Architecture Program Report

University of Southern California
School of Architecture

September 20, 2022
# Architecture Program Report (APR)

**2020 Conditions for Accreditation**  
**2020 Procedures for Accreditation**

<table>
<thead>
<tr>
<th>Institution</th>
<th>University of Southern California</th>
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<tr>
<td>Name of Academic Unit</td>
<td>School of Architecture</td>
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<tr>
<th><strong>Degree(s) (check all that apply)</strong></th>
<th>☒ Bachelor of Architecture</th>
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| **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 |

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<tr>
<th><strong>Application for Accreditation</strong></th>
<th>Continuing Accreditation</th>
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<tr>
<th><strong>Year of Previous Visit</strong></th>
<th>2014</th>
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| **Current Term of Accreditation**  
(refer to most recent decision letter) | Continuing Accreditation (Eight-Year Term) |
|--------------------------------|------------------------------------------|

| **Program Administrator** | Doris Sung, Director of Undergraduate Architecture Programs; dorissun@usc.edu; 310-722-4458  
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| **Chief Administrator** for the academic unit in which the program is located  
(e.g., dean or department chair) | Willow Bay, Interim Dean USC School of Architecture; wbay@usc.edu; 213-821-1113 |
|-------------------------------|---------------------------------------------------------------|

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<tr>
<th><strong>President of the Institution</strong></th>
<th>Carol L. Folt, PhD; President; <a href="mailto:president@usc.edu">president@usc.edu</a> 213 740 2111</th>
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<th><strong>Individual submitting the APR</strong></th>
<th>Selwyn Ting</th>
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<tr>
<th><strong>Name and email address of individual to whom questions should be directed</strong></th>
<th>Selwyn Ting; NAAB Coordinator: <a href="mailto:sting@usc.edu">sting@usc.edu</a>; 310-902-2998</th>
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**Submission Requirements:**  
- The APR must be submitted as one PDF document, with supporting materials  
- The APR must not exceed 20 MB and 150 pages  
- The APR template document shall not be reformatted
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INTRODUCTION

Note on initial APR submittal:
This APR submittal intends to provide the NAAB review teams with a single central document that 1) responds to NAAB’s APR queries and 2) as part of the responses, provides links to supporting material and evidence to facilitate the reviews. The links always go to sources external to the document. Many will go to Team Room material, and thus will not be ready at the time of the initial submittal. Links to such material will also be removed from later public versions, without affecting primary content. This single-document premise does not preclude further investigations into team room material, but rather intends to assist the team in the task of material location. Throughout the document, course mentions often link to the syllabi.

Progress since the Previous Visit (limit 5 pages)
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

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

Program Response:

1. Conditions Not Met

I.3.2 Annual Reports

2014 Visiting Team Assessment: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports. The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics. The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.


USC 2020-2022 Update: The location of all previous reports on our website has been updated to this location: https://arch.usc.edu/accreditation-reports-and-related-documents

II.1.1.B.7 Financial Considerations

2014 Visiting Team Assessment: The visiting team found no evidence of a comprehensive approach to the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.


USC 2020-2022 Update: The Professional Practice faculty continue to seek ways to require our students instrumentalize core knowledge related to construction costs and budgeting strategies...
within their projects in ARCH 526, in particular, specific project related data is generated (and verified), analyzed and categorized to translate data into useful information to inform design decisions. A cost analysis exercise is currently being incorporated into our Comprehensive Design Studios (ARCH 500AL and ARCH 605B) for Spring 2023 as part of the student project portfolios. Based on careful and informed quantification, students can increase their understanding of the project as designed in terms of the resources required to realize their designs.

2. Causes of Concern

Long Range Planning:

2014 Team Assessment: The lack of a clear long-range planning and school vision to guide decision-making. For example, the team learned that the proposed six-semester, three-year M. Arch track will enroll students in the 2014–2015 academic year. As this additional graduate track progresses, it is crucial to undertake a transparent, inclusive, and thoughtful long-range planning process to develop a clear strategy to balance student enrollment between the highly successful B. Arch program and the developing M. Arch programs. In addition, the status of the School’s PhD program is unclear. Long-range planning efforts must consider the monetary impact of that program on the thriving accredited professional programs. Another example is that no mission statement for the School was evident.

USC 2016/2019 IPR Reports: See 2016 IPR & 2019 IPR.

USC 2020-2022 Update: The 2020 NAAB Letter responding to our 2019 IPR required further address of this issue. The School has developed a mission statement and Dean Curry has worked with the Faculty Council, his development team, and the program directors to better articulate long-term planning goals for each program. See the School’s Long Range Planning document describing goals for academic opportunities, academic excellence, budget and finance, faculty and staff hiring, facilities, and advancement. After several years of maturation, the M. Arch program has reached an ideal balance of student enrollment with the B. Arch program with similar sizes of each cohort per year. This stability is now allowing us the capacity to better plan for the future.

Strategic Financial Plan:

2014 Visiting Team Comments: Unclear long-term monetary plan for allocating resources between existing and planned academic programs as well as a clear financial plan for supporting existing tenure-track faculty. For example, financial resources are currently adequate to support the program. This assessment is supported by evidence presented in the APR and during discussions in the budget meeting held with the visiting team. However, the team observed a pressing need for strategic financial planning beyond the required 3-year cycle to support the large number of tenure-track faculty whose support will impact the budget longer term.

USC 2016/2019 Reports: See 2016 IPR & 2019 IPR.

USC 2020-2022 Update: The 2020 NAAB Letter responding to our 2019 IPR required further address of this issue. The Provost has approved the School’s five-year financial plan and budget narrative. This plan, in concert with the School’s Long Range Planning document cited above, will act as a guide for all new long term planning, including faculty and staff hiring plans, enrollment forecasts and budget projections from AY 2023 to AY 2028. Long-term budgeting for competitive faculty salaries will continue to be of central importance for the next dean.
Tenure-track Faculty Support:

2014 Visiting Team Comments: Clear requirements for achieving tenure and promotion within a range of research agendas in architecture, advocacy of research agendas at university level, and alignment of existing mentoring programs with specific faculty promotion needs. Adequate mentoring for the promotion of associate professors to full professor is needed. Programs also introduce a wide range of guest lectures and critics into the School, and make an outstanding effort for off-campus learning programs and activities. The administration is encouraged to evaluate the teaching and service load of Tenure-Track faculty for parity with other academic units across the university.


USC 2020-2022 Update: Many efforts have been made to improve the faculty mentorship structure for our tenure-track faculty. The School continues to assign a primary and secondary mentor to all tenure track faculty upon hire; mentorship dinners are scheduled annually; and a seventh semester teaching release is granted so tenure track faculty can make significant progress after their third year review. These changes have not only improved the culture of the tenure-track and tenured faculty, they have increased the success rates of tenure (nine of the last eleven tenure-track faculty that have gone up for review receive tenure). See: Tenure Track Mentorship supplement. To address the need to provide better mentorship of Associate Professors, the former position of Associate Dean for Faculty and Academic Affairs has been divided into two positions – allowing greater attention to managing tenure cases and mentorship of all faculty, including those at the Associate rank.

Additionally, in 2017 a fundamental re-evaluation of our faculty profiles and salary benchmarks was conducted to ensure equity across faculty profiles. In turn, the School sought to better account for “equivalency in effort” across all profiles – T/TT/RTPC-FT/RTPC-PT. A detailed “effort guideline” relative to teaching compensation and a detailed “service percentage breakdown” were produced and these two documents have since been added to the School’s Organization and Procedures document to address all profiles.

