Architecture Program Report-Candidacy

Utah Valley University (UVU)

15 April 2021

Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Utah Valley University**
Name of Academic Unit	Architecture and Engineering Design

Degree(s) *(check all that apply)*
 	
Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
150 semester undergraduate credit hours
 	
Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☒ Bachelor of Architecture
	
	    Track: 151 semester undergraduate credit hours
	
	☐ Master of Architecture
	
	    Track:
	
	    Track:
	
	☐ Doctor of Architecture
	
	    Track:
	
	    Track:

Application for Accreditation	**Initial Candidacy**
Year of Previous Visit	Fall 2020-Eligibility
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Candidacy
Program Administrator	Associate Professor David R. Barker, Architecture Program Coordinator. David.barker@uvu.edu Professor Sid Smith: Chair, Architecture & Engineering Design. Smithsi@uvu.edu
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Saeed Moaveni, Dean College of Engineering & Technology. Saeed.moaveni@uvu.edu
Chief Academic Officer of the Institution	Dr. Wayne Vaught, Provost/Vice President-Academic Affairs. Wvaught@uvu.edu
President of the Institution	Dr. Astrid S. Tuminez, President. Atuminez@uvu.edu
Individual submitting the APR	David R. Barker, Architecture Program Coordinator
Name and email address of individual to whom questions should be directed	David R. Barker. David.barker@uvu.edu

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

INSTRUCTIONS FOR APR-C

Initial Candidacy
The APR-C for initial candidacy must include the following appendices:
- the Plan for Achieving Initial Accreditation (documenting the program's progress)
  - https://uvu.box.com/s/nttjcur1ks0332295r6av9p5dyha76hm
- the eligibility memorandum
  - https://uvu.box.com/s/p9b1dhi4kuuu79a3y5f7bjl7j7caj6ps

Continuation of Candidacy
The APR-C for continuation of candidacy must include the following appendices:
- the previous VTR
- the Plan for Achieving Initial Accreditation (documenting the program's progress)
- the eligibility memorandum

Instructions for the preparation, format, and submittal of the APR-C are published in the "Guidelines to the Accreditation Process."

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

Program Response: Previous visit was the program eligibility on October 5th and 6th of 2020. This was performed virtually due to travel restrictions because of the COVID-19 pandemic. The UVU Architecture program was awarded eligibility for candidacy on Dec. 28th, 2020. The eligibility memorandum is available in the appendix. For the eligibility visit, a VRT was not provided. However, a few points were brought up by the visiting team during their observations.

- The UVU Architecture program needs a larger and more diverse library of architectural works.
- The UVU Architecture program lacks enough full-time faculty to facilitate the student demand.
- The UVU Architecture program needs to allocate more space to house the various design studio classes.
- The UVU Architecture program needs to secure equipment and space to create a model making workshop.

Response to bulleted items above:

- In December 2020, the architecture program received a large donation from the architect Allan Greenberg in the form of 5000 architecture books. This collection was appraised at approximately $300,000. Nearly 200 books are considered rare and valuable. These are housed in the Program Coordinator's office. They are being catalogued and preserved with the assistance of qualified staff from the UVU Fulton Library.
  https://uvu.box.com/s/1z5htql7kchqmj1a3zl9ewxibr80ugta
- Since October 2020, we have worked to quickly hire additional adjunct faculty.
  - Paul Monson, AIA was hired to assist with teaching 2nd year design studio's ARC 2110 and ARC 2210. Paul will also teach ARC 1010 when available.
  - Aliki Milioti-Drakou, PhD was hired to teach an upper division design studio, ARC 4210.
  - Michael Djordjevitch has been hired to teach ARC 1010 in Fall 2021.
  - Jim Nielsen, AIA has been hired to teach technical and environmental subjects starting Fall 2021.
- April 2021 we are in the process of conducting interviews for full-time tenure track faculty.
  - We anticipate two new hires from this process with a starting date in Fall 2021. With the addition of these new hires, four full-time faculty will be assigned upper division coursework in the B. Arch degree program.
- For Fall 2021, dedicated studio space is being allocated for the architecture program in several new classrooms. Third-year students will move into room CS712 for a dedicated studio. Classroom CS712A will remain as a dedicated studio space for senior students. Classroom CS713 has become the new location for the architecture library donation. Classroom CS713A is designated as studio space for lower division students in second-year studios. In Spring 2022 we are anticipating receiving classroom CS715B as another studio space.
- In Fall 2020 we were able to create a small workshop to house equipment needed to construct architectural models. In summer 2021, we are looking to expand and create a dedicated "maker space" adjacent to our department office.
  https://uvu.box.com/s/oafd4utctstpjm8r52xtkxq10debvwbz

Program Response: N/A

<u>**NARRATIVE TEMPLATE**</u>

1—Context and Mission

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

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

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

Program Response: Utah Valley University was established in 1941 as Central Utah Vocational School (CUVS) with the primary function of providing war production training. CUVS was part of the Provo School District located in south Provo. The institution received a state appropriation in March 1945 of $50,000 to operate for the 1945-1947 biennium. In 1947, the school received funding as a permanent state institution.

A new site for the school was acquired on University Avenue in Provo in 1948; in 1952, the state appropriated funding for the first construction on that site. As enrollments grew, the state acquired over 185 acres in southwest Orem and the first building was completed in 1977. Today, the University's facilities consist of a combined total of 412 acres with 50 buildings with campuses in Orem, Provo, and Heber City and property in Vineyard and at Thanksgiving Point in Lehi.

In 1963, the school's name was changed to Utah Trade Technical Institute to reflect its growing role in technical training. The name again changed in 1967 to Utah Technical College at Provo. The institution was approved in 1966 to grant Associate of Applied Science degrees, in 1967 to offer general education courses, in 1971 to grant Associate of Science degrees (discontinued in 1974 and reinstated in 1981), and in 1987 to grant Associate of Arts degrees. With its expanded degree offerings, the institution's name changed again to Utah Valley Community College in 1987. In 1993, the institution's name changed to Utah Valley State College and the mission was expanded to include the offering of bachelor's degrees. On July 1, 2008, the institution underwent another mission and name change to Utah Valley University (UVU) and began offering master's degree programs.

Throughout its history, UVU has responded to its service region's (Utah, Wasatch, and Summit counties) population changes and business/industry needs. This responsiveness is evidenced in its mission, program offerings, degree levels, and enrollment changes.

Utah Valley University is one of the few institutions in the nation offering a dual-mission model that combines the rigor and richness of a first-rate teaching university with the openness and vocational programs of a community college. The unique model, which focuses on student success, engaged learning, rigorous academic programs, and faculty-mentored research, is transforming higher education by making it more affordable and accessible to students of all backgrounds.

With 31,332 students (2020), UVU is consistently ranking as the largest university in the state of Utah, joining with both the University of Utah and Brigham Young University in large enrollments. UVU boasts low tuition rates and one of the lowest rates of accepting federal assistance. Approximately one third of the students are non-traditional students and more than one third are first generation students. Eighty percent (80%) of the students are employed and more than half work more than 21 hours per week. Forty percent (40%) of the students are married or in a domestic partnership and seventeen percent (17%) have dependent children. Recently in 2020 in response to the unprecedented events and social changes across our nation, UVU hired a Vice President of Diversity, Equity, and Inclusion. UVU is committed

campus wide and across all academic programs to advancing the understanding of diversity as a critical component of academic excellence and institutionalize diversity in all aspects of university life.

UVU's strong culture sets a foundation for our own programmatic mission of student success through inclusive education and career preparation. We believe that we can fulfill this mission best in an environment that allows all individuals of any race, gender, or background to thrive both personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

- **Exceptional Care:** We invite people to "come as you are" and let them know that "UVU has a place for you." Care means that we strive always to "see" the person in front of us—their strengths and weaknesses, struggles and triumphs, past and potential, and inherent dignity and worth. This does not mean that we set low expectations or make excuses for poor efforts. Instead, our commitment to exceptional care means that we set the bar high and provide challenging, honest conversations and feedback because we are deeply invested in seeing every member of our community succeed.
- **Exceptional Accountability:** We are strongly committed to working ethically and effectively. We approach each situation from a position of integrity, knowing that everything we do can help or hinder a positive student experience. We honor the resources and mandates we have been entrusted with and strive always to do our best with what is under our control. We respect each member of our community, seek to understand, and fulfill our responsibilities, and recognize both individual and collective successes.
- **Exceptional Results:** We are committed to creating opportunity systematically for as many people as possible. Our engaged curricula, programs, and partnerships address the intellectual and practical needs of our service area and the larger community. We seek to prepare our students to thrive in a rapidly changing economy and in an interdependent, complex world. We aspire to greatness in all that we do, while also measuring progress against rigorous metrics that show our students are becoming competent and ethical professionals, lifelong learners, and engaged citizens.

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

Program Response: Utah Valley University is quickly transitioning from its former role as a 2-year technical and preparatory college to a dual mission M3 university. New degree programs such as the 5-year B. Arch degree continue the administrative mandate for practice-ready graduates while meeting the industry demand for more Professional Degrees and experience. The type of work produced by architecture students is highly visible and a source of pride for the university. Student work has been showcased in printed brochures, on social media, in national publication and conferences.

The interdisciplinary nature of architecture helps to tie different disciplines together and encourage collaboration. Housed within the College of Engineering and Technology, the Architecture Program collaborates with Construction Management, Digital Media, Civil Engineering, Surveying, Mechanical Engineering, and Transportation Technologies through projects, sharing space, outside reviews, developing study abroad programs, and collaborative design projects. Interdisciplinary engagement is a primary goal of the College of Engineering and Technology as the university seeks to change the culture from one of teaching-only to teaching and research.

As a new program, the B. Arch degree has embraced the University's core tenets of community engagement, engaged learning, interdisciplinary cooperation, and job ready graduates and is a leading example for other departments in the college. Architectural projects in the studios are designed specifically to contain elements of community engagement and involvement encouraging students to

improve their neighborhoods and cities, serve in various capacities, cultivate leadership, and foster a desire for lifelong learning. Likewise, the University has a strong desire to promote interdisciplinary learning opportunities for students as they collaborate with other disciplines within the College, especially with students in Construction Management. Moreover, the University also wants the architecture program to work with departments, such as Physical Facilities and the College of the Arts, to improve the utilization rate of their extensive resources. As a result, architecture faculty lead courses with interdisciplinary modules that are taught by faculty from the Fine Arts, Construction Management, Surveying, and Civil engineering.

UVU has long held a reputation as a teaching university with the openness and vocational programs of a community college. It strives to educate every student for success in work and life through excellence in engaged teaching, service to the community, and rigorous scholarship. As an open admission university which welcomes students of all backgrounds and levels of academic preparedness, the university offers robust student support with student success, mental health, and economic support services. The low tuition rate also supports economically disadvantaged students and creates a more diverse student body. This is important since the architecture program consists of almost entirely non-traditional students with family and work obligations.

