

Tuskegee University
Robert R. Taylor School of Architecture & Building Construction Sciences

Visiting Team Report

Bachelor of Architecture (170 credits)

The National Architectural Accrediting Board
2 February 2011

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

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management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Met

This criterion is met through ARCH 523, Professional Practice. See also the commentary for Criterion C. 4. Above.

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

[X] Met

The course matrix identifies only the Professional Practice course ARCH 523 as the source in meeting this criterion, yet the course description does not recognize the issue in any way and no evidence exists it is covered or tested for in the course itself. However there are other examples within the total curriculum where leadership is fostered and encouraged both in classroom and studio activities. This criterion is met through ARCH 401, Architectural Design Studio 7 and ARCH 501, Architectural Design Studio 9. In addition it is addressed in ARCH 301, Architectural Design Studio 5 and 302, Architectural Design Studio 6.

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

[X] Met

Evidence exists in both Professional Practice ARCH 523 and Urban Planning ARCH 521 that students possess the understanding of the architect's legal responsibilities as required by contract and law.

C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding sTf 1.56312(Pn)1((d)11 g38TIAvn)1(t r)81 gs 0.0

[X] Met

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

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

[X] Met

These documents are available on the School of Architecture website through a link to the NAAB website.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

The ARE Pass Rates are available on the School of Architecture website through a link to the NCARB website.

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Theorizing the relationship between group culture/race and architecture
Addressing the special problems associated with the built environments of
minority communities through research and service learning

C. Long-Range Planning

The elevation of the *Department* of Architecture to the Robert R. Taylor *School* of Architecture, and appointment of Dr. R. K. Dozier from Associate Dean & Head position to its first Dean of the Robert R. Taylor School of Architecture in August 2010 was a significant step and commitment by Tuskegee University for the long range planning of the Architecture Program. For its ongoing growth and development, the School's key elements of the long range plan are as follows:

Curriculum: In keeping with the current national trend and enhanced quality of education, the School plans to establish a committee to see the feasibility of conversion of the current B. Arch. Degree to a M. Arch. Degree program. Current models of the other M. Arch. Programs will be reviewed, assessed to see how best they can be utilized for this conversion that advances the current B.Arch. curriculum and meet the needs of the students.

Enrollment: To establish and justify the new School status, increase in the enrollment of students will be a key factor. To accomplish this School plans to have a well structured recruitment drive to increase its student population @ 5% per year to reach 200 by 2015. This will be accomplished by the proactive initiatives of the Dean with the support from University's Student Recruitment office, alumni, AIAS, and area professionals.

To support the enrollment process and initiative, the School will create a plan for an online system for annually gathering and analyzing data on its graduate, their IDP progress, ARE rates, non-arch career paths etc. all as a part of the School's effort to increase its enrollment.

Physical Resources: For the projected enrollment growth, the School will require additional physical space. Current newly renovated physical facilities – Willcox A & Willcox C - provide appropriate present student body's space requirements. Proposed additional, future changes are described in Section I.2.3 Physical Resources.

Public Good & Outreach: In an effort to enhance and project its image, interactions with campus departments and area communities, the School plans continued involvement in outreach as part of its stated mission. To accomplish this, it will establish an Outreach Committee charged with soliciting, receiving and promoting community and campus outreach projects and arranging for studios to run these projects including systematic procedures for processing requests and communicating with community representatives etc.

Even though as a Department in the past, the architecture program has engaged in the outreach activities, they have been rather at a limited scale given its resources. With the new School structure and its planned increased resources, both physical and in faculty, outreach activities are planned at a larger scale and scope.

D. Program Self-Assessment

The Architecture Program uses several in-house means of self-assessment:
Peer reviews of student work

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