Fabrication Resource and Access:

2014 Visiting Team Comments: Expanded hours for the existing fabrication equipment and plans for addressing the shop and fabrication space needs of the proposed expansion of design-build activities. For example, woodworking, welding, and the computer numerically controlled (CNC) router are currently located in sheds in a service court behind Watt. Shop space is constrained and difficult to navigate. A permanent, long-term space planning solution is needed for the shops in light of anticipated growth in the design-build endeavors of the program (i.e., the recently funded M. Studio).


USC 2020-2022 Update: Since the last visit, the laser cutting facilities have been relocated to its own room near the studios, the 3d printing lab has now replaced the darkroom facilities, the robot arm has replaced the metal welding facility and a new canopy is being installed to cover the shop yard. Providing ample fabrication facilities to meet the creative needs of our exceptional students and faculty remains a concern and a priority to address in the long term. See “Facilities” Page 4 in Long Range Planning. See Also 5.6.2 “Space to support and encourage didactic and interactive learning,” “Fabrication Facilities” and “Known Needs” sections within. As these needs are part of the long term initiatives to be addressed by the new Dean, in the meantime we have implemented alternative fabrication opportunities for students that reduce the demand placed on the workshop facilities. A number of floating desktop machines for model-making have been placed in the studios for student use including a fleet of 12 desktop Flashforge 3D printers, 6 Prusa 3D printers, and 9 Proxxon hot-wire cutters. All machines are self-operated and free to use with students supplying their own materials.
Professional Assignments:

**2014 Visiting Team Comments:** The distribution of part-time faculty and full-time faculty across studios represents a disparity in the M. Arch program. The lack of full-time faculty teaching graduate studios is a concern. For example, there appears to be a discrepancy between the dispersal of full-time and part-time faculty across studio assignments. In the final topic studios, this is likely a result of the nature of the studio whereby bringing in outside practitioners at the top of their craft allows students a unique opportunity to study with these professionals. However, the first three semesters of the graduate studio sequence could be further strengthened with the assignment of more full-time faculty across studios, as has been done in the B. Arch program.


**USC 2020-2022 Update:** At the present time, 18 out of our 33 full-time faculty are designated as design faculty in our accredited programs. Their assignments are based on equal distribution between M. Arch and B. Arch programs, and equal placement into core studios. Same strategy is applied to all part-time faculty who teach two studios a year. The directors of graduate and undergraduate programs work closely to assure this balance. The ratio of full-time to part-time faculty in M. Arch studios and B. Arch studios have reached parity, and will remain so moving forward. The breakdown of full-time faculty teaching per year is shown to greatly benefit the graduate school over time:

- **2020-2021 (remote):** B. Arch. 16 full-time faculty, M. Arch. 8 full-time faculty
- **2021-2022:** B. Arch. 7 full-time faculty, M. Arch. 8 full-time faculty
- **2022-2023:** B. Arch. 8 full-time faculty, M. Arch. 7 full-time faculty

**Student Culture:**

**2014 Visiting Team Comments:** The demographics of the school have radically changed. There are opportunities for better integration and support structures to achieve a sustainable, cohesive student body. For example, with the large influx of international students in the graduate program (roughly 80% of the current student body), the opportunity exists to engage students from multiple cultures in a common student culture. Several examples of in-house course work and opportunities for domestic and international immersive travel demonstrate a commitment to the importance of understanding diverse cultures and places, but the overall student body appears to lack cohesion in terms of a shared student culture. International students would benefit from greater support for language and writing skills.


**USC 2020-2022 Update:** In 2017, USC and the School of Architecture made a commitment to expanding access, addressing inequities in our educational resources, and embracing diversification of the profession. Students, Faculty and Staff produced a 5-Year Plan for the School of Architecture under the guidance of a newly appointed diversity liaison (see section 5.5). One of the many issues we have worked to address is the better integration of our international students into the culture of the School. Changes in the culture of the M. Arch program at USC have also helped us address better balance and integration. First, the M. Arch program has expanded in size through the addition of the 3-year track and increased enrollment to a total of 201 currently enrolled students in all tracks (relative to 94 students in 2014). Second, the demographics of the program have shifted, producing a more equal split between international (49.6%) students and domestic students (50.4%). International students now make up 46% of 2021 incoming M. Arch students (both tracks), and less than 12% of these students received their undergraduate degree in non-English language universities. Finally, a number of new student organizations have been formed to support and cultivate both graduate student culture (Graduate Architecture Student Association (GASA) international students (Association for International Student of School of Architecture (AISSA), and student publications (SPACE). As a result, the graduate architecture student culture at USC has evolved dramatically into a diverse, balanced,
and engaged culture of graduate students that represent 27 different states and 26 different countries. With the pandemic, these improvements were challenged with the introduction of remote learning, but we have made great efforts this year to re-invigorate studio culture with the return of in-person all-school lectures, exhibitions of student work (Blueprint & EXPO), and social events (Back to School Night, architecture tours, office visits, ice cream socials, happy hours, game nights, and more).

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

Program Changes Since the Previous Visit, as a Result of Changes in the Conditions

Many of the changes in the 2020 Conditions allow programs to take a more philosophical position on what motivates, drives and inspires their faculty, students and program leaders. Here are some key changes that we are building upon:

- Setting up a specific workflow to institute shifts in approach to ensure accreditation competencies across our B. Arch and M. Arch curriculum.
- Converting the narrative-based criteria into a living document that can be continually utilized to evaluate, plan, and improve the School.
- Making the position of NAAB Coordinator a reoccurring one. This role is not simply one of NAAB reporting, but one of building a durable mechanism to structure self improvement.
- Establishing, formalizing and implementing an overall plan of assessments ranging from faculty review/mentoring to student work evaluation to facilities updates to communication systems before the next visit. This type of self-evaluation will inevitably lead to a more agile method of improving in our program.
- The timeline for work is located in section 5.3 - Curricular Development (repeated here B. Arch NAAB Criteria Assessment Plan), illustrates the steps both programs are going through to adapt to 2020 Conditions.
1—Context and Mission

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

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

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

Program Response:

The University of Southern California opened its doors in 1880 when Los Angeles was home to only 10,000 residents. From its founding, USC consciously declared itself not a “pastoral college” removed from the world of human affairs, but a “city university” connected to the world and committed to serving the public good. Since its opening in 1919, the USC School of Architecture has epitomized this ethos through its outstanding educational programs, research, design excellence, and civic engagement. A visible example of this is the pivotal role USC Architecture played in introducing modernism to Los Angeles and the western region.

Today, three elements define USC’s institutional context and reflect its mission. First, we are a large private research university consisting of a diverse liberal arts college, outstanding professional schools, and a set of exceptional arts schools. The USC School of Architecture sits at the intersection of all three. Second, the university is set in the heart of the global metropolis of Los Angeles and on the Pacific Rim, which has helped make the USC School of Architecture a premier global design school. Third, USC and its School of Architecture share a commitment to liberal education and to serving the collective good, as reflected in USC’s principal institutional mission, “…the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit.” USC School of Architecture delivers the entirety of their professional degree requirements on-campus (with options for study-abroad experiences).

