individuals that hold full-time academic appointments. The staff are people who do not hold academic rank and relieve the Director of routine administrative tasks.

**5.1.2 Governance:** Within the Academic Charter under Article II (The University Community, Section G: Shared Responsibilities), the following principles guide overall opportunities for involvement in governance by faculty, staff, and students in the program. All processes at the college, school and department level such as coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, include the appropriate involvement of the faculty and college committees or councils.

The department recognizes and acknowledges that both undergraduate and graduate students provide a collective voice on issues and policies affecting the entire architecture student body. Within this context, formal governance opportunities are available for students through AIAS and NOMAS student chapters, including the BGSU Graduate Student Senate. Student representatives are invited to participate in all departmental, school, and Architecture Advisory Board meetings, search committees, etc. including other strategic planning efforts.

### 5.2 Planning and Assessment (*Guidelines, p. 18*)

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.
- 5.2.2 Key performance indicators used by the unit and the institution.

- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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.

**Demonstrated**

**2023 Team Analysis:**

**5.2.1:** Evidence was found in the APR that the M.Arch. programs aligns within the larger context of the colleges and Universities long-range objectives and plans. The APR states that the long-range plans serves as a "blueprint for developing and analyzing initiatives. Further evidence of long-range planning was found in the APR in the narratives on shared values and the introduction for the PC and SC. Documentation was provided on strategic goals mapping.

**5.2.2:** Connections between program and institutional key performance indicators was found in the APR. The narrative states that the M.Arch. program aligns with BGSU's four strategic and foundational areas regarding student success, research and creative activities, community engagement, and effective processes. The program's long-range planning is based on six objectives that align with Condition 2 Shared Values of the Discipline and the Profession. These integrate with specific initiatives on curriculum, faculty scholarship, facilities, student success, and development.

**5.2.3:** Evidence that the program is progressing to its multi-year objectives and mission was found in the APR which summarizes that the first long range plan was adopted in 2017 and then based on a process of evaluation revised in 2017, 2018, and then a new long-range plan was developing in 2022. The new plan continues to integrate the Shared Values of the Discipline and Profession. Further it articulates short-term one-to-two year goals and long terms three to seven year goals.

**5.2.4:** Evidence of strengths, are detailed in the APR, which include class size, curriculum focus on entrepreneurship, co-op experiences, diverse and active students, qualified faculty, and active professional and community engagement. The APR details as a strength a BGSU diversity initiative to create scholarships for underrepresented students, which includes the School of the built environment.

A potential challenge identified in the APR is growing enrollment and spatial constraints which may lead to capping each new graduate class in the M.Arch. program at 16 students. The APR describes a potential opportunity in leveraging the synergies of architecture and construction management. Currently a new facility is under construction which will locate the programs together, with the objective of impacting curriculum through a greater focus on a comprehensive education. The labs and digital classrooms will support the program's efforts to integrate evolving technologies and provide students with real-world experiences.

**5.2.5:** The program identifies fifteen different objectives of the Architecture Advisory Board that demonstrates that it seeks input from practitioners and others. Central to these goals are accreditation support, recommendations for curriculum enhancements, recruiting faculty and faculty development, recruiting students and employing students and alumni, and development for scholarships and resources. The Architectural Advisory Board along with faculty, participate in the End-Of -Semester (EOS). Walk Thru Assessment event. The process allows for the program to seek input from practitioners to continually improve the curriculum.

The APR extensively identifies how the program uses self-assessment results to make changes to promote student and faculty success. The EOS is one process, and the APR identifies sixteen changes that have been made-through the various self-assessment processes. Those impacting the M.Arch.

program include a change in COOP credit hours, developing ARCH 6320 Graduate Studio 4 into two courses, an increased focus on life-safety, developing ARCH 6800 to increase emphasis on equity diversity and inclusion, and forming a new Directors Student Advisory Council. The faculty are involved in these efforts such as the School Curriculum Advancement Committee formed in 2022 that consists of faculty from architecture and construction management.