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

Program Response: The university's size and regional reputation offer the program prestige and instant credibility which has been very useful for industry support including funding scholarships, grants, and a lecture series. Regional professionals have acted as external program reviewers and written letters to administrators and legislators. The Architecture Program has built on the strength of the existing Engineering Design Technology (Drafting) program and its job-ready graduates such that all upper-level students who want jobs (87%) and many students in 2nd year are employed in architecture firms. The University's emphasis on technical skills and job-ready graduates has translated into industry relationships with Design-Build Bluff, AIA Central Utah, Institute of Classical Architecture and Art (ICAA), and the National Association of Home Builders (NAHB).

UVU architecture students are involved with extracurricular organizations such as AIAS, Institute for Classical Architecture and Art (ICAA-EP), and the National Association of Home Builders (NAHB) Competitions. Our newly formed chapters of these student organizations will work with faculty mentors as they organize a series of annual events and activities, such as end-of-year galas, portfolio reviews, sketch group sessions, student-led podcasts, and design competitions, among others. Field trips within the Utah area are carried out regularly to expose students to different building types and regional industry trends. Our program is also developing extended field trips within the continental United States as well as study abroad programs to expand our students' educational opportunities and expose them to other cultures and contexts. As COVID-19 restrictions loosen, we anticipate taking advantage of more opportunities.

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response: Building on UVU's dual mission model, the architecture program seeks to skillfully weave together the current technologies, principles of classicism, vernacular & traditional building, and industry-based coursework to support our non-traditional students and produce "master builder" practice-ready graduates. The program at UVU emphasizes education in classical and vernacular architecture. Students research traditional principles and philosophies of history to encourage a sense of community, a balance and respect with our natural environment, and wise use of limited resources and energy. Program coursework studies the past to inform the future. We emphasize the enduring design standards

from history to inform and incorporate ideas into cutting edge technologies and solutions for modern society.

2—Shared Values of the Discipline and Profession

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

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

Program Response: We expect UVU architecture graduates to be prepared to embrace the challenges of designing within a multicultural global context while also addressing the needs of the 21st century. The curriculum of the architecture program is also focused on strengthening the dual mission of the University through a two plus three-year stackable credential that prepares graduates for the multi-phase process of architectural design. Guiding the curricular efforts and the overarching design philosophy of the program are the following four key program values:

- **Aesthetic Sensibility**: We celebrate the creative process by teaching our students to cultivate their imagination, refine their craft, and design with beauty in mind. This is accomplished when a building's composition (i.e., the whole and parts) reveals an inner harmony and unity. We do this by grounding our students in timeless and tested design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and the classical tradition. We encourage students to produce lasting, beautiful, and functional architecture that moves beyond prose and into poetry – an architecture that transforms chaos into cosmos and inspires the human spirit.
- **Intercultural Competence**: We infuse our students with an understanding of the importance of defending the authenticity of the human experience by honoring and preserving the spirit of a place, its culture, traditions, memory, and history. We study architectural precedents to learn from the past and address design challenges in a culturally and contextually sensitive way. We teach students the importance of approaching the design process with empathy, compassion, and humility so one might consider multiple perspectives, communicate effectively, build upon the past, and preserve the embodied wisdom of architecture.
- **Technical Skillset**: We promote creative problem solving by equipping our students with the technical skills to address the needs of the 21st century. UVU architecture places an emphasis on learning to think with one's hands through sketching, orthographic drawing, watercolor rendering, artisan crafts, building arts, and modeling making. These hand techniques are also balanced with computational tools to facilitate photo realistic renderings, Computer-Aided Design, and Building Information Modeling. Instead of succumbing to the aesthetics of speed, newness, novelty, and innovation, however, we focus instead on providing a timeless education balanced between theory and practice. This includes fostering design and research skillsets for multiple career paths by studying topics as diverse as community engagement to globalization, historic preservation to adaptive reduce, building science to evidence-based design, environmental stewardship to wise resource management, and new urbanism to revitalization of cities.
- **Human Well-being**: In addition to architecture's need to protect the public's health, safety, and welfare, we teach our students to transcend those expectations and produce inspiring environments that enrich the human experience by promoting healing and well-being. Students address the ethical function of architecture by understanding the built environment's phenomenological effect on human perception, behavior, emotion, and cognition through new breakthroughs in neuroscience, psychology, and sociology. Our traditional approach to design teaches students to look beyond the contemporary aesthetics of short-term consumerism and instead focus on the durability, longevity, and adaptive-reuse potential of buildings. Building for time is a form of resilient architecture focused on environmental

stewardship and wise resource management which also supports the University's campus-wide sustainability initiative.

In addition to the above four key program values influencing the design education at UVU, the "UVU Architecture Design Studio Course Planning Guide" provides a source for reviewing, developing, and revising studio course topics and projects (see appendix). What follows is a general overview of the design curriculum and its level of design synthesis for each academic year.

First and second year students are given a solid foundation in classical architecture and theory. Beginning in the foundations of Classical Architecture Workshop (ARC 1010), students learn about timeless design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and how to apply them to design problems. Second-year design studios (ARC 2110, ARC 2210) continue to build upon this foundation as students apply the classical orders to a series of projects investigating the relationships of space, form, site, and context. All three design-based courses deal with the fundamental level of design where natural and formal ordering systems are applied to two and three-dimensional design problems. Included in these first two years are also several courses focused on increasing the technical skills of students. From architectural drafting and modeling to applied structures, materials, specifications, and construction documents, students cultivate practice-ready skill sets as demonstrated by receiving their Construction Documents Technology (CDT) certification through CSI. At the termination of the AS degree, the program is designed to help students receive a Certificate in Classical Architecture (CCA) from the Institute of Classical Architecture and Art.

Third-year students embark further into an investigative design process that is rigorous yet open to inquiry. Design studios begin to explore issues dealing with assessing user and client needs through programming, addressing relevant building codes, and responding to different historical and urban contexts. Students are taught that buildings must not be ignorant of their context but rather adopt a cultural sensitivity or anthropological perspective regarding the spirit of the place. As a result, students learn how to honor a place's culture, tradition, memory, and history. Students also learn how sustainable design strategies are affected by climate, site, and building typology. Supplemental coursework in Environmental Systems (ARC 3220; ARC 4120), Codes and Construction law (ARC 3130), Architectural Graphic Communications (ARC 3120), a second course in Applied Structural Systems (EGDT 2610), and Global Architectural History to 1700 (ARC 3230) help students understand the interconnected and increasingly complex problems inherent in architectural design.

In the fourth-year, students address increasingly complex systems on the building integration design level in studio (ARC 4110, ARC 4210). Students learn how to integrate structural, mechanical, electrical, acoustical, environmental, building enclosure, and life safety systems into their designs. Students also begin to grapple with the ethical function and aesthetics of architecture by understanding the built environment's effect on human perception, behavior, emotion, and cognition. As in earlier design studios, precedent analysis is a vital part of the design process. Students are able to build upon the best ideas of the past, give authority and meaning to their own designs, avoid mistakes by learning how their predecessors solved problems, and design sensitively by relating their proposal to existing contexts. Supplemental coursework includes Architectural Theory (ARC 4520), Global Architectural History from 1700 (ARC 4130), Culture and Behavior in Architecture (ARC 4530), and Building Envelope Science (ARC 4220). It is also after the fourth year that students are given opportunities to study abroad in the summer.

Fifth-year students explore urban design and planning issues on an investigative level during the first semester design studio (ARC 4510). It is during this final year that students also practice their research skills through the independent senior capstone project (ARC 4230) where they develop an architectural building program, assess client-user needs, select and analyze a project site including its context and historic fabric in preparation for their design proposal. Students demonstrate their comprehensive understanding of building systems in a final integrative architectural design studio (ARC 4610). This capstone studio project is designed for the student to fully integrates environmental systems, life-safety, accessibility, structural systems, building envelope, and site considerations.

Students take a professional services practicum course during the fifth year to prepare them for Professional Practice (ARC 4540). It is through the combination of research and design methods that students leave the program prepared to address the demands of 21st-century practice.

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

Program Response: UVU's traditional approach to design teaches students to be stewards of the environment by looking beyond the contemporary aesthetics of consumerism and instead focus on the durability, longevity, and adaptive-reuse potential of buildings. Building for time is viewed as a sustainable practice of wise resource management and aims at carbon-neutral architectural design. Deeply rooted within the classical tradition is a desire to learn from nature. Students learn about recent developments in biophilic design so they can understand why connecting people with the natural environment can improve health and well-being. Likewise, they learn how biomimicry in architecture applies the lessons of natural forms and systems to create sustainable solutions. Students also learn how the built environment can impact human health on the cognitive, psychological, and behavioral levels in the Culture and Behavior in Architecture course (ARC 4530). These lessons are reinforced throughout the curriculum and then applied during the design studio.

The curriculum is also focused on teaching environmental stewardship and sustainable design strategies that minimize a building's carbon footprint within UVU's Passive and Active Environmental Systems courses (ARC 3220; ARC 4120). As architecture students study architectural precedents in the Building Science and Envelope course (ARC 4220) they gain a critical understanding of building enclosure issues in historic structures with their preservation methods as well as how new performative-based developments affect building facade systems. Students are immersed in the National Institute of Buildings Sciences and will use the national Performance Based Design Guide on class projects. Furthermore, students enroll in Global Sustainability in the Built Environment (CMGT405G). This class allows students to explore sustainability issues from a global perspective and realize the impact buildings have on both the cultural and physical environment. These lessons are put into practice in the design studio.

The University is committed to a campus-wide sustainability initiative that focuses on energy-efficient buildings, water conservation, recycling, and public transportation. Architecture faculty are active advocates on these initiatives and serve on campus sustainability and planning committees. One of the faculty members, David Barker, LEED AP, was a lead designer on UVU's Fulton Library - Utah's first high-performance building in the state - which exemplifies sustainability on campus.

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

Program Response: UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. UVU promotes civility and respect for the dignity and potential of each individual. UVU seeks to advance the understanding of diverse perspectives. UVU values and promotes collegial relationships and mutual respect among students, faculty, and staff. UVU acknowledges and seeks to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

The architecture faculty are in the process of developing a plan to maintain and increase diversity in faculty, staff, and students. The faculty are working on an initiative to recruit in high schools with

minority populations and to support programs which increase interest by female students in architecture. Being within a university with lower percentages of women and minorities, the architecture program recognizes that it needs to take concrete steps to be inclusive. The faculty will work with the AIAS, the office of Diversity and Inclusion, and Multicultural Student Services to develop a plan for recruiting and retaining women and minority students. One of the annual program measures will be meeting diversity outreach goals.

Students within the architecture program at UVU are trained to be socially responsible architects who create better places and livable communities. Students gain an understanding of the importance of defending the authenticity of the human experience by honoring and preserving the spirit of a place, its culture, traditions, memory, and history. In both studio and history, students study architectural precedents to learn from the past. Faculty emphasize the need to address design challenges in a culturally and contextually sensitive way by approaching each project with empathy and compassion for the building users. In light of these efforts, UVU Architecture remains committed to equity, diversity, and inclusion. Below are links to related university policies.