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:

Today, the USC School of Architecture has over 100 faculty and over 670 students. We offer: two pre-professional degree programs, three accredited professional degrees – the Bachelor of Architecture degree, the Master of Architecture degree and the Master of Landscape and Urbanism degree; and, several post-professional research-based master degrees in Heritage Conservation, Building Science, and Advanced Architecture Studies (with concentrations in either City Design and Housing, and Performative Design and Technologies). The School also offers several dual degree programs at both the undergraduate and graduate levels with the Viterbi School of Engineering, Price School of Public Policy, and Dornsife College.

High school students from around the region can learn about architecture by enrolling in one of the School’s two pre-college programs, while non-majors at USC engage with our curriculum through one of our two minors at the undergraduate level, or in one of our certificate programs at the graduate level. Several of our faculty have taught general elective seminars in the arts, where non-majors can enjoy learning about the history of architectural history from prehistory to the present.
Many of our faculty hold dual appointments in various departments across campus – including Art History, Cinematic Arts, Engineering, Geospatial Science, Gerontology. This past year, the School has established two new research centers – the Center for City Design and the Center for Wellness in the Built Environment. These centers join the over 75 centers already established at the University. These new centers will bring together a dynamic group of scholars from across USC, as well as architects, designers, and community activists to tackle critical pressing issues facing us today.

Reciprocally, members of our community can engage with the larger University in countless ways. Our students can enroll in any one of the hundreds of minors and dual degree programs offered from over 20 different schools and units; our graduates can join the vast network of USC Alumni Association; and our faculty can receive support in both teaching and research in the Center for Excellence in Teaching (CET) and the Center for Excellence in Research (CER). With President Folt’s arrival to USC in 2019, the School of Architecture faculty has welcomed her focus on sustainability. With many of our faculty working tirelessly on this issue for decades, we are glad a member of our faculty is serving on her new working group seeking to achieve campus carbon neutrality by 2025.

The central administration provides the USC School of Architecture with a wide variety of resources, including about a dozen additional classroom spaces in buildings outside of the School of Architecture and other classroom and conference facilities that can be scheduled for one-of-a-kind conferences, symposia, workshops or events. The University supports an extensive library and information technology system, including our own Helen Topping Architecture and Fine Arts Library. The University also supports a valuable resource in the Center for Work and Family Life designed to help individuals navigate issues related to work-life balance.

Prior to the pandemic, extensive technology support tools were available to faculty. The pandemic dramatically increased use of these tools, including Zoom and increased cleaning and sanitizing protocols. HVAC filtering schedules were increased and air circulation/renewal were increased (e.g., changes per hour). Outdoor classroom options were also created (i.e., canopies). The University recently extended mental health and wellness access to staff members who hold regular office hours within the School’s facilities. Extensive deaf sign-language interpretation services are provided for all classes when hearing-impaired students enroll in the program (we have one such student in the program now).

At a finer grain level, several competitive university grant programs provide small to medium-sized financial support for School programs and research that aligns with university initiatives. Among the many programs that School of Architecture faculty have recently individually benefited from are the USC Good Neighbors program, the University Undergraduate Research Opportunities Program, the Advancing Scholarship in the Humanities and Social Sciences (ASHSS), the Zumberge Interdisciplinary Research Awards, the “Visions and Voices” arts and humanities presentation program (fostering interdisciplinary work), and support from the “Arts in Action” community engagement program. These grants typically range from the low thousands to the mid tens-of-thousands of dollars. The School of Architecture’s A-Lab high school program has received approximately $40,000 from the Good Neighbors program and the School was awarded another $40,000 from Visions and Voices for the “LaToya Ruby Frazier: the Last Cruze” exhibition and artist talk at the California African American Museum (CAAM), located across the street from the School. The School of Architecture also recently benefited from the USC Society of Fellows Postdoctoral Fellowship, which awarded a postdoctoral Teaching Fellow who applied and was placed in the School of Architecture (salary paid by Provost’s Office) to teach 3 classes over 2 years.

The University offers a significant number of ways to recognize student achievement, staff service and faculty research, teaching and mentoring. Our students, staff and faculty are regularly recognized each year – from the Phi Kappa Phi faculty awards to the undergraduate
Renaissance Scholar Award. Associate Professor of Practice Yo-ichiro Hakomori, for instance, recently received one of this year’s two USC Associates Awards for Artistic Expression, the highest honor the University bestows on its members for significant artistic impact, with associate Professor Doris Sung receiving the same award in 2018, as did a former colleague in 2015. The University also hosts a detailed Find an Expert directory, including USC Architecture faculty, that allows local and national media to reach subject-matter experts for a variety of media purposes. In general, the USC’s administration has shown great enthusiasm for participating in School of Architecture activities, attending Board of Councilor meetings, Guild Dinners, and other events held throughout the year. Most recently, President Carol Folt was a guest speaker in an Architecture class last Spring; and Provost Charles Zukoski attended the School of Architecture’s graduation ceremony.

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:
USC Architecture provides many ways for students and faculty to learn both inside and outside the classroom through individual and collective opportunities. First and foremost, our unique USC Architectural Guild stands at the center of many of our efforts to extend learning beyond the classroom. The Guild has raised over $6 million since its founding in 1958. The vast majority of those funds have helped support students as well as School initiatives: for example, popular Explore! and Engage! programs, portfolio and resume reviews, mock interviews, mentorship opportunities, and several informal social gatherings where students meet industry professionals. They also support an Annual Design Charrette, with $15k in cash prizes, and an Annual Dinner to raise more funding for students (a record $560k+ raised this past year). The Guild has a Board of Directors made up of leaders in the architecture, construction, engineering, finance and real estate development industries. In recognition of the Guild’s service to the School of Architecture and the University, the Guild won USC’s Volunteer Organization Award in 2020.

In addition, the School offers a number of ways our students and teaching faculty can engage the world. The School offers numerous global study fellowships as well as numerous abroad programs. For our undergraduates, this might mean a full-semester abroad in Europe or Asia, while our grads may take advantage of one of our more concentrated summer excursions in Paris or Mexico City. Some examples of recent undergraduate programs Global Opportunities include:

- Spring Program in Milan-Como, Italy: The Milan-Como Program enjoys strong relationships with the area, people, and culture. Visits are planned within Italy and throughout Europe to expose the students to the full range of historical and contemporary architecture.
- Fall Program in Barcelona, Spain: Barcelona focuses on urbanism and the architecture of the city that both engages and challenges European and modernist orthodoxies. Visits within Spain and across Europe expose students to a range of historical and contemporary architecture.
- Architecture and Landscape Urbanism in Asia: The Asian Architecture and Landscape Urbanism program provides an opportunity to engage and comprehend the full depth and global ramifications of the complex and rapid changes in Asian cities, for example, Japan, South Korea, China, Singapore, Malaysia and Hong Kong.

Taking advantage of the School’s exceptional location within a metropolis full of rich architectural heritage and award-winning architectural practices, our faculty bring their students in direct contact with the local built environment and the local community on an almost weekly basis. Field trips across the California region are organized each year in connection with various aspects of
the academic program. Numerous studios collaborate with local architectural firms and non-profit leaders as a means to expand each student’s understanding of site and context. Relatedly, selected student work is shown regularly as part of local programming at the Architecture + Design Museum and as part of LA AIA’s annual 2x8 exhibition; the work has also traveled to several cultural institutions throughout the world, including recent exhibits in Shanghai, France, Italy and Washington, DC. Architecture Student Groups also offer professional networking, community service activities, and social events.