### **5.3 Curricular Development** (*Guidelines, p. 19*)

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

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

### **☒ Demonstrated**

#### **2023 Team Analysis:**

The Architecture Program recognizes the importance of self-assessment and utilizes several strategies to collect data and initiate positive changes based on results. The following overarching self-assessment procedures are adopted by the department: (1) establish criteria and strategies for assessment purposes; (2) assess the preparation of students and performance of the Program against established criteria via rigorous data collection and formal metrics; (3) generate results and findings in the form of formal assessment reports for dissemination purposes; (4) effect improvements through dialectic and collaborative processes based on assessment results and findings; and (5) continually improve assessment processes for improved results and effects. Within this context, assessment within the program begins with the student assessment of teaching and course effectiveness (every course, every semester, quantitatively and qualitatively) that becomes part of the BGSU mandatory performance evaluation (Merit Review) of every faculty every year. The department chair holds review meetings with the faculty and staff on a bi-weekly basis to relay changes and expectations from the school, college, and university as well as to receive faculty input on curricular issues, enrollments and admissions, policy, and to assess, discuss, and propose revisions to the curriculum and pedagogy. The director holds meetings at regular intervals during the academic year with faculty and staff from both departments to assess and discuss challenges and opportunities related with overall initiatives within the department. As part of these meetings, the faculty collectively provide input and feedback on all matters relevant to the department, its interests, the curriculum, and overall governance.

Curricular assessment and development relative to the Architecture program have been articulated within the framework of the University Student Learning Outcomes that address four overarching areas: (1) intellectual and practical skills; (2) general and specialized knowledge; (3) personal and social responsibilities; and (4) integration, application and reflection. The M.Arch. curricular assessment and development has been advanced around knowledge and skills relative to five primary components: (1) design studios; (2) technology courses; (3) professional practice and business courses; (4) research seminars; and (5) applied entrepreneurial experience.

Several processes have been implemented by the department in terms of generating formal metrics for evaluation, assessment, and curricular development, including: 1) graduating student exit assessment; 2) course self- evaluation assessment; and 3) end-of-semester walk-thru assessment. Formal metrics and qualitative feedback generated via these assessment processes have enabled the faculty to effect curricular improvements through dialectic and collaborative processes.

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An overview of the involvement of various stakeholders at the university level in the undergraduate and graduate curriculum proposal process is publicly available at the Faculty Senate website (<https://www.bgsu.edu/faculty-senate/CurriculumFlowchart.html>).

#### **5.4 Human Resources and Human Resource Development** (*Guidelines, p. 19*)

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

#### **Demonstrated**

##### **2023 Team Analysis:**

**5.4.1:** The department has fourteen instructional faculty (8 full-time + 6 part-time) teaching in the Program. The department also draws on four faculty from the Construction Management Department, including one faculty from the School of Art.

Tenure-track and tenured faculty are expected to teach 9 credit hours per semester, whereas non-tenure-track faculty are expected to teach 12 credit hours per semester. In addition, full-time faculty maintain a full schedule of service on department, school, college, and university committees. They are also expected to engage in scholarship relevant to the current architectural milieu through research, publications, grants and or creative work.

**5.4.2:** Dr. Stan Guidera, a tenured full professor and a licensed architect in Ohio currently serves as the Architect Licensing Advisor. He coordinates and advises students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. In addition, Dr. Guidera coordinates and organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice.

**5.4.3:** Bowling Green State University supports professional development for all faculty and staff. The College of Technology, Architecture, and Applied Engineering is committed to faculty development and professional growth through all means available and supports faculty travel and participation in professional development opportunities to every extent possible. The College provides monetary support to all levels of faculty to participate in seminars, workshops, conferences, symposia, presentations, exhibitions, and training both nationally and internationally. Tenure-track and tenured faculty are eligible to receive an amount of \$1,000 per year to attend conferences and non-tenure-track faculty are also eligible to receive \$500 per year for professional development. Within this context, faculty (regardless of their tenure-status or rank) may receive additional funding, greater than the amounts specified above, by submitting a proposal to the Dean of the College. In addition, BGSU's Office of Sponsored Programs and Research has several funding programs which are designed to facilitate faculty research and creative activities across a wide range of disciplinary fields. (<https://www.bgsu.edu/marvin-center/Resources/faculty-resources.html>).

**5.4.4:** Student support services include academic and personal advising, mental well-being, career guidance, internship/job placement, and more. These services are provided at three levels: departmental, college, and university. At the departmental level, full-time faculty members serve as mentors. Mentoring involves, but is not limited to, offering emotional support and encouragement as needed, career-related guidance and advice, pointing out opportunities, resources, and tips that transcend a course (and indeed, their own immediate knowledge) and providing connections into the world outside the classroom.

The Chair of the Architecture Program serves as Graduate Coordinator and meets with graduate students during the registration period each semester and is available throughout the term through office hours or by appointment. The department maintains records for all graduate students.