Harassment and Discrimination Policy

https://www.uvu.edu/equalopportunity/discrimination/

Diversity and Affirmative Action Policy

https://www.uvu.edu/equalopportunity/affirmativeaction/index.html

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

Program Response: In line with our core values at UVU Architecture, we promote an awareness amongst our students of the important role that they will play in knowledge creation and dissemination. While we value new knowledge and innovation, we encourage our students to first look to the lessons of the past to inform the future of the profession. The design curriculum establishes a solid foundation for our students that is grounded in timeless and tested design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and the classical tradition. Building upon this foundation, students engage in architectural research during their fourth academic year in the program. They are encouraged to evaluate innovations in the field through independent project-based research on topics discussed in the Architectural Theory course (ARC 4520). As part of this course students submit an original research poster or creative project related to their topic in architectural theory for consideration to the Utah Conference for Undergraduate Research (UCUR). In the past, a significant number of architecture student projects from this course have been accepted for presentation at UCUR. Another course that enables students to engage in yet a further type of architectural research is within the Culture and Behavior in Architecture course (ARC 4530). This course reinforces cross-disciplinary aspects of architectural research dealing with related fields such as environmental psychology, anthropology, behavioral science, sociology, and neuroscience. Students participate in several assignments that enable them to learn first-hand through observation and case study research as to how the built environment affects human health, behavior, cognition, emotion, and well-being. Lastly, students can pursue their own interests in architectural research during their Capstone Project Research course (ARC 4230) during their fifth year in the program. This course enables students to perform applied research methodologies to inform the architectural design process for their independent capstone project.

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

Program Response: Architecture students at UVU are provided with ongoing opportunities to develop collaboration and leadership skills throughout their education. Strategically located within the College of Engineering and Technology, students within the architecture program are able to gain interdisciplinary experience by collaborating with other students in related disciplines such as: mechanical and electrical engineering, surveying and mapping, digital media, and construction management among others. Evidence of this type of interdisciplinary collaboration in coursework is evident in a recent design-build project. The project consisted of architecture and construction management students building a 200 square-foot live-work structure for the non-profit Design Build Bluff in southern Utah. Fostering a collaborative spirit on team assignments and projects is essential for success in the industry.

As part of their leadership training, faculty teach students in the design studio how to strike a balance between competing priorities and personalities. Engaging students in a process of self-discovery and self-awareness is balanced with understanding and by showing compassion for outside perspectives. This process helps our graduates develop skills in critical decision-making, interpersonal communication, and conflict resolution as they interact with clients, consultants, and colleagues.

Students enjoy a number of leadership opportunities outside of the core curriculum in organizations such as the recently created Institute of Classical Architecture and Art - Emerging Professionals group (ICAA-EP) known as the "Rising Vitruvians." As the program further matures and develops there are plans to also create new student chapters of the American Institute of Architecture Students (AIAS) and Tau Sigma Delta Honor Society in Architecture and the Allied Arts (TSD).

Architecture faculty lead by example and demonstrate the value of collaboration and leadership in several ways. One example involves architecture faculty recently assuming leadership roles on College and University-wide levels that include the University Editorial Board, Campus Planning and Sustainability committees, Faculty Senate, and the Scholarly and Creative Undergraduate Partnership Team. Faculty also serve on local levels of the AIA and ICAA. Likewise, architecture faculty remain engaged in creative practice and scholarship resulting in peer-reviewed publications, presentations, awards, and exhibitions.

Examples of positively engaging with the community and cultivating social responsibility can be witnessed in a recent pattern book project in the Architectural Graphic Communication course (ARC 3120). Students served as facilitators at a public input event supported by the ICAA and City of Murray that looked at the future development and preservation of the city's historic downtown. Another example of having students positively influence the development of the built environment by considering diverse user needs and perspectives can be seen in the third-year studio project (ARC 3210) where students worked hand in hand with the City of Spanish Fork to create design proposals for a new public library.

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

Program Response: As an open admission university which welcomes students of all backgrounds, age groups, and levels of academic preparedness, the Architecture program strives to accommodate non-traditional students who work and/or have families. The unique demographics of our program also require special attention when considering the teaching and learning culture of our program. Our annual co-sponsored lecture series with the ICAA and AIA promotes a culture of lifelong learning amongst those in the profession, school, or the general public. The lecture series if free and open to the public. It also offers continuing education credits for licensed architects through the AIA.

UVU architecture students are thoroughly prepared for traditional settings of architectural practice. In the first two years of their experience at UVU, the curriculum of the architecture program focuses on courses that offer students a breadth of education. Over the last three years of their education,

architecture students gain a depth of study by focusing on the core architecture curriculum as well as architectural electives. In total, students take 36 credit hours of general education coursework, 75 credit hours of core architecture coursework, and 15 credit hours of architectural electives for a total of 151 credit hours for the Bachelor of Architecture professional degree.

Students are given ample opportunities to interact with local professionals during guest lectures, studio critiques, and career fairs. Students are able to learn about contemporary challenges in practice through an annual lecture series that is co-sponsored by UVU and the local chapters of the AIA and ICAA. The Architecture and Engineering Department also has an active Industry Advisory Board that informs students of professional opportunities.

A faculty member is appointed as the Architect Licensing Advisor to help students navigate the transition from the "Architectural Experience Program" (AXP) to the "Architectural Registration Examinations" (AREs). Students interested in the traditional licensure path are encouraged to register in AXP after their second year when they also start working in local architecture firms. Annual workshops and presentations keep students informed about NCARB and state licensing requirements. Lastly, graduates are prepared for the demands of practice and project management - including legal, financial, and ethical issues - in the Professional Practice course (ARC 4540). UVU Architecture views lifelong learning as an essential practice of the profession and encourage a thorough understanding of the discipline's breadth and depth of knowledge throughout the curriculum.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

Program Response: The architecture program at UVU seeks to inform students about the path to licensure as well as the diversity of career paths found within the profession in several ways. On the extracurricular level, students are exposed to a variety of different career paths through a well-rounded and multidisciplinary annual lecture series. The lecture series is held at the university and is co-sponsored by the American Institute of Architects Utah central section, Institute of Classical Architecture & Art Utah chapter, and the UVU architecture program. An additional extracurricular event that allows all students to learn about the paths to licensure occurs during an annual NCARB presentation made by the university's Architect Licensing Advisor. From a curricular standpoint, the path to licensure and related career paths that utilize the discipline's skills and knowledge are taught in the Architecture Professional Practice course (ARC 4540). The coursework associated with career paths in architecture is evaluated by faculty during annual self-assessments as well as during its broader Program Self-Assessment of course effectiveness, curriculum, and practitioner's perspectives every 7 years.

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

Program Response: The architecture program at UVU begins early to instill within students the important role of the design process. The first two and a half years of the curriculum focus on the fundamentals of design to inform two-dimensional and three-dimensional design. In the Classical Architecture Workshop (ARC 1010), for instance, students gain an understanding of the fundamental principles and ordering systems that inform classical architecture that are found in the order, proportion, geometry, and patterns of nature. Students learn by drawing sacred geometry and the classical orders, creating measured drawings, and studying precedents. The students apply this knowledge in a fast-paced charrette style design process to small design problems, such as a creating an entry gate to a formal garden.

In the second year, Architecture Studio I (ARC 2110) continues on the fundamental design level but shifts its focus on craft and the building arts. Students continue learning from architectural precedents with a focus on building elements and ornamental details. Students learn about these details through a process of imitation to first draw in two-dimensions and then to bring the drawings to life in three-dimensions through sculpting, rubber molds, and plaster casts. Students engage in slightly larger design problems than before, such as a lakeside pavilion. Students create the orthographic drawings by hand and then learn to build a physical model of their design. In Architecture Studio II (ARC 2210), students continue their explorations on the fundamental design level but learn to address new questions related to form and site conditions. Students learn how to design different types of residential projects ranging from a single-family home to an estate with formal gardens.

Once students are formally admitted to the Bachelor of Architecture degree in the third year, design studios begin to shift their attention away from the fundamentals of design to more investigative types

of issues. Architecture Studio III (ARC 3110), for instance, emphasizes architectural programming for smaller commercial typologies to help students learn how to assess client and user needs and adjacency requirements. Students are also engaged with contextual issues as they gather, assess, and evaluate information to support design decisions. Architecture Studio IV (ARC 3210) continues its focus on the investigative level with program and context. Students engage in preparing programs and analyzing space requirements for increasingly more complex building typologies and scales of construction related to cultural and civic architecture. Students also begin applying their knowledge in the design studio from related coursework that deals with issues surrounding building codes, historical fabric, structures, urban context, climate, and passive design strategies. In the Architectural Graphic Communications course (ARC 3120) students gain additional hand and computational skills that prepare them for the rigor of presenting their design ideas in a clear and concise graphic manner.

During the fourth year of their education, students take design studios that turn their focus from investigative design to building integration. Architecture Studio V (ARC 4110) continues to help students grapple with different client and user needs through architectural programming for an institutional project. Students gain an understanding of how to collaborate with engineers and specialty consultants over the course of the semester. Students also learn how to deal with master planning for difficult topographic site conditions while at the same time evaluating how to integrate complex systems into a cohesive architectural solution. Knowledge from related coursework in the Active Environmental Systems class is applied to each student's design proposal, such as lighting and acoustical design. Architecture Studio VI (ARC 4210), on the other hand, turns to team-based learning with an educational type project. Students continue to engage the studio on a building integration design synthesis level. The studio project works with related coursework to incorporate building enclosure systems and assemblies, HVAC systems integration, and life safety issues surrounding occupancy and egress.

During the fifth and final year, students take the urban design focused Architecture Studio VII (ARC 4510). This course helps students approach design on an investigative level again through an extensive assessment and analysis of site conditions affecting a larger master plan development. From assessing the historical fabric, urban context, and developmental patterning, students work as a team to create a single masterplan. Afterwards each team member works on designing an architectural solution and building type appropriate for a specific part of the masterplan. In the fifth year, students also take both Capstone Project Research (ARC 4230) and Architecture Studio VIII (ARC 4610) which serve as the culminating comprehensive design studio focused on building integration. Students must demonstrate their knowledge gained through this independent research and design project their ability to prepare a comprehensive architectural program that assesses client and user needs, analyzes the site and climatic conditions, applies applicable codes, conforms to local zoning and planning regulations, and integrates environmental, structural, life safety, and building envelope systems. The design-based program criteria are critically assessed each year by assigned faculty in a self-assessment. The criteria are also assessed from a broader program perspective every 7 years during the Program Self-Assessment review.

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

Program Response: Architecture students at UVU learn not only about environmental stewardship and sustainable practices but how to minimize a building's carbon footprint through energy conscious design. The curriculum centered around ecological impacts of the built environment is taught in both the Passive (ARC 3220) and Active Environmental Systems courses (ARC 4120). As students continue their studies of architectural precedents in the Building Science and Envelope course (ARC 4220) they gain a critical understanding of building enclosure issues in historic structures with their preservation methods as well as how new performative-based developments affect building facade systems. Students are immersed in the National Institute of Buildings Sciences and will use the

national Performance Based Design Guide on class projects. Furthermore, students are required to take the Global Sustainability in the Built Environment course (CMGT 405G). This class allows students to explore sustainability issues from a global perspective by learning how buildings impact both the cultural and physical environment. These lessons are put into practice in several design studios (ARC 4210, ARC 4510, ARC 4610). Ecological knowledge and responsibility related coursework is evaluated from a curricular effectiveness level during the Program Self-Assessment every 7 years as well as on a reoccurring basis by assigned faculty during annual self-assessments.