Our students participate in school governance through the Undergraduate Architecture Student Council (uASC) and the Graduate Architecture Student Association (GASA). Representatives from these student organizations serve as members of the School’s standing committees. Many students also join Alpha Rho Chi (APX), a co-ed fraternity and one of the oldest student organizations at USC. They also lead a range of professional student organizations: the USC student chapter of American Institute of Architecture (AIAS), National Organization of Minority Architects (NOMAS), Association of Women Architects (SAWA), and the Illuminating Engineering Society (IES), while others qualify for the Tau Sigma Delta - Lambda Chapter, Honor Society for Architecture based on their exceptional scholastic standing. Just recently, students started the Association for International Student of School of Architecture (AISSA); while others started a student publication (SPACE). Based on their own interest, any group of students can create a club and receive financial support from the University and the School – over the past years several have organized chapters of Habitat for Humanity and Global Architecture Brigades in the School of Architecture. There are also many other opportunities for student activities in nearly 400 clubs addressing a range of political, academic, religious, social, and recreational interests. To name just a few: The USC Volunteer Center organizes several community-service projects for students, faculty, and staff. USC Intramural Sports hosts competitions in more than 100 sports each semester. El Centro Chicano is a resource center for Chicano/Latino students. Asian Pacific American Student Services (APASS) links students to various opportunities both in and out of the University. The Center for Black Cultural and Student Affairs is a campus resource that provides academic, social, and occupational support to students.

The School also brings the world to us on campus each week, providing significant service to the community and profession through public programs, lectures, and exhibitions. Some of the world’s most distinguished and emerging architects, landscape architects and designers have lectured at USC. These include Frank Gehry, Zaha Hadid, Mario Botta, David Adjaye, Yona Friedman, Mónica Ponce de León, Peter Cook, Yung Ho Chang, Thom Mayne, Michael Maltzan, Hitoshi Abe, Mia Lehrer, Fumihiko Maki, Jean Nouvel, Tatiana Bilboa, Will Bruder, Enrique Norten, Adriana Geuze, Kazuyo Sejima, Ai Wei Wei, Rem Koolhaas, Shigeru Ban, Charles Waldhem, Nader Tehrani, Cesar Pelli, Javier Sanchez, Laurie Olin, Toshiko Mori, Eric Owen Moss and Pei Zhu. Students can directly engage with these visitors during their time at USC through a new 1-credit course we have started to offer, Arch 480: The Academic Salon: Social Responsibility: Conversations on the Expanded Role of The Architect.

Summary Statement of 1 – Context and Mission

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

Program Response:

USC School of Architecture is dedicated to educating the future leaders of the design professions. It promotes cutting-edge research, design, and fabrication while emphasizing the importance of a strong commitment to social and ecological justice. USC School of Architecture trains design professionals, scholars, and citizen architects who are deeply committed to making the world a more just and beautiful place.

USC School of Architecture is a hub of research, creative production, and instruction in architectural and product design; global cities, landscapes, and processes of urbanization; innovative building technologies; and cultural and critical heritage studies. With deep roots in the
City of Los Angeles and a network of global partners, USC School of Architecture is dedicated to forging creative solutions to local and global issues. Working shoulder to shoulder with our surrounding communities, the School’s faculty and students empower and leverage local insight to solve pressing issues and dream of better futures.

For over 100 years, USC Architecture and its alumni have pushed beyond traditional boundaries to pioneer paradigm shifts in architecture, landscape architecture, building science, and heritage conservation. Embedded in one of the nation’s leading research universities with 23 other programs and professional schools, the School fosters an environment in which students and faculty collaborate across disciplines. Equipped with a rigorous training in research, theory, and inspired design, graduates of USC School of Architecture are empowered to tackle the complexities of today and forge tomorrow’s greener and more equitable futures.
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.

Program Response:
At USC, we believe that aligning and teaching with a set of shared values ensures the delivery of the highest level of education. Evident in our mission, our vision and our strategic plan, “citizen architect” values determine what we teach at our school and how we teach it. This core value to be profession-focused and socially engaged is infused throughout nearly every aspect of our school activities each year, in and outside of the classroom. It is no coincidence that the list of questions asked by NAAB in this section address many of the same issues we highly value as well and as we outline here. As many of our responses here will be echoed through the APR, we have cross-referenced certain key sections found later in Section 3 (Program and Student Criteria) here to better illustrate where we think we practice these values.

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:
For 100 years, the School has produced some of the most important designers in our profession – as such, it remains a fundamental value to support design thinking in the School at the deepest level, as reflected in many of the action items identified in our long-range planning documents— increasing the use of advanced technologies and inclusive thinking to solve real problems using well-designed solutions. The School believes the culture of architectural design is rooted in the knowledge that the actions of architects, and the actions that their work performs, has a meaningful impact on the world around us. The built environment is vast, complex and always changing. “Citizen Architects” must navigate and negotiate climate change, social equity, human/planet wellness and economic dynamics while designing safe, reliable, technically-sound, innovative and beautiful spaces and contextually-appropriate buildings. A recursive education stressing the multifaceted process of design is our primary educational goal. These values are discussed in greater depth in Section 3.1, PC.2 Design.

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:
Faculty at the USC School of Architecture understand the impact of the built environment on the environment. USC Architecture sees architects, especially its own students and graduates as active citizens whose practices are often defined in relation to the world’s challenges—from planetary warming to social inequity, rapid urbanization to political polarization. USC believes in the ethos of “Citizen Architect” as a predicate to becoming a responsible and competent practitioner and/or an informed and exemplary academic. While recent hires reflect the School’s commitment to this area, the School knows long-term that encouraging real synergies between our building science-focused faculty, design-focused faculty, and urban-focused faculty will be essential for us to remain leaders in this area.
Additional discussions on these values are presented in Section 3.1 PC.3 Ecological knowledge and Responsibility.

**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:**

**Equity, Diversity, and Inclusion**

The USC School of Architecture strives to be a diverse, equitable and inclusive space where students and faculty are immersed in the deeper understanding and appreciation of cultures in our local region and those around the world. The School’s approach and affirmation of diversity, equity and inclusion is centered on the role of students and faculty as “Citizen Architects.” As stated in our mission statement, and reflected in everything from our admissions policies to our annual teaching assignments, the leadership of the School is committed to increasing access and inclusion long-term, each and every year. The School’s values, and how we act upon these values, are further expressed in Section 5.5 Social Equity, Diversity, and Inclusion, and Section 3.1, PC.8 Social Equity and Inclusion. More information can also be found in our USCA DEI Strategic Plan, as well as the Diversity, Equity, and Inclusion page on our website.

**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:**

**Knowledge and Innovation**

We understand research to be more than simply sourcing and compiling information. Without it, there can be no innovation. Research has a wide and deep range which includes the more technical building science-based territory to design-centered discourse to the cultural-based territory behind history and theory. The enhancement of research culture across architectural education is critical to ensure architects can best contribute to the impact of the profession, as agents of change. With many of our faculty teaching across a variety of programs, USC School of Architecture nurtures an environment in which students and faculty collaborate across disciplines to equip faculty, students, and graduates to tackle the complexities of the built environment and bring new meaning to design. The School’s support of four disciplines (architecture, landscape and urbanism, building science, and heritage conservation) demonstrates our commitment to intersectional thinking to problems within the built environment. Please see Section 3.1, PC.5 Research and Innovation to better understand shared values on this topic. The Priorities, Defining the Future of Architecture booklet expresses additional thought on this topic and the response to Section 2.6, below, also touches on these themes.