At the College level, all undergraduate students in the Architecture Program are assigned to professional full-time academic advisors and planners. Students in the Architecture Program are required to complete two co-ops as part of their degree requirement. The Associate Director for Cooperative Education provides assistance in locating and securing internship opportunities as well as approving all internships. The BGSU Chapter of AIAS organizes and holds two career fairs for Architecture students every year – one in fall and one in spring. In addition, if a student is struggling with personal issues, or if a student is experiencing negative treatment, threats or more subtle forms of oppression because of race or ethnicity, sexual orientation, gender identity, religious affiliation, political affiliation, country of origin or other aspects of student identity, BGSU has a Counseling Center (<https://www.bgsu.edu/counseling-center.html>).

### **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.
- 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.
- 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.
- 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.
- 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.

#### **Not Demonstrated**

#### **2023 Team Analysis:**

5.5.1 This narrative presents institutional initiatives and goals at the university level, but does not describe the ways in which the Architecture Program or the College of Technology, Architecture & Applied Engineering is engaged in or benefits from these initiatives, and does not include equity, diversity, and inclusion initiatives by the Architecture Program itself.

5.5.2 University-wide diversity objectives include goals to “enhance our culture to support diversity and belonging from our hiring practices, to our recruitment and retention initiatives,” and that “faculty, staff, and students will feel a sense of belonging with the BGSU community as a whole.” While the APR states

that the Architecture Department will identify diversity, equity, inclusion, and belonging goals related to staff recruitment and retention in the next accreditation cycle, none of the goals or initiatives listed are specific to the Architecture Program's faculty, staff, or students.

5.5.3 The University's diversity and equity goals are communicated through its four Strategic and Foundational Objectives (<https://www.bgsu.edu/forward.html>) and five thematic strategies, and the University's Diversity & Inclusion Resources, including recruitment and retention initiatives and scholarships for underrepresented groups, are listed in the Admissions section of the website: <https://www.bgsu.edu/admissions/student-diversity-hub.html>.

The Owens Corning Scholars Program is a scholarship program specifically for underrepresented students in the School of the Built Environment, made possible by a \$1 million donation from the Owens Corning Foundation. The Architecture Program houses three equity-focused student groups; NOMAS, the Purple Hard Hats, who represent women in the construction industry, and Women in Technology. The Architecture Program also receives funding from the Graduate College to recruit minority and underrepresented students.

5.5.4 The university policies and action plans related to diversity, equity and inclusion are documented through the University's Division of Diversity and Belonging, and include guidelines for equitable hiring practices (<https://www.bgsu.edu/human-resources/careers/bgsu-hiring-practices.html>), a Diversity and Belonging Comprehensive Strategy and Plan (<https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html>), and other resources. While the Architecture Program's support for these policies is stated, documentation on program-specific policies related to diversity are not shown or referenced.

5.5.5 Requirements of this criterion are fulfilled by the Architecture Program's adherence to university policy and the availability of university resources, such as Accessibility Services and the Equal Opportunity Compliance Committee. Anecdotal evidence from faculty and student meetings shows that the Program is understanding and responsive to requests for accommodation or need for adjustment.

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

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

**Demonstrated**

### 2023 Team Analysis:

Evidence for 5.6, Physical Resources, was found in the APR, and supplemental APR information including floor plans and renderings of facilities and a Video Tour. This was validated during the site visit.



**5.6.1 Space to support and encourage studio-based learning is demonstrated.** BGSU's Architecture Program includes spaces for production, presentation, collaboration, and display. Studio spaces open to public spaces, allow faculty and students to move freely through the building and to create opportunities for informal interactions.

**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 is demonstrated.** Facilities include a 60-seat lecture hall, conference rooms, faculty and administrative offices, studio spaces for 175 students, a public gallery, a student lounge, and a design-shop (complete with laser cutters, plotters, and paint booth). Leveraging a natural synergy between Architecture and Construction Management, the new Kokosing Hall includes an Innovation Lab, two Digital Classrooms, and a Material and Soils Lab.

The program has access to two high-end 30-seat computer labs and a woodshop housed next door in the College of Technology Building. The College Tech Store provides services such as 3d printing, power tools, survey equipment, and photography equipment.

**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 is demonstrated.** Faculty offices provide private space to advise students, conduct research, and prepare for their classes.

**5.6.4 Resources to support all learning formats and pedagogies in use by the program are demonstrated.** In addition to the spaces on campus, the Toledo Design Center provides the Department with informal satellite space, at no charge, in the City of Toledo to conduct design seminars and research projects.