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

Program Response: As part of the core curriculum at UVU, students gain an appreciation of the complex history of urban development and architectural design while also deepening their understanding of other cultures. Students continue to learn about traditions and history through the study of architectural precedents. In the third and fourth years of their education, architecture students take two courses on the Global History of Architecture (ARC 3230, ARC 4130). Both of these history courses are given a "Writing Enriched" designation per university requirements to enable students to explore through architectural research the socio-cultural, economic, and religio-political forces affecting buildings. In the Architectural Theory course (ARC 4520) students consider multiple perspectives from ancient treatises such as Vitruvius to Alberti as well as more contemporary thought from Le Corbusier to Juhani Pallasmaa. Each student continues to increase their intercultural competence in the Culture and Behavior in Architecture course (ARC 4530). This class further explores not only the cultural and social impact of architecture, but also its psychological, behavioral, and cognitive effects on human health and well-being. The history and theory curriculum is evaluated by faculty on an annual basis through self-assessments as well as every 7 years during the program's curricular self-assessment.

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

Program Response: From a curricular standpoint, students engage in architectural research during their fourth academic year in the program. They are encouraged to evaluate innovations in the field through independent project-based research on topics discussed in the Architectural Theory course (ARC 4520). As part of this course students submit an original research poster or creative project related to their topic in architectural theory for consideration to the Utah Conference for Undergraduate Research (UCUR). In the past, a significant number of architecture student projects from this course have been accepted for presentation at UCUR. Another course that enables students to engage in yet a further type of architectural research is within the Culture and Behavior in Architecture course (ARC 4530). This course reinforces cross-disciplinary aspects of architectural research dealing with related fields such as environmental psychology, anthropology, behavioral science, sociology, and neuroscience. Students participate in a number of assignments that enable them to learn first-hand through observation and case study research as to how the built environment affects human health, behavior, cognition, emotion, and well-being. Lastly, students are able to pursue their own interests in architectural research during their Capstone Project Research course (ARC 4230) during their fifth year in the program. This course enables students to perform applied research methodologies to inform the architectural design process for their independent capstone project. Research and innovation related coursework is evaluated from a curricular viewpoint during the Program Self-Assessment every 7 years as well as on a reoccurring basis by assigned faculty during annual self-assessments.

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

Program Response: The architecture program at UVU Is focused on producing practice ready graduates who are prepared to not only collaborate on multidisciplinary teams but to serve as project leaders. Several of the design studios (ARC 3210, ARC 4110, ARC 4210, ARC 4510) place an emphasis on developing student skills in interpersonal communication, conflict resolution, and collaboration largely through the use of team-based projects. From performing precedent or site analysis to developing a cohesive masterplan or designing a complete project with a partner, students are able to gain experience leading and collaborating in a team-based environment to solve complex problems. Due to the diverse nature of design projects and building typologies that students work on throughout the curriculum, they are exposed to a number of stakeholder constituents and varying social contexts. In the Architecture Professional Practice course (ARC 4540) students learn about the collaborative nature of working in an office and with engineering consultants as well as qualities of leadership needed for practice management within various types of office organization, firm management, financial management, professional liability, and the ethics of professional conduct. The leadership and collaboration related curriculum is evaluated by faculty on an annual basis through self-assessments as well as every 7 years during the program's curricular self-assessment.

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

Program Response: The learning and teaching culture within the architecture program at UVU was established early on with the first cohort of students and founding faculty members in December of 2019 as was known as the UVU Architecture Studio Culture Policy. With the recent changes made with the 2020 NAAB conditions for accreditation and the publication of the 2020 AIAS Learning & Teaching Culture Policy, the program at UVU has formally revised its original studio culture policy. In its expanded and revised form, it is now known as the "UVU Architecture Learning & Teaching Culture Policy" (LTCP). This current policy was reviewed with students and faculty members within the architecture program during the 2020-2021 academic year. It was formally accepted as a policy in April 2021 by the designated committee of faculty, students, and administrators. As a result, the architecture program at UVU is dedicated to the following values: optimism, professional conduct, constructive evaluations and instructions, collaborative community, time management and school-life-work balance, health and wellbeing, diversity and solidarity, respectful stewardship and space management, and well-rounded enrichment. The LTCP will be revisited on an annual basis by the committee. The LTCP will be distributed and discussed amongst students and faculty at the beginning of each academic year. From a curricular standpoint, the learning and teaching culture is emphasized in all of the design and studio-based coursework throughout the five years of the program (ARC 1010, ARC 2110, ARC 2210, ARC 3110, ARC 3210, ARC 4110, ARC 4210, ARC 4510, ARC 4610). All new faculty and invited jurors will be given a copy of the LTCP. The evaluation of the effectiveness of the LTCP will be reviewed by faculty on an annual basis and in the overall program self-assessment every seven years. Here is a link to the LTCP: https://uvu.box.com/s/vfpyh4ctrja4mv3ferd4kjolbw6zev9q

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

Program Response: The curriculum of the architecture program emphasizes social equity an inclusion on several levels. For instance, the two courses focused on the Global History of Architecture (ARC 3230, ARC 4130) deepen and broaden student understandings of the diverse cultural and social contexts that have influence architecture over time throughout the world. Likewise, the Culture and Behavior in Architecture course (ARC 4530) emphasizes the importance of understanding people of different backgrounds and how architects should work to equitably support and preserve cultural and ethnic perspectives in design proposals. The Global Sustainability and the Built Environment course (CMGT 405G) cultivates an understanding and respect for cultural

differences in housing, lifestyle, and the built environment. There is a particular emphasis in regard to how renewable energy sources and sustainable design practices can be beneficial to various cultures, communities, and individuals throughout the world. Many of the topics of the design-based curriculum in the studios also foster social equity and inclusive perspectives. For example, a recent design studio project from Architecture Studio IV (ARC 3210) dealt with using public feedback surveys from local constituents to help students consider varying socio-cultural perspectives and user needs for a new city library. In the Architecture Studio V (ARC 4110), on the other hand, students consider varying religio-cultural architectural priorities and social contexts when assessing client user needs as they design a religious building outside their own faith tradition. Extracurricular offerings in the form of the annual lecture series also seek to promote social equity and inclusion. This can be demonstrated through the recent selection of speakers whose backgrounds are diverse and bring perspectives informed by differences in age, gender, race, ethnicity, sexual orientation, country of origin, and culture. Social equity and inclusion related coursework is evaluated from a curricular viewpoint during the Program Self-Assessment every 7 years as well as on a reoccurring basis by assigned faculty during annual self-assessments.

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

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

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

Program Response: Program curricula for the architecture program at UVU addresses learning objectives related to the health, safety, and welfare of the built environment in multiple courses. The Applied Structures I – Statics (EGDT 2600) and Applied Structures II – Strength of Materials (EGDT 2610) courses teach students about the impact of a building's structural design on human safety. Special attention is focused on lateral, wind, seismic, and snow loads as well as the thermal, sheer, and moment forces of different materials and scales of construction. Course objectives are assessed through assignments and examinations. Students come to understand the various impacts the building envelope has on occupant comfort in the Passive and Active Environmental Systems courses (ARC 3220, ARC 4120) as well as the Building Envelope and Science course (ARC 4220). From learning about the effects of passive heating and cooling strategies, such as natural ventilation and daylighting, to an understanding of different HVAC, lighting, acoustic, fire protection, communication, security, vertical transportation, electrical, plumbing, and building envelope systems, students gain a comprehensive awareness of human health, safety, and welfare. These objectives are assessed through examinations, exercises, research presentations, and integrated studio project assignments. Integrated type assignments from the above courses are found in Architecture Studio IV (ARC 3210), Architecture Studio V (ARC 4110), Architecture Studio VI (ARC 4210), Architecture Studio VIII (ARC 4610). Architecture Studio VII (ARC 4510) looks at the effect of cities, urban design, and development patterns on human health and well-being. Each design studio learning objective related to health, safety, and welfare is assessed through project-based learning. Lastly, students take the Culture & Behavior in Architecture course (ARC 4530) which further explores the effects of the built environment on human health and well-being from a psychological, behavioral, and cognitive perspective. These learning objectives are assessed through course assignments, observational exercises, and examinations. All of the above curricula is evaluated by faculty on an annual basis through self-assessments as well as every 7 years during the program's curricular self-assessment.

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

Program Response: Learning objectives and outcomes related to the professional practice student criteria are addressed in two courses within the curriculum. In the Building Codes and Construction Law course (ARC 3130) students study the laws and regulations affecting architectural practice as

well as the most common legal agreements and contracts between contractors-owners, owners-architects, general conditions, insurance and bonding, and scope documents. Students also learn about project and business management related topics such as building code and accessibility analysis as well as legal agreements and professional liability. These are assessed through examination, assignments, and studio-based application problems. On the other hand, the Architecture Professional Practice course (ARC 4540) covers other significant learning objectives in the professional practice category. For example, students learn the fundamentals of running and managing an architectural firm which includes project management, finances, working with consultants, stakeholder considerations, and ethical issues. These learning objectives are assessed through assignments and exams. Related coursework surrounding professional practice is evaluated from a curricular viewpoint during the Program Self-Assessment every 7 years as well as on a reoccurring basis by assigned faculty during annual self-assessments.

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

Program Response: The architecture program at UVU assesses the student criteria for regulatory context across six courses. Principles and laws surrounding life safety, accessibility, zoning, and other regulatory requirements are addressed first and foremost in the Building Codes and Construction Law course (ARC 3130). These knowledge areas are assessed through examinations, assignments, and studio-based application problems. Peripheral courses addressing the implications of energy codes and life safety requirements are embodied in both the Active Environmental Systems (ARC 4120) and Building Envelope and Science (ARC 4220) courses. These are assessed through examinations, exercises, and integrated studio project assignments. Application based project assessments relating to regulatory context can be found in Architecture Studio VI (ARC 4210), Architecture Studio VII (ARC 4510), and Architecture Studio VIII (ARC 4610). These studios demonstrate the student's ability to apply the fundamental principles of life safety, land use, and laws or regulations relating to their building and site. Regulatory context related curricula is evaluated by faculty on an annual basis through self-assessments as well as every 7 years during the program's curricular self-assessment.