**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:**
Leadership, Collaboration, and Community Engagement

The USC School of Architecture embraces the core unifying values of the University of Southern California as the pillars for leadership, collaboration, and community engagement: “Act with integrity in the pursuit of excellence. Embrace diversity, equity and inclusion and promote well-being. Engage in open communication and be accountable for living our values.”

The School treats the discipline of architecture as an empowered practice, where the exercising of positive agency to better our world is inherent to its value. In studios, the learning outcomes go well beyond the building, to embrace the living, communal context as critical to the architectural process. Through supporting studio culture, our students are encouraged to collaborate, teach each other, and use each other as each other’s best resource. Much of our curriculum seeks to address imbalances and skewed priorities that register themselves within a city such as Los Angeles – our faculty seek to find creative ways for our students to connect with local leaders as a means to both encourage further such collaborations once they graduate as well as ensure they understand their role as citizen architects. Supporting the School’s continued involvement in increasing the pipe-line to the profession through our A-Lab program and other new initiatives will continue to be central to our school’s expanded mission to address the profession’s social responsibility.

Extracurricular opportunities include involvement with student groups, all of which are student-led collaborative entities, some with direct engagement to the community, the profession or students of other programs. Section PC.6 Leadership and Collaboration further elaborates on the School’s values on leadership and collaboration.

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:

Lifelong Learning

At USC Architecture, we consider the study of architecture to be a form of applied liberal arts thinking based on gaining core knowledge in areas of art, science, and humanities. Architectural processes offer a way to harness dynamic forms of knowledge, observation, analysis, so as to lead to new ways of seeing, thinking and making. Architecture cannot exist without context, including the philosophical, technological, social, political realms that it engages. The context in which architecture sits is always changing. Its reiterative re-examination across one’s creative career is established at USC as an essential component of architectural thinking. The School prides itself not only on our alumni’s ability to navigate change, but on its embrace of diversity of approaches. We value faculty who contribute to that diversity of thought, and who by extension empower their students to develop and explore how their own values inform their architectural intentions and the impact of their design solutions. Each student upon graduation is given an initial membership to our Architectural Guild. This act is to encourage our graduates to remain connected to our community, to grow and change with us, and to come back to campus on a regular basis and contribute to the next generation.
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.

USC School of Architecture’s Response to Criteria

In examining the 2020 criteria, we quickly identified a difference in our programs in terms of the Program Criteria (PC) and the Student Criteria (SC). Mainly PC’s are recursive as a way to reinforce key philosophies – they are integrated and reinforced across our curriculum. SCs, on the other hand, are more content based and cumulative in nature – each explored in discrete exercises often composed in sequences from course to course, building knowledge from one year to the next. At key points in each curriculum then, we ask for integration of these PCs to ensure our students can master complexity and contingencies. The SC’s are taught in content appropriate courses to build the knowledge base students must have as they enter the profession. Our responses to sections 3.1 and 3.2 are structured in the following way:

Narrative structure

The B. Arch. and M. Arch. content are presented together because both programs grew from the same set of values in the School. By doing so, this combination reduces some redundancy while highlighting differences. Each narrative also addresses the following in their typical structure:

- **OUR APPROACH** We outline the overarching values of both programs, and expand on Section 2.0 Shared Values of the Discipline and Profession which references these narratives.

- **HOW WE DO IT** We describe how the two program’s courses address the 2020 NAAB Conditions for Accreditation criteria. In the PC section, it is sometimes presented as a chronological sequence to better express the criteria’s development as a narrative, while in the SC section, key courses are identified for evidence. In some cases, the programs are presented in a combined format because they share the similar courses.

- **Extracurricular Experiences** We also outline opportunities outside of the classrooms for holistic engagement of the criteria in question. These are often the same between B. Arch and M. Arch.

The narratives are also populated with various important links:

- **Course Titles** contain links to syllabi to allow reviewers ready access to course matter.

- **Primary Evidence** links consolidate evidence to a single document, each with links to specific cited material such as lectures, and assignments. These primary evidence links are, with some exceptions, unique to each program and criterion.

- **Supporting Courses** set aside supporting courses per criteria. In most cases, the criteria appear in many other courses in our programs.

- **Assessment links** to a document separate B. Arch and M. Arch “NAAB Criteria Assessment Plans” that outlines the temporal context for an assessment plan with a timeline (also shown in 5.3), and a listing of Criteria-Specific Assessment plans that propose a process, curricular and non-curricular metrics, and an assessment team for each criteria. The improvements section intends to reflect on recent improvements for criteria. As the team will see below, all such links in each narrative go to the same two common assessment plan documents, one for each professional degree, reflecting the point we are in the process of aligning our two professional curricula with the 2020 Conditions.
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.

PC.1 Career Paths
Program Response:

OUR APPROACH
The path to become a licensed architect is reinforced throughout our B. Arch. and M. Arch. curriculum starting in the first year. It is also supported by extracurricular programs and opportunities provided by the School. Both of our degree programs are designed to ensure that students clearly understand the path to licensure and equip them to perform at the highest level once they enter the profession.

All students follow a studio sequence taught by instructors who have extensive professional experience in the AEC industry. A survey of our 47 current studio and pro-practice faculty (both programs) yielded the following results:

- 17.1 years of average teaching experience
- 23 years of average professional experience
- 96% are engaged in professional practice
- 85% are partners/principals of a firm
- 81% are either currently licensed or in the process of becoming licensed
- 55% are licensed architects
- 26% are in the process of becoming licensed

Additionally the School has three licensed structural engineers teaching structural courses and who often consult with students in their studio projects. Studios, especially those that address practice-related content, underscore the knowledge and methods required to achieve licensure by their professional experience. There has been a consistent effort to ensure that instructors teaching integrative or comprehensive studios are licensed and have built work. The courses where the path to architectural licensure is covered in the most detail is in our Professional Practice courses: ARCH 525, Professional Practice: Pre-Design, Project & Office Administration(shared by B. Arch. and M. Arch.); and ARCH 526, Legal and Economic Context, Project Documentation (separate B. Arch and M. Arch courses, with similar content).

Not all architects work in architectural offices and not all of our graduates go on to practice architecture in a traditional practice. Many become specialists in related fields. As our society and our practices continue to evolve, it is important to expand the possibilities of what a professionally-oriented architectural education has to offer. For this reason, it is important for our students to be exposed to a wide range of alternative career paths in both their studios as well as other courses.

In this specific section, the explanation of “How We Do It” is broken down into two parts below: The first addresses the path to becoming an architect and the second presents how we address careers in related or alternate fields.

1a. HOW WE DO IT (Path to Architecture Licensure)
The main goal of our programs is to prepare students to become architects, so much of our focus for career paths is towards that goal. Although the majority of our courses in both the B. Arch. and M. Arch. programs expose students to the path to licensure, the most focused orientation occurs in a two-sequence course on professional practice designed and led by our school’s NCARB representative. Because ARCH 525 courses are shared between both programs and ARCH 526 is taught in parallel, the following narrative applies to both programs. These two courses construct a bridge between the world of academia and the profession, culminating in the student's thorough technical documentation of their own projects via profession standards.

### B. Arch. & M. Arch. Curriculum
The primary dissemination of the path to licensure and the various related roles of professional practice takes place in the required two course professional practice sequence: [ARCH 525, Professional Practice: Pre-Design, Project and Office Administration](#) and [ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation](#).