**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.

**Demonstrated**

**2023 Team Analysis:**

Evidence of institutional support and financial resources to support student learning and achievement was found in the APR and confirmed during the site visit.

Allocation of financial resources at BGSU is based on how critical a department's purpose is to the university mission, its size, and the way budget requests are communicated. The Master of Architecture degree is one of two professional degrees offered at the university, elevating its importance to BGSU.

Departmental financial resources are divided into three categories: personnel, fringe benefits, and operating. All are described in detail in the APR.

At BGSU, it is important to note that the administrative Chairs and Directors of academic departments do not have control over personnel budgets, including salaries for full time faculty and staff. Chairs and Directors also do not have control over fringes, especially for those personnel funded by Educational and General (E&G), by tuition revenue and State Share of Instruction (SSI).

The Architecture department does have control over operating expenditures such as supplies, travel and entertainment, faculty professional development, and a carry-forward budget. The department also has access to funding sources outside of E&G funding allocations, such as course fees, program fees, foundation accounts, or grants and revenue generated from services to external customers. Depending on the restrictions of the resources received from other sources, the department has minor influence over revenues and transfers obtained outside of E&G allocations.

There are no pending reductions or increases in personnel and/or operating budgets that the Program is aware of. All types of faculty compensation are addressed in the Collective Bargaining Agreement (CBA). Any changes need approval by the university and University Faculty Association - American Association of University Professors.

Several scholarship, fellowship, and grant funds that support the program are explained in detail in the APR.

Institutional development campaigns are managed by the BGSU Foundation. In addition, the College and the School set fundraising campaign goals in order to contribute to the Foundation accounts; those dollars will remain with the College or School as designated when donated.

### **5.7 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.

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.

#### **Demonstrated**

#### **2023 Team Analysis:**

Print and electronic books, serials, databases, and audiovisual media are available to BGSU students and faculty through the university's library as well as 118 academic libraries across Ohio through OhioLINK, a resource-sharing library consortium. Most books and resources at the university are available through the Jerome Library, the university's main library, which includes 11,236 titles related to architecture, design, and construction, with an additional 1,633 e-books that benefit the Architecture and Environmental Design program.

Faculty, staff and students at BGSU have access to the university library's Research and Information Desk and various other library staff, including two librarians who have a partial focus on architecture-related research. The Department of Architecture and Environmental Design provides suggestions and feedback to librarians to maintain and develop the collection of resources related to architecture and design.

### **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 (Guidelines, p. 23)**

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.

**Met**

**2023 Team Analysis:**

The program provided evidence in the APR by including a weblink to the program's website where the Statement on NAAB-Accredited Degrees is published and the link was verified by the visiting team.

**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)

**Met**

**2023 Team Analysis:**

The program provided evidence in the APR including web links to the the location of the Conditions of Accreditation 2020, the prior Conditions of Accreditation 2014, and the procedures for each of the two years where the statements were published. The published documents were made available through the schools weblink and were verified by the visiting team.

**6.3 Access to Career Development Information** (*Guidelines, p. 23*)

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.

**Met**

**2023 Team Analysis:**

The program provided evidence in the APR, including web links, to the department's career information to the broader university career center and cooperative education program. The weblink information provided in the APR was verified by the visiting team.

**6.4 Public Access to Accreditation Reports and Related Documents** (*Guidelines, p. 23*)

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

**Met**

**2023 Team Analysis:**

The program provided this information through the APR web link that documented the interim progress reports for 2019 through 2022 and which were verified by the visiting team. The department's web link provided information on the ARE Pass rates through the NCARB weblink. The department's statement on Studio Culture Policy as well as the most recent decision letter by NAAB, the last APR and the last VTR were also made available through the department's weblink. The plan to correct and the optional response to the VTR were not included as these were identified as not required for a newly accredited program.

#### **6.5 Admissions and Advising** (*Guidelines, p. 24*)

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

**Met**

#### **2023 Team Analysis:**

The program provided evidence through a web link in the APR, which leads to a list of relevant university admissions and advising pages and resources, including the Graduate Admissions page. Information included in these links was verified by the visiting team. <https://www.bgsu.edu/admissions/graduate.html>

#### **6.6 Student Financial Information** (*Guidelines, p. 24*)

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 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.