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

Program Response: The student criteria for technical knowledge is addressed in the architecture program at UVU over the course of several courses. Students begin learning about construction materials and assemblies in the Architecture Materials and Methods course (EGDT 2100). Students learn about typical details and construction methods for materials such as wood, masonry, concrete, steel, glass, assemblies, and finishes. These are evaluated through exams and assignments. In the Applied Structures II – Strength of Materials course (EGDT 2610) students gain additional technical knowledge regarding the properties of materials as well as their fabrication and construction processes. This knowledge is assessed through exams and assignments. In the Construction Documents & Specifications course (ARC 2220) students gain an understanding of technical documentation for architectural drawings and outline specifications for material assemblies. In this course students are prepared for the Construction Documents Specialist Certification using industry computer software and Building Information Modeling. These are assessed through project submittals. The Passive and Active Environmental Systems courses (ARC 3220, ARC 4120) help students understand the established and emerging building service systems for mechanical, plumbing, fire protection, electrical, lighting, communication, security, acoustics, and vertical transportation. Knowledge in these areas are assessed through examinations, assignments, and project-based exercises. The Building Envelope and Science course (ARC 4220) continues the theme of established and emerging building enclosure systems which includes curtain wall systems,

building assemblies, energy performance, moisture transfer, thermal resistance, etc. Students demonstrate their ability to research and evaluate new building materials and methods of construction. These are assessed through projects and assignments. The design studios in the fourth and fifth years of the curriculum (ARC 4110, ARC 4210, ARC 4510, ARC 4610) incorporate the student's knowledge of established and emerging building systems and assemblies from previous courses. This is assessed through project related deliverables such as technical wall sections and details. Project cost analysis is performed as part of student deliverables in Architecture Studio V (ARC 4110) to help students learn to assess building assemblies from an economics standpoint. Coursework under the technical knowledge category is evaluated from a curricular viewpoint during the Program Self-Assessment every 7 years as well as on a reoccurring basis by assigned faculty during annual self-assessments.

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

Program Response: There are three key courses within the curriculum at UVU where students demonstrate their ability to meet design synthesis learning objectives. In both Architecture Studio V (ARC 4110) and Architecture Studio VI (ARC 4210) students demonstrate their ability to reconcile the implications of complex issues and make design decisions for institutional and educational building typologies. The local sites students can choose from each pose significant challenges and require them to successfully synthesize design requirements for site planning, user needs, accessibility, and regulatory standards. While the capstone project topic for Architecture Studio VIII (ARC 4610) is selected by the student through their own phase of independent research, the design phase turns its attention to demonstrating the students ability to make independent design decisions and demonstrate the full synthesis of diverse variables ranging from building codes, site planning, zoning regulations, site selection, historic fabric, client-user needs, accessibility, and climatic concerns. Each of the three studios work to demonstrate the students ability to meet the learning objectives through project based assessments. Design synthesis related curricula is evaluated by faculty on an annual basis through self-assessments as well as every 7 years during the program's curricular self-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.

Program Response: Learning objectives and outcomes related to building integration are covered in both design studios and supplementary lecture courses. Over the course of three design studios, students demonstrate their ability to make informed design decisions through architectural programming, site planning, and complying with regulatory requirements while also integrating complex systems into a sound architectural solution. In Architecture Studio V (ARC 4110), for instance, students demonstrate their ability to integrate structural systems, lighting systems, and acoustical design principles into their institutional design project through supplemental assignments in the Active Environmental Systems course (ARC 4120). Architecture Studio VI (ARC 4210) requires students to continue demonstrating their ability to integrate complex systems into design projects. In the educational project for this studio, however, students turn their attention to integrating HVAC systems, structural systems, building envelope design, and life safety systems with an emphasis on building occupancy and egress. Several of these project-based integrated assignments are incorporated into the Building Envelope and Science course (ARC 4220). Lastly, Architecture Studio VIII (ARC 4610) provides students with a final opportunity to demonstrate a comprehensive capstone design project that integrates environmental systems, life-safety, accessibility, structural systems, building envelope, and site considerations with technical documentation, professional communication, and environmental stewardship. The building integration learning objectives are assessed through projects and assignments in related lecture-based courses. Coursework under this student criteria

category is evaluated from a curricular viewpoint during the Program Self-Assessment every 7 years as well as on a reoccurring basis by assigned faculty during annual self-assessments.

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response: A copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation is found in the appendix. Additionally, here is a link: https://uvu.box.com/s/lschg65vdfwu72t9w1xsgjs9zxf47zjv

4.2 Professional Degrees and Curriculum

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

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

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

Program Response: The Table under section 4.2.4 contains a list of courses required of all students enrolled in the B. Arch degree program at UVU. The degree map is available here: https://uvu.box.com/s/dkcfg5hr765j37437v6pzlo62frk09dg

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

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

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

Program Response: General Education provides the skills of analysis, problem-solving, creative thinking, and critical thinking that prepare students for an unknown and ever-changing future. GE courses at UVU are a shared academic experience that provides students with the opportunity to explore

new subjects, intellectual traditions, and perspectives; expands their awareness of the wider world; and prepares them with foundational knowledge, skills, and abilities that are expanded on in their disciplines of study to be successful learners and professionals positioned to contribute to their broader communities.   The state of Utah requires 35 GE credit hours. Students declaring architecture as their major, are encouraged to complete the 35 GE credit requirements in their first 2 years of study as part of the A.S. in Engineering Design Technology Architectural Drafting Track. To assist students in preparing for industry success, we recommend students take some specific GE classes.

- EGDT 1720 Architectural Rendering (Fulfills the Fine Arts GE)
- COMM 1050 Introduction to Speech Communication (Fulfills the Social/Behavioral GE)
- GEO 1010 Introduction to Geology (Fulfills the Physical Science GE)
- ENGL 2100 Technical Communication (Fulfills Humanities GE)

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

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

Program Response: The B. Arch degree program allows for 15 credit hours of elective classes. We encourage students to enroll in ARC 459R Special Topics in Architecture. Other elective courses come from a large pool of inter-disciplinary programs on campus.

- Engineering Graphics & Design Technology
- Construction Management
- Woodworking
- Interior Design
- Art
- Art History
- Digital Media
- Business

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

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

Program Response: The B. Arch at UVU is completely pursued through obtaining two degrees.

- The A.S. Engineering Design Technology (Architectural Drafting and Design Track)

  o Students need this degree to apply to the 3rd year of the program and all upper division coursework housed in the B. Arch degree.

- Bachelor of Architecture (B. Arch)

Students start with the A.S. degree to build a solid foundation in architectural drafting and design. Once completed, the A.S. degree allows a student to pursue entry level employment in the architectural industry. Students should anticipate a minimum of 2 years of study to obtain this degree. Upon completion of the A.S. degree, students are eligible to matriculate into the Bachelor of Architecture (B. Arch) degree program. Students interested in practicing architecture as a professional career, should

enroll in the B. Arch degree program. Students should anticipate a minimum of 3 years of study beyond the A.S. degree to obtain the B. Arch. In total, students should expect a minimum of 5 years of education to obtain both the A.S. and B. Arch degrees.

Information on these degree options can be found at: https://www.uvu.edu/aed/architecture/

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

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

Program Response: Below is a table outlining the academic coursework in general studies, professional studies, and elective professional courses. The B.Arch degree requires 100 credits of professional studies, 35 GE credits, and 15 credits of elective professional studies courses. The total credit count is 151 credits. No minors or areas of concentrations are offered within the program at this time. The program has planned for domestic and foreign travel opportunities for the students. However, because of COVID-19 travel restrictions currently in place, these opportunities are not accessible currently. Future travel plans include Summer 2022 Domestic travel to San Francisco, and Summer 2023 International Travel to Athens, Greece.

A.S. Engineering Design Technology (Architectural Drafting & Design Track)						
Required Prof Courses			**Elective Prof Courses**		**General Studies**	
Course #s & titles	crds		Course #s & titles	crds	Course #s & titles	crds
EGDT 1020 3D Architectural Modeling	3		None		ENGL 1010	3
EGDT 1100 Architectural Design and Drafting	3				ENGL 2010	3
EGDT 2100 Architecture Materials and Methods	3				MATH 1050	4
EGDT 2600 Applied Structures I-Statics	3				AMERICAN INST. GE	3
ARC 1010 Classical Architecture Workshop	3				PHIL 2050	3
ARC 2110 Architecture Studio I	3				HLTH 1100	2
ARC 2210 Architecture Studio II	3				PHYS 1010	3
ARC 2220 Construction Documents and Specs	3				BIOLOGY GE	3
					HUMANITIES GE	3
					SOCIAL/BEHAVIOR GE	3
					PHYSICAL SCIENCE GE	3
					FINE ARTS GE	3
Total Number of Credits	24					36
Credits Required to Complete A.S. Degree						**60**
Students Enter Industry as Architectural Drafters if Desired Students Matriculate into the 3 years of the B. Arch Degree Program						

B. Arch Degree Program

Required Prof Courses		Elective Prof Courses		General Studies	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
EGDT 2610 Applied Structures II	3	ARC 459R Special Topics in Arch	3	None	
CMGT 405G-Sustainability	3	EGDT 1040 Technical Eng Drawing	3		
ARC 3110 Architecture Studio III	6	EGDT 1050 Intro to 3D printing	2		
ARC 3120 Architectural Graphics	3	EGDT 1070 3D Modeling Solidworks	3		
ARC 3210 Architecture Studio IV	6	EGDT 1071 3D Modeling Inventor	3		
ARC 3220 Passive Environmental Systems	3	EGDT 1200 Mechanical Drafting	3		
ARC 3230 Global History of Arch. to 1700	3	EGDT 1300 Structrual Drafting	3		
ARC 3130 Codes & Construction law	3	EGDT 1400 Survey Applications	3		
ARC 4110 Architecture Studio V	6	EGDT 1720 Architectural Rendering	3		
ARC 4120 Active Environmental Systems	3	EGDT 2300 Advance Structural CAD	3		
ARC 4130 Global History of Arch. Since 1700	3	EGDT 2310 Structural Steel Modeling	3		
ARC 4520 Architectural Theory	3	EGDT 2400 Surveying Field Application	3		
ARC 4210 Architecture Studio VI	6	ART 1810 Intro to Interior Design	3		
ARC 4220 Building Envelop and Science	3	ART 1820 Interior Space Design	3		
ARC 4530 Culture & Behavior in Architecture	3	ART 18230 Residential Interior Design	3		
ARC 4510 Architecture Studio VII	6	ART 2815 Historical Architecture	3		
ARC 4230 Capstone Research	3	ART 2825 Modern Architecture	3		
ARC 4540 Professional Practice	3	ARTH 2710 History of Art to Renaissance	3		
ARC 4610 Architecture Studio VII Capstone	7	ARTH 2720 History of Art from Renaissance	3		
		ARTH 3010 History of Design and Visual Arts	3		
		ARTH 3015 Ancient Art of Egypt and Near East	3		
		ARTH 3020 Classical Art and Architecture	3		
		ARTH 3030 Medieval Art and Architecture History	3		
		ARTH 3040 Renaissance Art History	3		
		ARTH 3050 Baroque Art and Architecture History	3		
		ARTH 3060 Nineteenth-Century Art History	3		
		ARTH 3080 History of Architecture	3		
		ARTH 3100 History of American Art and Arch.	3		
		CAW 1100 Artistic Wood Design	3		
		CMGT 1190 Concrete and Framing Lab	3		
		CMGT 1010 Introduction to Construction Mngt.	3		
		CMGT 1220 Finishing Lab	3		
		CMGT 1020 Construction Materials and Methods I	3		
		CMGT 2010 Construction Materials and Methods II	3		
		CMGT 2080 Principles of Const. Scheduling	3		
		CMGT 3030 Principles of Const. Estimating	3		