The ARCH 525 course syllabus states clearly, “an overall examination of the activities and skills that make up the daily activities of the architect, the course is designed to introduce students to the scope of services and areas of professional responsibility that are encountered in the evolving practice of architecture with emphasis on effective leadership and collaboration, ethics and ecological responsibilities, public safety and welfare within regulatory contexts and cultures”. This course covers many topics such as ethics, legal matters, contracts, financial structures and scheduling. Lectures are delivered by seasoned faculty and guest experts in the field. Students work on relevant assignments to learn the inner workings of an architectural practice.

The ARCH 526 course is the second course of the sequence and typically occurs in the final year of the B. Arch and M. Arch professional programs. As stated in its syllabus, “Design methodology, typology programming, site analysis, budget formulation and pro-forma procedures are presented to address office management, professional service and professional ethics as well as project management focusing on the architect's responsibilities during construction.” It also includes an introduction to the basic laws and regulations that affect the practice of architecture as they relate to both design and the creation of construction related documents including “the role of those authorities having jurisdiction (AHJ) over the project; the review, approval, and permit process; the role of peripheral regulatory agencies; and planning, zoning, and building codes.” It is in this course that students use a previous project and learn standardized methods of compiling an abbreviated set of construction documents.

These two courses share the objective for students to develop a broad understanding of the basic areas of professional practice, balancing architectural services with conventional and new approaches to business practices in the changing world. See explanation and links for ARCH 525 and 526 demonstrations in file, [PC.1 M. Arch Primary Evidence](#).

### Extracurricular Experiences (Path to architecture licensure)
Our school has multiple extra-curricular efforts that offer various optional opportunities for understanding the path to licensure and gaining professional experience. They include:

- **USC School of Architecture IPAL Program** with NCARB, this national program provides support and mentoring on an expedited path through the licensing process. It can reduce the overall number of years that it takes to get licensed in half by overlapping the required education with passing the licensing exam with the required number of internship hours.

- **NotLY, Not Licensed Yet**, is a program of free licensing prep classes: These USC School of architecture-based classes provide both students and professionals with courses and conversations that directly address the Architect Registration Exams so that they are well-prepared to pass the exam.
USC Architectural Guild provides invaluable connections to the profession that academic coursework cannot. Each year the Guild organizes several events and activities that connect students directly to the professional world. Here are some of the best examples:

- Mentorship Program - a robust mentorship program where students are matched with a professional mentor in the field.
- Engage! Firm Visits - each year the Guild organizes firm visits for students to engage with local architecture firms and get a chance to learn more about them.
- Firm Fair - this annual event features 100+ firms interested in hiring USC students for summer internships or jobs upon graduation.
- Mock Interviews - Guild members advise students on how to prepare resumes, interviews and portfolios.

Whether through the firm fair or via conventional means, the placement of our graduates in architectural practices is nearly 100% within a year of graduation. It is well known to firms in the industry that USC School of Architecture graduates are well-prepared, professional, hard-working and highly employable.

1b. HOW WE DO IT (Range of career options)

Both the B. Arch & M. Arch programs provide students exposure to an expanded understanding of potential career opportunities through both core and elective courses.

B. Arch. Curriculum
Students are continuously introduced to alternative fields in conversations with their studio and seminar faculty and numerous activities around the School starting in their first year. In ARCH 114, Architecture Culture and Community they first are exposed to a range of "Citizen Architect" topics and career options followed by ARCH 314, History of Architecture: Contemporary Issues where the faculty discuss a wide variety of ways architecture is addressed in activism, social design and curatorial practices. In ARCH 211, Materials and Methods of Construction, ARCH 411, Architectural Technology and ARCH 215, Design for the Thermal Environment, and ARCH 315, Design for the Luminous and Sonic Environment students are exposed to an array of technology consultants from structural & MEP engineers to lighting, sound and construction consultants. Many guest speakers and discussions of the role of consultants are presented in these courses. Students learn that architects are not solely responsible for driving the field of architecture.

M. Arch. Curriculum
Throughout their studies, students are introduced to a wide range of potential careers outside of the traditional architectural career path. In ARCH 511, Building Systems and ARCH 611, Advanced Building Systems students are exposed to the wide range of careers in the AEC industry that participate in the design and construction process including structural consultant, MEP consultants, facade consultants, life safety consultants, cost consultants, ADA consultants, acoustic consultants, plan checkers, general contractors, and more. In ARCH 564, Descriptive and Computational Architectural Geometry students are exposed to roles in Design Computation. Our elective offerings go even further by introducing careers in fabrication, industrial design, media, and more. Our ongoing school lecture series works to increase the visibility of alternative practices open to our alumni; students enrolled in ARCH480 Conversations on the Expanded Role of the Architect, students can meet with these invited professionals and discuss opportunities in the expanded field. For more details on the various courses that do this, you can refer to the PC1 M. Arch Supporting courses document.

Extracurricular Experiences (Range of career options)
The all-school lecture series features a range of world-class guest speakers including, but not limited to, Architects, Urban Designers, Interior Designers, Academics, Landscape Architects, Artists, Film-makers and more. You can follow this link to see the full list of this year’s Architecture Engaged series.

The annual Generation Next Event (now in its 7th year) is a showcase of recent alumni who have gone on to independent entrepreneurial success following their experiences at USC. Students are exposed to a wide range of alumni whose career paths have included starting businesses in Architecture, Interior Design, Real Estate Development, Community Advocacy, Historic Conservation, Software Development, Fabrication, Furniture Design, Design Technology, Photography, Film-making, Fashion, Graphic Design, Branding, and Illustration.

There are numerous university events and activities that introduce various career options and are available to all of our students. There are annual research symposiums where our students can present their own work and compete for prizes (many of whom have won) while learning about the work of others on campus every spring. Students can minor, concentrate or get certificates in other disciplines across campus such as mathematics, business, archaeology, public policy and innovation to name a few. A large number of our students opt for this accolade on their transcript and diploma, while some even double-major in another field. And cross-disciplinary or multidisciplinary work and research are highly valued at our university. There are a number of grants that students can apply for and various prizes that are awarded that exemplify this positive method of working.

**ASSESSMENT**
Consolidated assessments for narratives are found in the [B. Arch NAAB Criteria Assessment Plan](#) and [M. Arch NAAB Criteria Assessment Plan](#). Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

**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.

**PC.2 Design**  
**Program Response:**

**OUR APPROACH**
The B. Arch. and M. Arch. programs are deeply design-oriented and focused on the translation of the education of architecture students into the practices of the profession and the built environment. The present pedagogy extends out of a [100-year history of architectural education](#), and which broadly prepares students to practice architecture. Building a culture of design and instilling in students how the design process shapes our built world, is formed out of an activist mission statement, and structured around a recursive studio sequence which extends into a network of courses, events, and activities. We live in a time of profound change and transformation, where the digital is beginning to merge with the physical; where the assignment and use value of space is being re-evaluated. The education of an architect must adapt and evolve to remain relevant to current cultural demands and shifts.

We believe in educating "Citizen Architects" of the global 21st century, future architects who are conscious and aware of their environment and the effects they exert upon it. The built environment is vast, complex, and always changing. This manifests at many nested scales from the individual body to the urban megalopolis. The capacity to negotiate these scales and comprehend the deep effects that designers and architects have on the built world is a skill-set that future architects must begin to acquire through their education. This means becoming aware
that we are active participants in the global collective, and needing to have an acute awareness of the implications design has on the built environment.

**HOW WE DO IT**
The following describes how design is a part of the education in each sequential studio. It starts with foundational steps in the first year, as skills are being developed, and grows into more comprehensive design projects in upper years, culminating in a thesis-like project on a topic of the student’s choice. As the design process is central to the professional programs and synthesizes aspects of other criteria, this narrative describes how we infuse design in a more sequential and cumulative method starting in first year and ending in their final semester.