**Met**

#### **2023 Team Analysis:**

In the APR, the program directs the team to the financial information section of the university that identifies satisfaction of 6.6.1 and 6.6.2: The topics addressed are: Undergraduate Scholarships and Financial Aid, Graduate Fellowships, Scholarships, and Awards, Graduate College Financial Aid, Graduate Assistantships, Tuition and Fees, Cost Summary and Cost of Attendance. This information can be found on the university's website.

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

## **V. Appendices**

### **Appendix 1. Conditions Met with Distinction**

#### **PC. 7 Learning and Teaching Culture:**

Throughout the visit, the team was impressed by the enthusiasm, and positive comments by the students, faculty and alumni about the strong professional relationships between everyone involved with the university and school/program. There exists a strong sense of community. There is a true dedication to the students from administrators, faculty and staff who go out of their way to assist students, both in and out of the classroom. The meetings with the students conveyed to the team that the culture among students was one of respect and helping each other succeed.

#### **SC. 2 Professional Practice:**

As evident in the coursework, and reinforced throughout the meetings with faculty, students and practitioners during the virtual site visit, a spirit of entrepreneurship and a deep commitment to professional practice was present. BGSU students are well-prepared for professional practice.

#### **5.6 Physical Resources:**

The BGSU Architecture Program has new state-of-the-art facilities, enabling the students to perform their studies, research and design work at a high level. Leveraging the natural synergy between Architecture and Construction Management, the new Kokosing Hall was just dedicated in March of 2023. The new combined facility includes classrooms, a lecture hall, studios, digital labs, a materials lab and an innovation lab for undergraduate and graduate students. Studio spaces open directly to public spaces, allowing faculty and students to move freely through the building, thus creating opportunities for serendipitous interactions.

**Appendix 2. Team SPC Matrix**

		Graduate Year 1							Graduate Year 2			Non-Curricular Activity								
		Fall			Spring			Summer	Fall			Spring								
		Graduate Design Studio 1	Business Elective	Prof. Practice/Entrepreneurship	Graduate Design Studio 2	Codes and Regulations	Business Elective	Business Innovation by Design	Applied Entrepreneurship *	Graduate Design Studio 3	Seminar in Architecture & Design	Free Elective	Graduate Design Studio 4	Sustainability Systems						
		ARCH 6210	Elective	ARCH 6610	ARCH 6220	ARCH 6530	Elective	ARCH 6620	ARCH 6630	ARCH 6310	ARCH 6800	Elective	ARCH 6320	ARCH 6510	AIAS/AIA Toledo Lecture Series	Annual Job and Career Fair	Study Abroad and Domestic Excursions	Freedom by Design (AIAS Community Service)	AXP Workshops	AIA Ohio Design Competitions
<b>Shared Values</b>		6	3	3	6	3	3	3	1	6	3	3	9	3						
	Design																			
	Environmental Stewardship & Professional Responsibility																			
	Equity, Diversity & Inclusion																			
	Knowledge & Innovation																			
	Leadership, Collaboration & Community Engagement																			
	Lifelong Learning																			
<b>PC</b>	<b>Program Criteria</b>																			
	PC.1 Career Paths			X				X	X							X			X	
	PC.2 Design	X			X					X			X							
	PC.3 Ecological Knowledge and Responsibility				X									X						
	PC.4 History and Theory																			
	PC.5 Research and Innovation			X	X								X		X					
	PC.6 Leadership and Collaboration	X																		
	PC.7 Learning and Teaching Culture	X			X					X			X							
	PC.8 Social Equity and Inclusive Environments																	X		
<b>SC</b>	<b>Student Criteria Learning Objectives and Outcomes</b>	<b>Student</b>																		
	SC.1 Health, Safety, and Welfare in the Built Environment	X			X	X				X										
	SC.2 Professional Practice			X		X			X											
	SC.3 Regulatory Context			X		X				X										
	SC.4 Technical Knowledge									X				X						
	SC.5 Design Synthesis									X			X							
	SC.6 Building Integration												X							

### Appendix 3. The Visiting Team

#### **Team Chair, Educator Representative**

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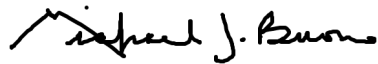


Respectfully Submitted,



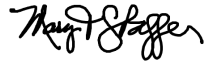
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Dr. Robert McKinney  
Team Chair



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Michael J. Buono, FAIA, LEED AP  
Team Member



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Mary Shaffer, AIA, NCARB, LEED AP  
Team Member



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Scott Cornelius, AIAS, Assoc. AIA, NOMA  
Team Member



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Bruce Sekanick, FAIA, OAA  
Observer