		CMGT 3140 Construction Real Estate	3		
		CMGT 3160 Building Information Modeling	3		
		CMGT 4010 Construction Contracts	3		
		DGM 1220 Digital Design Esentials	3		
		DGM 1620 Survey of Animation	3		
		DGM 1660 Introduction to 3D Modeling	3		
Total # of degree Credits	76		15		
Credits Required to Complete B. Arch Degree (60 credits from AS degree count towards B.Arch degree total)					**151**

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

Program Response: Not applicable

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

Program Response: Not applicable

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

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

See also Condition 6.5

Program Response: Admission to all lower-division classes (1st and 2nd year EGDT and ARC courses) including second year studio's ARC 2110 and ARC 2210 are open admission to enrolled UVU students claiming architecture as their major. Students must fully complete the A.S Engineering Design

Technology Architectural Drafting Track to be eligible for application to the 3rd year and upper division courses offered in the B. Arch degree. To be admitted into the 3rd year studio (ARC 3110) and all subsequent upper division classes, students are required to make a formal application which consists of completing the pre-requisites, grades, resume, personal statement, portfolio, and two letters of recommendation. This work is reviewed by the Architecture Program Admissions Committee which consists of three faculty in the AED department. We have developed a matrix for scoring student applications in an equitable fashion. https://uvu.box.com/s/6rsvqiz49k89fl442tm7ew2l1q5icndf

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

Program Response: Transfer students typically come from Salt Lake Community College, Weber State University, and Brigham Young University-Idaho. We have discussed official articulation agreements with these programs, but at this time, nothing has developed formally. To date, since the inception of our program in Fall 2019, less than 10 students have requested transfer with a full A.S. degree program. Transfer students from other institutions with an associate degree will be enrolled in 2nd year studios and all must complete ARC 1010, ARC 2110, and ARC 2210. We do not accept transfer credit for these particular courses since the content is traditional/classical in nature. ARC 2220 at UVU requires the student successfully pass the Construction Document Technician (CDT) exam through the Construction Specifications Institute (CSI). If a student has taken a similar class elsewhere and passed the CDT, equivalent credit is awarded at UVU for this course.

As policy, the architecture program requires transcripts and a portfolio of work from any student wishing to transfer any courses into the program. These courses are evaluated according to course descriptions and syllabi from the UVU Architecture program for quality and appropriateness. The transfer of classes is only considered for the A.S. degree program in years one and two. Any upper division coursework in years three through five is not considered. In cases where students cannot demonstrate either comparable coursework content, the course will not transfer. Students are then required to enroll in the EGDT Architectural Drafting Courses. However, on occasion, some students can successfully demonstrate competence of the coursework through employment in the industry. To evaluate a transfer student in this case we ask that they take and complete the final course project in the software and take the final written exam. This approach helps us quickly ascertain student competence. Experiential credit is awarded if students can successfully complete the project and exam. To reiterate, transfer options are only available for the EGDT coursework in the A.S. degree program. No transfer options exist for any upper division ARC courses.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.
**Program Response:** Explained in 4.3.1

5—Resources

5.1 Structure and Governance

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

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

Program Response: The program is currently part of the Architecture and Engineering Design Department (formerly Engineering Design Technology Department EGDT) which includes architecture, drafting technologies, and surveying. The Department is housed within the College of Engineering & Technology which also includes the following departments: Engineering & Computer Science, Information Systems & Technology, Construction Technology, Digital Media, Transportation Technologies, and Culinary Arts. Engineering & Technology is one of eight academic colleges in the university.
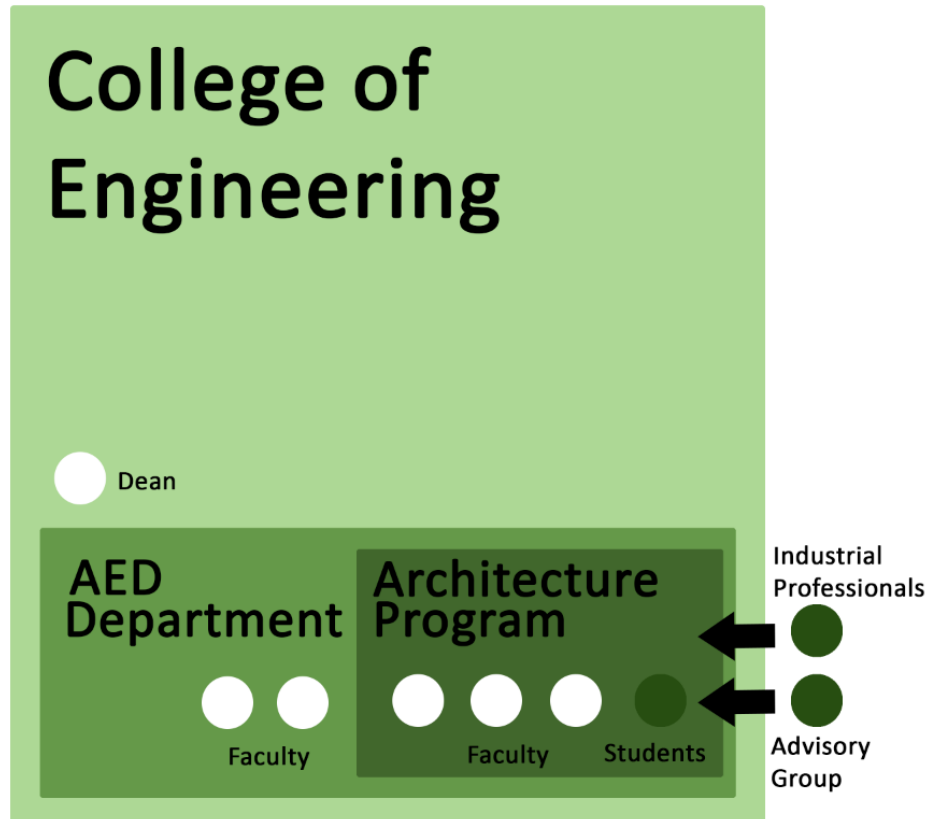
5.1.2

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

Program Response: The Architecture Program Coordinator is appointed by the Dean of the College of Engineering & Technology and serves at the pleasure of the Dean. The Program Coordinator provides academic and administrative leadership for the architecture program and works in tandem with the

Department Chair. The Program Coordinator perform duties including, but not limited to: supervising the operation of the program, administering program budgets, overseeing student recruitment efforts, fundraising, lecture series scheduling, hiring part-time and temporary faculty, managing faculty workload, assigning office, lab, and studio space, evaluating faculty, presiding over program meetings, representing the program in College and University affairs, informing the faculty of events affecting the program or welfare of the faculty, and performing such duties as assigned by the University or the Dean. Term: Three-year appointment by the Dean renewable.

The Program Coordinator or any tenured or tenure-track architecture program faculty member may propose changes to the curriculum, new course offerings, course deletion, or requirements for the AS or B. Arch degrees. Written proposals to modify courses or curricula shall be reviewed by all full-time faculty in the Architecture Program. A majority of the faculty is required to approve and to adopt proposals for new courses, course deletions, content and changes in the curriculum and degree requirements. A full program curriculum review occurs on a 7-year cycle and involves faculty, staff, students, and the advisory board.

All full-time faculty have the opportunity to be elected to university-wide committees including faculty senate. When positions open on university committees, any faculty member may submit their name for voting. Each department elects a representative to the faculty senate.

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

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

Program Response: The UVU Architecture program is tied in directly with the long-range operational planning and assessment with each level of the University. UVU recently launched its VISION 2030 plan with Academic Affairs. https://www.uvu.edu/vision2030/

Each degree program at the University is working to meet the vision 2030 plan and develop a five-year assessment cycle plan. Architecture Faculty bring both their professional and pedagogical expertise to the development, application, and the revision of the new curriculum. Each spring, the program conducts an Annual Program and Department Review to identify objects for student learning, establish annual goals, assess the previous year's goals, and plan for the upcoming year's deadlines. The faculty assess the overall curriculum, course outcomes, teaching strategies, facilities, and staffing needs. During this review, the department faculty also review and adjust the 5-year plan goals.

As a program committed to practice-ready graduates, it will use data from national and local industry to inform the direction of the program as well as input from our own industry advisory board. The program will identify objectives for student learning based on industry standards and projected industry needs. Faculty members practice Continuous Improvement in their curriculum by performing a self-assessment after each course is taught for improvements in pedagogy and content.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: Explained throughout section 5.

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

Program Response: We are moving along at a rapid**,** but steady pace in growth and management of the program. Since the 2020 pandemic shut things down in March of 2020, we have not been without our challenges and difficulties. In May 2020, a new hire resigned and went elsewhere. Professor Brandon Ro, and David Barker have partnered together to keep the program alive through the 2020/2021 academic year. During that time, interest of the program has grown significantly. Both full time faculty members worked as well to create solid curriculum in a large majority of the classes. We have made new adjunct hires, and bringing in more full-time faculty. We have negotiated for additional spaces to provide studio instruction. We have acquired a 5000 book library. We have strengthened our partnership with the Institute of Classical Architecture & Art with student publications and conference attendance. We have had a tremendous academic year of growth since the eligibility visit in October 2020.

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

Program Response: As with any new program, there are challenges and obstacles to overcome. While planning and proper hard work have taken place by our faculty, we have also had to navigate around unforeseen challenges. The foremost difficult challenge was addressing the change of instruction forced on us by the COVID-19 pandemic. In March 2020, we went from a thriving face to face studio, to suddenly teaching in unfamiliar territory through online modalities. We ended the Spring 2020 semester successfully. Our program has 2 big challenges to work through in the future. 1. We are working to accommodate the student interest in the program. In the short space of 2 years, our program has grown to over 200 students declaring Architecture as their major. This is beyond our original projections. 1. We have a shortage of faculty and are working to bring on more new hires as rapidly as possible. We have ramped up our efforts significantly to bring on adjunct faculty. We are also working to double the full-time faculty in the program. This next 2021/2022 academic year will be the year our program is able to cement itself in the college as a signature offering.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: The UVU Architecture program organized a local advisory board of Architects to aid the program in long range planning, curriculum development, industry readiness, job skills, and professional development of our students.

UVU Architecture Advisory Board		
Name	**Title**	**Company**
Curtis Miner	Principal	CMA Architecture
Paul Monson	President	Institute of Classical Architecture Utah`
Steve Goodwin	Principal	FFKR Architects
Wally Cooper	Principal/Retired	CRSA Architecture
Bruce Fallon	Principal	WPA Architects
Roger Hansen	Associate Principal	CRSA Architecture
Jeff Knighton	Principal	Knighton Architecture
Spencer Denison	Architect	Temple & Special Projects, The Church of Jesus Christ of Latter-day Saints
Chris huntsman	Principal Architect	5 Degrees Design

Soren Simonsen	Principal Architect	Jordan River Commission
Ben Felix	Architect-Project Manager	FFKR Architects
Kirk Huffaker	Preservation	Preservation Utah
Clayton Vance	Principal Architect	Clayton Vance Architects
Steve Cornell	Historic Preservation	Utah State Office of Historic Preservation

Here is a link to the industry advisory board By-Laws which were approved in December 2020. https://uvu.box.com/s/3s6g7lim5nvg4zmjaxdzhk4iywbrw6yo

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

Program Response: In addition to a routine assessment of our curriculum and the program, the UVU Architecture program faculty meet monthly to discuss the business and concerns of the program. The benefit of the monthly program meetings is that they allow us to perform "check-ups" of the program to strengthen existing features and make incremental improvements. We feel that through the monthly program meetings, quarterly retreats and informal discussions amongst themselves, students, faculty, and our advisory council there is a strong level of passion for the growth and direction. The positive energy spreads and benefits everyone. The program at UVU is young, and our assessment is happening virtually at every department meeting, or impromptu office conversation. We are continuing to "tool" the curriculum, and it is developing daily. As the program matures, we look forward to developing depth and refinement. The NAAB process is ensuring program self-assessment is taking place and recognized by those in our department who are not associated with architectural education.