**B. Arch. Curriculum**
The five-year B. Arch. professional-degree studio sequence uses Los Angeles as a laboratory of architecture and urbanism, and develops networks of relations to local and global sites, cultures, needs and concerns. The five-year studio education begins with three years of “foundation studios” and followed by two years of “advanced studios”. Students start by gaining foundational knowledge, methods and skills, with an emphasis on communication and representation. Subsequent studios introduce, then intensify contextual, programmatic, and scalar considerations and complexity. Tectonics and systems considerations are introduced in the third year, followed by broader topical options. All studios integrate knowledge and methods collateral courses, and both accumulate and require knowledge, methods and skills from previous semesters. Students are expected to grow in competency in all aspects of design, including analytical and conceptual thinking which in turn provides the students with increasing design autonomy. The sequence concludes with a more independent exploration of values, theory, techniques, and postulations on the impact of architecture. The advanced studios demonstrate the strength of the design education found in our foundation studios. For this reason, all studio courses are listed below as evidence for PC.2.

**B. ARCH. FOUNDATION STUDIOS**
**YEAR 1: Introduction to Processes of Design and Skill-Building**
The first year begins with a collaborative set of courses which consists of a design studio course, a skill-building workshop and a lecture course (ARCH 114) which are linked together pedagogically. See PC2 B. Arch Supporting Courses for more information on courses supporting PC.2 Design.

- **ARCH 102AL, Architectural Design I** uses an approach focused on small-scale residential precedents as a locus for the learning of architectural fundamentals. By working on precedents, the students gain access and understanding to local works of architecture which have produced immediate and lasting consequences on the built environment and the discipline of architecture.

- Students simultaneously take **ARCH 105L, Fundamentals of Design Communication**, which is a course that introduces students to the tools used in the architectural design process, including both analog (model-building, sketching, etc.) and digital tools (AutoCAD, Rhino, etc.). These two courses are closely linked and taught by the same studio faculty. See explanation and links for ARCH 102AL and 105L demonstrations in file, PC.2 B. Arch Primary Evidence.

- The following spring **ARCH 102BL, Architectural Design I** studio further expands the range of design fundamentals to examine processes and techniques. The scale of the projects introduce questions of how a reciprocal relationship develops between singular works of architecture and their larger context. Students learn the scales of the single individual, small social settings, and larger public groups. They develop different activities for these users, and relate this to architectural scale and surrounding context by introducing tools of perspective, narrative, storytelling, movement and animation.
YEAR 2: Top-down and Bottom-up Design Strategies

The second-year studio sequence consists of ARCH 202AL, Architectural Design II and ARCH 202BL, Architectural Design II. Following the first year, the students begin to use their newfound skills at different scales – the first semester at an urban scale, and the second semester at the scale of the detail. By exposure to these extreme scales, students understand that design can be applied at both macro and micro levels.

- **ARCH 202AL, Architectural Design II** studio is thematically oriented toward site and context. The projects introduce design processes for urban and large-scale architectural design. The focus on urbanism is intended as a complement and counterpart to the smaller scale exercise of the first-year sequence and purposefully demonstrates the reciprocity between scales in design. Los Angeles as an immediate urban environment is utilized as a laboratory for students to witness the real-world implications of particular design strategies and methods at multiple scales. Using a top-down methodology the assignments move from a mega-scale, to the local, neighborhood scale. See explanation and links for ARCH 202AL demonstrations in file, PC.2 B. Arch Primary Evidence.

- **ARCH 202BL, Architectural Design II** is focused on materiality and scale. Different material systems are explored through a sequence of scales, beginning with the joint as a detail, followed by building frames, and concluding with exterior finishes. The specific character of materials and their assembly are understood to have specific effects on architectural form and expression as well as experiential qualities. The method of working up in scale in ARCH 202BL, moving from the detail to the building, is intentionally juxtaposed with the ARCH 202AL course development, moving from the city to the building. The exercises introduce a design methodology that integrates multiple scales of design investigation that moves from the bottom-up, demonstrating how from a single joint exercise, an entire project can be conceived. See explanation and links for ARCH 202BL demonstrations in file, PC.2 B. Arch Primary Evidence.

YEAR 3: Housing and Integrative Design

- The third year studio sequence begins to examine two critical areas of architectural education: low-income housing and the integration of buildings systems. **ARCH 302AL, Architectural Design III** introduces housing as an integral urban component of architecture which synthesizes individual and collective living. The consequences of the architectural process on how individuals and communities of people dwell is understood to be deeply intertwined with organizational design strategies such as co-housing and co-living. ARCH 302AL examines housing design through a comprehensive approach that integrates contextual specificities, contemporary and historical precedents, social demographics, issues of sustainability, and scale – from minimal housing units to medium-sized housing developments. The design process is emphasized and reiterated in various methods during the semester: See explanation and links for ARCH 302AL demonstrations in file, PC.2 B. Arch Primary Evidence.

- **ARCH 302BL, Architectural Design III**, an “integrative design studio,” works on the integration of fundamental systems from the material/tectonic to structure and context. The studio instills the idea that all systems in architecture are interconnected, must be synthesized and have particular real world consequences. Design of these systems require a very sophisticated and comprehensive understanding of architecture. The students design a medium-scale public building that demonstrates the integration of structure, building systems and the resolution of the building envelope. ARCH 302BL emphasizes an understanding that architecture is a “process” and is designed to encourage iterative methods. Students’ individual projects become increasingly sophisticated as they acquire knowledge on the full spectrum of factors that affect building form and performance. See explanation and links for ARCH 302BL demonstrations in file, PC.2 B. Arch Primary Evidence.
B. ARCH. ADVANCED STUDIOS

YEAR 4: Various Topics in the Discourse of Architecture

- **ARCH 402AL, Architectural Design IV** topic studios are designed to offer students a range of scales, contexts and topics to work more specifically on urgent architectural concerns like climate change, sustainability and urban housing. They offer diverse content/design methodologies relative to both scale and locale further expanding upon the foundations of core studios. Students choose which topic studio to match their interests. Within a focused environment students gain exposure to the speculations on how design and architectural intervention might change and transform the built world. Students get an opportunity to gain first-hand insight on how experts in our field look at architecture, urban landscape, materials, detailing, processes and policy. They learn that design can occur at all scales, in various contexts and in a variety of forms. Examples of Topic Studios offered in 2021 can be found in PC2 B. Arch Primary Evidence.

- Over 80% of our students typically take part in one of our **Off-Campus Programs** during their 4th year of study. There, they get exposure to different cultures and built environments seeing first-hand the deep socio-historical effects of architecture. These Off-campus programs are not just design studios abroad (Asia, Europe and Latin America), but are calibrated to be a hybrid of analysis and design methods allowing for both the absorption of historical forces and their consequences, and the testing of how to engage them in a design problem. Because the pandemic prevented our fourth-year students from participating in our Off-Campus programs in 2020-2021, those students stayed on campus and completed the ARCH 500AL, Comprehensive Architectural Design (see below) course in their 4th year. By doing so, it allowed them to travel abroad in the fall of their 5th year.