5.3 Curricular Development

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

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

Program Response: The Program Self-Assessment is based on a 7-year cycle. The program does a full program self-assessment for curriculum, course effectiveness, and resource needs. The assessment incorporates faculty, administration, current students, alumni, and practitioners' view on the program's effectiveness as well as course evaluations. Faculty review the assessments and develop adjustments to pedagogy and curriculum as needed. After defining proposed changes, the faculty consult with the Advisory Committee and revise plans based on outside assessment. Small changes to the curriculum occur during the interim years.

The 7-year Curriculum Review Cycle will implement a full curriculum review to improve the program and remain current. In year five, the program will evaluate the program to assess how well the students met the program outcomes, how well the curriculum supported student learning, how prepared students are for the licensing exams, and how well the program supports the industry. The program will use data from organizations such as the AIA, NCARB, CSI, and NAAB to compare the program nationally. The program will also meet with alumni and employers to assess how prepared graduates are for the workforce and what they changes they would like to see. For technical assessment, faculty will use the appropriate organizations and research to align curriculum with current practices. The program will use the Defining Perspectives as a framework to assure that curriculum changes address the holistic program goals. In year six, faculty will present the curriculum changes to the Advisory Board and seek outside input. As part of this formal process, the department will review the physical and staffing needs associated with curriculum adjustments and changes to the program. The faculty will discuss and formulate revisions to

the program and submit changes to the university Curriculum Committee. The program changes will take approximately one year to be approved through the university Curriculum Review Process.

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

Program Response: Utah Valley University has a strong program of improvement and assessment for pedagogy and teaching through the Office of Teaching and Learning. Faculty are encouraged to participate in the Teaching Excellence Program and to become a Fellow in the Higher Education Academy. https://www.uvu.edu/otl/faculty/index.html

UVU has a robust set of evaluations to support teaching and curriculum development. Students provide evaluations for each course as it is taught. Annually, faculty must have a teaching assessment by their supervisor and a peer. Faculty are also encouraged to have an outside of department review and participate in the Student Collaborators on Teaching (SCoT) program in which trained students evaluate faculty teaching performance. https://www.uvu.edu/otl/faculty/scots.html

Course assessment and changes lead to curriculum development of courses. All new and modified curriculum at UVU is governed under the curriculum office. There are multiple resources available through this office. Here is a link which outlines the Course and Program approval process for developing new curriculum. https://www.uvu.edu/curriculumoffice/

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

Program Response: Curricular Assessment and Development team has recently been defined. Two new full time architecture faculty will join the program in Fall 2020. All Architecture faculty and the AED Department Chair are responsible for curriculum review and assessment and primary reviewers. Architecture students and members from the industry advisory board serve as secondary reviewers.

Name	Chair	Primary Review	Secondary Review	Input
David Barker, Architecture Program Coordinator	X			
Brandon Ro, Architect Licensing Advisor (ALA)		X		
Architecture Full Time Faculty-New Hires for Fall 2021		X		
Sid Smith, AED Department Chair	X		X	
Architecture Students				X
Advisory Board				X
Local AIA members				X

5.4 Human Resources and Human Resource Development

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

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

Program Response: Here is a link to the UVU Faculty Workload Policy.
https://policy.uvu.edu/getDisplayFile/5991e4a30e5bd70a058e3124

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

Program Response: Professor Brandon Ro, AIA has been appointed as the Architect Licensing Advisor to help students navigate the transition from the "Architectural Experience Program" (AXP) to the "Architectural Registration Examinations" (AREs). Students interested in the traditional licensure path are encouraged to register in AXP after their second year when they also start working in local architecture firms. Annual workshops and presentations keep students informed about NCARB and state licensing requirements. Lastly, graduates are prepared for the demands of practice and project management - including legal, financial, and ethical issues - in the Professional Practice course (ARC 4520).

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

Program Response: Architecture faculty members remain current in their knowledge through completing required AIA and other licensure Continuing Education, serving as AIA leadership, membership in professional organizations, self-study, and attending academic and professional conferences.

The university provides a stipend of $2500 annually for professional development including membership in professional organizations, license fees, continuing education, and travel to conferences.

As a university focused on teaching, it provides substantial pedagogical, curriculum development, and general teacher education. All of the architecture faculty engage in some pedagogical training through the Office of Teaching and Learning but are currently limited due to teaching loads and curriculum development responsibilities. Architecture faculty are expected to teach 4 classes per semester. Because the architecture program is new and only a limited number of classes are being taught, Architecture faculty teach EGDT classes to fill their schedules.

The Teaching Excellence Program includes faculty development opportunities that lead to certification and international recognition for teaching excellence. By engaging with these opportunities, UVU faculty can gain evidence to support the Retention, Tenure, and Promotion (RTP) process while enriching their teaching practice.

The Higher Education Academy (HEA) is an international, non-profit organization that promotes teaching excellence in higher education. HEA is a subsidiary of UK-based Advance HE. There are more than 115,000 HEA fellows in the world. UVU is the first American institution to be accredited by the HEA to offer fellowship recognition to faculty, administrators, and staff supporting learning. Fellowships are earned through written reflection and interaction with an HEA Mentor to demonstrate how one's

teaching/supporting learning practices fulfill the dimensions of the UK Professional Standards Framework (PSF). The PSF is the heart of the HEA fellowship recognition program. This internationally recognized articulation of the necessary actions, values, and knowledge to effective teaching/supporting learning provides the framework for peer dialogue and personal reflection of practices.

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

Program Response: UVU provides a robust array of student support services because it recognizes that such services can determine the success or failure of students, especially non-traditional and first-generation students. The university provides the following student services:

- Learning Strategies Support
- Ombudsman
- Accessibility Services
- Student Council and Conflict Resolution
- Mentorship Program
- Campus Recreation and Outdoor Adventure Center
- Service Council
- Center for Social Impact
- Women's Success Center
- On-campus Childcare
- International Student Services
- Multicultural Student Services
- Office of Student Involvement
- Food Pantry
- Emergency Grants
- Career Center
- Mental Health Services including Therapy.
- On campus medical services available without insurance
- Low-cost student health services
- Suicide Prevention
- Wellness Programs
- Labs for non-majors (such as Math and Writing labs)
- Student Retention and Early Alert
- First-Year Experience Office

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response: UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. The university promotes civility and respect for the dignity and potential of everyone. UVU seeks to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

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

Program Response: Utah Valley University Human Resources is committed to creating a work environment and organizational culture that celebrates diversity in the form of age, gender, color, disability, ethnicity, family or marital status, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and every other unique characteristic that brings perspective to our workforce. The goal is to cultivate a campus climate based on integrity, respect, equal opportunity, and inclusion. https://www.uvu.edu/hr/dei/index.html

- UVU HR Workforce Planning is committed to ensuring hiring pools include diverse, qualified candidates through the utilization of Search Advocacy and UVU Hire training along with job postings across multiple recruiting platforms to reach a larger and more diverse applicant pool.

- UVU HR ADA endeavors to provide reasonable accommodations and to ensure equal access to qualified university job applicants, employees, or visitors with disabilities and those with sincerely held religious beliefs requesting religious accommodations.

- UVU HR Benefits is committed to offering a comprehensive benefits package that supports the employee and their family's overall physical and mental health, protects their income in the case of unforeseen illness and life events, and assists them in building financial security for retirement.

- UVU HR Training partners with the UVU Diversity and Inclusion Committee to provide training to promote inclusion across the university.

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

Program Response: In Fall 2020, UVU produced the 2020-2024 Inclusion plan. https://uvu.box.com/s/ytzl32w97o0jvqbkptma7z0rajt6ht0s

The UVU Architecture degree program supports this university wide plan and is seeking to align with the 4 main objectives from the plan.
1. Expand Pathways and Educational Pipelines for Access and student Success.
    a. UVU integrates educational opportunities appropriate to both community colleges and universities.
2. Enhance Academic Engagement and Intercultural Development
    a. UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.
3. Support a Campus Environment for an Increased Sense of Belonging
    a. UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.
4. Sustain Assessment, Accountability, and Institutional Commitments.
    a. UVU commits to creating and maintaining a supportive infrastructure for inclusion.

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

Program Response: In facilitating the University's diversity, inclusion, and compliance objectives, the UVU Office for Equal Opportunity and Affirmative Action is committed to:
- Advancing the understanding of diversity as a critical component of academic excellence
- Institutionalizing diversity in all aspects of university life
- Seeking success through cross-campus collaboration
- Fostering inclusion by infusing diversity into the systems, structures, practices, and policies of the University to ensure equity and inclusion for all members of the community.
- Guiding implementation of professional development for a multicultural and bilingual university
- Facilitating multiculturalism
- Creating a climate that respects individual differences.
- Ensuring university compliance with state and federal requirements
- Advocating for equity
- Achieving integrity in our work
- Demonstrating accountability through evaluation, assessment, and report
- Maintaining community support services
- Facilitating research that advances the University's diversity and inclusion commitment.

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

Program Response: The Office of Accessibility Services serves Utah Valley University students and the community by providing access to the campus and curriculum for individuals with disabilities to facilitate, support, and encourage their academic success and retention, and ensure their educational rights. Any UVU student who requests accommodations due to a disability is required to establish eligibility through the Office of Accessibility Services (OAS). The Office of Accessibility Services assists students with disabilities by providing reasonable and appropriate accommodations to ensure equal access in the academic environment. https://www.uvu.edu/accessibility-services/

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

5.6.1 Space to support and encourage studio-based learning.

Program Response: Space plan drawings are located here: https://uvu.box.com/s/dx9thzm1wk92w0luk7k8dabmkaxg4anu

Dedicated architecture studio teaching space is currently located in the following rooms:

- CS 712/712A. These are dedicated studio spaces for upper division students. The space is designated for B. Arch degree students only. 712A holds 15 students, large tables and chairs dedicated to architecture students in cohort 1. 712 holds 20 students with large tables and chairs dedicated to architecture students in cohort 2.

- CS 713A This room is for Students enrolled in Studio 1 and Studio 2. Multiple sections of these studio classes are taught in this room. Students enrolled in the 2nd year studios are not assigned dedicated desks. These are "hot seats" for students to come and go. The current design studio space,713A contains 22 drafting tables and chairs dedicated to architecture students divided into two spaces behind folding glass walls. The center space includes 20 tables and chairs that are currently used as classroom for lower-division classes and open collaborative space. The collaborative area tables are rearranged to create temporary pin-up and jury space. Students have proximity cards so they can access the studio at any time when campus is open (Monday at 6am - Saturday at midnight). The Provost has prioritized providing 24/7 access to the studios and is working with the Campus Facilities Department.
- CS 713 houses the new Architecture Library. In December 2020, Mr. Allan Greenberg donated 5000 architecture books to our program. This room is locked and only available to students with proximity cards assigned to them. It houses 50 bookshelves, a computer station with a scanner, and reading chairs.
- CS 715B. We are working with UVU space management personnel to acquire this space by Spring 2022. This room is adjacent to CS 713A. This would house a cohort of students for an upper division studio and related classes. It will be outfitted with similar furniture and equipment to promote 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.

Program Response: The Architecture program currently makes use of a small workroom containing an epilog laser cutter, table saw, band saw, scroll saw, sanders, and drill press for student models. This room already contains dust mitigation equipment and proper ventilation for student safety. The department has a 24" and a 36" color plotter. The department also acquired a 48" color plotter in December 2020. Both the small lab and plotter rooms are accessed by physical keys held by the faculty, admin, and student workers.

On the 6th floor of the CS building, the 3D Printing/Prototyping Lab is staffed and open to all students during business hours. The lab contains five different 3D printers, the largest of which is a manufacturing-grade printer that can print up to 14"x14"x16". Students can make use of these resources for studio models.

Each faculty member has an individual office for planning, scholarship, service, and advising.

The program needs space to conduct juries and class pin-ups, a display gallery, and a materials laboratory. The program also needs gallery space to display student work long term.

Planned and Funded Near Future Physical Resources

In 2020, the current small Workroom will be outfitted as a small woodshop including the existing laser cutter, bandsaw, and drill press. A small new table saw, routers, miter saw, and hand tools, and a second laser cutter will be added to this shop. It will be staffed by a student worker. The adjacent room will become a Maker Space with Wi-Fi plotters, a 3D printer, large layout tables, and workshop area. A door will be installed between the Woodshop and Maker Space so that the student shop manager can monitor both. The Maker Space will be accessible 24/7 through proximity cards but the Woodshop will only be open when staffed.

Planned Future Physical Resources

The College of Engineering is in the process of remodeling the building to meet increasing space needs. When new space is completed for the Digital Media program, they will vacate their current space and Architecture will remove partition walls to create a large open studio that can house 4 studios simultaneously. The program will acquire two additional offices after the Dean's Suite remodel is completed.

One of the most important factors of the space for the architecture program is its cohesive location. Because the faculty offices, classroom space, administrative offices, and lab spaces are all located on the same floor, it facilitates interaction between the faculty and students thus supporting formal and informal advising, teaching in and out of the classroom, service opportunities, and scholarship.

Long-term space plans:

UVU plans to build a new Engineering Building within approximately 4 years. As other programs in the College of Engineering move to the new building, the architecture program will remodel and move into vacated space. This will allow the program to increase to 2 studios per cohort and allow for economies of scale in non-studio courses. The additional space will allow for construction of a materials lab, an architectural elements library (full-sized Classical elements and ornament), expanded Maker Space, and additional laser cutters. Additional administrative and gallery space will also be added.

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

Program Response: Response found in 5.6.2

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

Program Response: Response found in 5.6.2

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

Program Response: In response to the COVID-19 distance teaching protocols enacted in 2020, many classes were moved to an online or hybrid teaching modality. We were able to continue to teach the design studios in a face-to-face environment following CDC guidelines. Our students and faculty appreciate teaching and learning face to face. When CDC guidelines allow, we plan to teach all other classes face-to-face.

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

Program Response: UVU has demonstrated a strong commitment to providing the financial resources necessary to accomplish a successful, stable, long-term environment for the architecture program within the College of Engineering and Technology. The program receives almost all its finances from the university, and these are managed at the college and department levels. The AED department receives funding through three main sources: operating budget,

student scholarships, and course fees. The operating budget is set at the college level and covers all expenses outside of salaries and facilities. The student scholarships are administered by the department, but the funds are managed through the scholarship office. Course fees are managed by the department and can only fund renewable student supplies (like paper and toner). As part of the operating budget, the department receives $2500 per faculty for faculty development.

The program has received several pledges for scholarships and is in the process of formalizing the endowments with the donors. To facilitate the shipment of the 5000-book library donation from Allan Greenberg Architect in Alexandria, VA, Professor David Barker and Professor Brandon Ro were able to raise $17,500 in donations to the program from industry partners.

Undergraduate Instructional Fees (Per Semester)		
	In-State Tuition	Non-Resident Tuition
12-18 Credit Hours	$2,9530.00	$8,403.00
3 Credit Hours	$917.00	$2,542.00
6 Credit Hours	$1,619.00	$4,519.00
9 Credit Hours	$2,247.00	$6,302.00

5.8 Information Resources

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

Program Response: In December 2020, we received the 5000 book donation from Allan Greenberg Architect. Currently the books are being removed from the boxes they arrived in and catalogued with our UVU Fulton Library. We are working to acquire 50 bookshelves to house and organize the collection. It will be accessible to our architecture students and faculty.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response: UVU's information resources are centrally located in the Fulton Library. Outside of the Greenberg collection, the Current library catalog holdings are approximately as follows:

- Architecture and Building Construction related books (print): 2,011
- Architecture related eBooks: 763
- Architecture related videos: 33
- Architecture related streamed videos: 411

The library subscribes to JSTOR and participates in interlibrary loan. The library subscribes to Art Full-Text, *Architectural Digest* and *Architectural Record*.

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There is no formal process of acquiring new architecture titles nor a specified budget. Faculty are working with the Library to develop a plan for appropriate resources. Faculty are also looking for donors to support increased acquisition.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response: The language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 is located on our Program's website. Here is the link: https://www.uvu.edu/aed/architecture/about/index.html

In addition, we have this language on our website to inform the public of our status:

"As of Spring 2019, Utah Valley University's proposed professional architecture degree program, Bachelor of Architecture, began seeking candidacy for accreditation through the National Architectural Accrediting Board (NAAB). UVU's Bachelor of Architecture degree program has been accepted as eligible for candidacy as of December 2020. The program is currently scheduled to have a virtual visit for initial candidacy from NAAB in Fall 2021."

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response: Access to this documentation is found at the bottom of the weblink provided here: https://www.uvu.edu/aed/architecture/about/index.html

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response: Through our industry connections and our established industry advisory board, architecture students have direct access to employers in the building design and construction industry. A large majority of the students are employed in the industry. We hold annual career fairs within the department and college to connect students with potential employers. To assist students in mapping out their strategies, we work closely with the UVU Career Development Center. We ensure all incoming freshmen claiming architecture as their major are provided a Career Student guide which informs them of the opportunities available on campus and in the industry.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response: Access to this documentation is found at the bottom of the weblink provided here: https://www.uvu.edu/aed/architecture/about/index.html

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response: All academic programs on campus are assigned academic advisors. The Architecture program itself does not have 1 person solely dedicated to the program advising. She oversees a few programs. However, our program has the most students and she dedicates most of her time to advising architecture students. Here is a link to the UVU advising website: https://www.uvu.edu/advising/advisors/

Link to application forms and instructions are provided on our program website: https://www.uvu.edu/aed/architecture/

6.6 Student Financial Information

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

Program Response: Like most Universities, UVU provides various routes, levels, and amounts of aid to both undergraduate students through Financial Aid. The AED department also provides scholarships to qualified students based on GPA. These are, at this point, largely funded by the university budget, although some funds are derived from private donors. Students must apply for these program funds and they are competitively awarded. Here is a link to the UVU Financial Aid office. https://www.uvu.edu/financialaid/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.

Program Response: At this time, the program utilizes the data found on the financial aid website of the University. As our program matures, we will begin publishing cost of attendance data. https://www.uvu.edu/financialaid/cost.html

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<u>APPENDIX</u>

UVU Architecture Learning and Teaching Culture Policy:
https://uvu.box.com/s/vfpyh4ctrja4mv3ferd4kjolbw6zev9q

UVU Architecture Design Studio Guide: https://uvu.box.com/s/hmtzl0g5qhdd6ww0rmd14wvey59gfuti

NAAB Program & Student Criteria Matrix: https://uvu.box.com/s/17nouyjm8tk77bg3efm23c6bqx29mi87

Architecture Course Descriptions: https://uvu.box.com/s/636z0uxmr32kg6s0qdy59f7j2z1wjs9h

UVU Architecture Degree Map: https://uvu.box.com/s/dkcfg5hr765j37437v6pzlo62frk09dg

UVU Architecture Program Admissions Criteria:
https://uvu.box.com/s/6rsvqiz49k89fl442tm7ew2l1q5icndf

Architecture Faculty Resumes: https://uvu.box.com/s/vykh3c8mxa3xxbxpta4eq4twnflwp9ts

Plans or images of physical resources assigned to the program (Space Plan):
https://uvu.box.com/s/dx9thzm1wk92w0luk7k8dabmkaxg4anu

UVU Student Rights & Responsibilities: https://uvu.box.com/s/3kv6idf2lpg7sibc7mg6rpib0r73otqa

UVU Library Protocols: https://www.uvu.edu/library/about/protocols.html

UVU Equal Opportunity & Affirmative Action:
https://policy.uvu.edu/getDisplayFile/5ce6fcf9587c14686e9463c9

UVU Vision 2030: https://www.uvu.edu/vision2030/

https://uvu.box.com/s/scvqotykzujh2ur9etm6cue1ai936v9y

UVU initiative to increase leadership opportunities for women:
https://www.uvu.edu/hr/docs/employeerelations/elevate_her.pdf

UVU Faculty Workload Policy: https://policy.uvu.edu/getDisplayFile/5991e4a30e5bd70a058e3124

Faculty Assignment and Advancement in Academic Rank:
https://policy.uvu.edu/getDisplayFile/563a405c65db23201153c27b

Faculty Rights & Professional Responsibilities:
https://policy.uvu.edu/getDisplayFile/59a47e34568009ec588136fb

Faculty Research & Ethics Compliance: https://policy.uvu.edu/getDisplayFile/599efc2d568009ec588136fa

Faculty Sabbatical Leave: https://policy.uvu.edu/getDisplayFile/563a417065db23201153c281

Link to Retention, Tenure, and Promotion (RTP) policies:
https://policy.uvu.edu/getDisplayFile/588a60b23543020f057db59b

Architecture & Engineering Design Department - RTP Policy:
https://uvu.box.com/s/ji9kyo9t0enk3t5p9ldan6tzhh3a1njc

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Most recent decision letter from the recognized US regional accrediting agency for the institution
https://uvu.box.com/s/lschg65vdfwu72t9w1xsgjs9zxf47zjv

Letter from chief academic officer announcing the intention to seek candidacy for accreditation.
https://uvu.box.com/s/cburs2rlzk663hf8v1ya87xe4qesxi5t

UVU Inclusion Plan 2020-2024: https://uvu.box.com/s/ytzl32w97o0jvqbkptma7z0rajt6ht0s

UVU Career Development and New Student Guide:
https://uvu.box.com/s/1i5d7ztbkxyjc3t2t92953hl70ezq2m5