YEAR 5: Comprehensive Design and Thesis

- The final and fifth year of the B. Arch. program is comprised of two studios serving as the culmination of their education. **ARCH 500AL, Comprehensive Architectural Design**, presents students with the challenge of integrating the range of more focused topics of design into one synthetic whole. This comprehensive studio explores medium to large scale architecture and is focused on specific material/structural systems such as CLT, Cross Laminated Timber. The impacts and consequences of scale, sustainability and context are worked on through an iterative design process. Students learn that “design” occurs everywhere including the detail, the material and structural systems, the form, the site and the behavior of the occupants. Students are encouraged to apply innovative design to all of these areas. See explanation and links for ARCH 500AL demonstrations in file, PC.2 B. Arch Primary Evidence.

- The **ARCH 502AL, Architectural Design V** is a capstone studio which offers students a range of thematic choices that integrate theory, history and techne. These studios engage the student to think and postulate about the formation of an architectural problem to be worked on. More speculative in nature, students research and design projects which might alter and enhance the conventions and inherited traits of certain architectural forms, organizations or contexts. Communication of ideas is critical in both the design process and the final presentation which culminates in an end-of-year exhibition called **EXPO**. The results are translations of the student’s position on theory, critical thinking, history, and cultural understanding.

Supporting Courses
There are a number of supporting courses that stress design in a secondary manner. These courses can be found in PC.2 B. Arch Supporting Courses.

M. Arch. Curriculum
The three-year M. Arch professional-degree program studio sequence is based on a six-studio sequence of four “core” studios, followed by an Advanced Topic Studio where a
broader range of topics are explored and finally culminates in a Directed Design Research opportunity (thesis), when students’ emergent interests can be pursued. For students with advanced placement, their two-year sequence starts in the second year (ARCH 605AL, Graduate Architecture Design II) studio. Similar to the B. Arch. program, the education progresses from foundational skill-building to free-range critical thinking. In the first year foundation studios, students are focused on acquiring the disciplinary knowledge, fundamental design principles, and representational skill sets required for architectural design. In the second year core studios, students are focused on understanding the development of architectural concepts into comprehensively documented buildings at a professional level. In the terminal year of their graduate studies, students are able to explore topics of special interest within contemporary architectural discourse and finish their education with a thesis project that works within the discursive context of their selected section’s design research agenda to develop a project of their own interest which stakes a critical position within the studio prompt. From foundation to advanced studios, the role of design is always at the forefront. The Design criteria is described for each sequential studio of the 3 year Master of Architecture program. It starts with small steps in the first year, as skills are being developed, and grows into fully comprehensive design projects by the end of the second year, and culminates in a thesis-like directed design research project on a topic of the student's choice at the end of the third year.

Year 1 - Foundation Studios (Disciplinary Knowledge)
In the first year foundation studios, students are focused on acquiring the disciplinary knowledge, fundamental design principles, and representational skill sets required for architectural design. It begins with a pedagogically linked set of pre-term, 2-week workshop courses consisting of a design workshop (ARCH 409L, Design Foundation), and a skill-building workshop (ARCH 410, Computer Transformations). ARCH 409L, Design Foundation, uses the work of seminal artist Alexander Calder as a precedent for three-dimensional design thinking, and is divided into three project-based exercises which escalate in scale and ambition, each with a digital 2D phase followed by a physical 3D phase. The course is organized around daily pinups and discussions, as well as faculty presentations and lectures. Meanwhile, ARCH 410 provides the necessary representational and presentation skills training for students to generate and articulate the work in ARCH 409L, Design Foundation. Collectively, these two courses form an immersive and intensive studio experience to enculturate incoming students and introduce them to studio culture before the semester begins. For explanations of course content and links to evidence for PC.2, please see PC.2 M. Arch Primary Evidence.

In the fall semester, the ARCH 505AL, Graduate Architectural Design I studio uses a combined sequence of design projects that are paired with supplemental lectures and readings to expose students to the rudiments, or first principles, of architectural design. Students are introduced to several independent themes that are developed through multiple projects (each broken down into design exercises) over the course of the first two-thirds of the semester. Touching on fundamental architectural design principles, they provide opportunities for exploration, consideration and mastery of both the “content” of design decisions and the “form” by which those decisions are rendered. In the final third of the semester, a longer project promotes the integration of concepts and skills acquired in the previous weeks, as one of the hallmarks of architectural thinking is the ability to synthesize various, often competing goals. For explanations of 505a course content and links to evidence for PC.2, please see PC.2 M. Arch Primary Evidence.

In the spring semester, the ARCH 505BL, Graduate Architectural Design I studio continues to build upon the core foundation introduced in 505a, particularly as it pertains to the study of architectural fundamentals, by introducing topics of increasing complexity and depth. Whereas 505a focused on the rudiments of architecture, 505b focuses on the elements, principles and phenomena of architecture. This occurs through a sequence of three projects,
each ascending in ambition, scale, and complexity. Students are tasked with developing a comprehensive understanding of the various components of an architectural idea along with a capacity to synthesize them into critical architectural concepts and design proposals; acquiring greater proficiency working with fundamental architectural elements, relationships, and principles as well as contemporary ideas; developing an analytical and intuitive awareness and understanding of various approaches to design research including using architectural precedents tactically and critically in the formation of an architectural concept; acquiring proficiency in an expanded range of spatial organization strategies, approaches to form generation and, techniques of graphic representation; and developing a method of working that examines the relationship between form generation and embodied experience. See PC.2 M. Arch Primary Evidence for details of the project sequence.

Year 2 - Core Studios (Professional Expertise)
In the second year (also the entry point for incoming students who have qualified for advanced standing in the M. Arch +2 program), the design curriculum builds upon the conceptual and theoretical foundation of the first year by introducing students to the technical, professional, and environmental requirements of professional practice. Students begin to use their newfound skills for the design of conceptual buildings to begin integrating the constraints of building systems and professional practice while the projects begin increasing in scale and complexity. The second-year studio sequence consists of the ARCH 605AL, Graduate Architecture Design II and ARCH 605BL, Graduate Architecture Design II courses, each of which is supplemented by an Architectural Building Systems lecture course (ARCH 511L, Building Systems & ARCH 611, Advanced Building Systems Integration). See PC.2 M. Arch Supporting Courses for more details about how these courses support design instruction.

In the fall, the ARCH 605AL, Graduate Architecture Design II studio (or “integrative design studio”) works on the integration of fundamental systems from the material/tectonic to structure and context. The studio instills the idea that all systems in architecture are interconnected, must be synthesized and have particular real world consequences. And, just as importantly, it insists that the design of these systems requires a very sophisticated and comprehensive understanding of architecture. The ARCH 511L, Building Systems lecture course is designed as a linked complement to the studio environment where a deeper and broader understanding of material systems, processes and technologies are introduced. To ensure coordination between these two courses, they are taught by the same faculty in both courses. See PC.2 M. Arch Supporting Courses for more details about how these courses support design instruction.

In the ARCH 605AL, Graduate Architecture Design II course, students take a project from initial programing and site research through schematic design and into design development, with an emphasis on structure, building assembly and envelope. During this time the students experience an iterative design process, exploring different planning and materiality options to understand the importance of all the factors that go into producing a satisfactory solution. Despite the emphasis on construction and structures, these topics offer openings to a broader disciplinary approach that allows the course to stress design’s primary architectural responsibility for producing meaning rather than (engineering) efficiency so that students may experience architecture’s difference from mere building and account for the current sensitivity to issues of inclusiveness, social and environmental justice, and diversity. In order to maintain a connection to the vocational expectations of licensure—for which the School is ultimately responsible to the students—the schedule of the exercises will loosely follow the real world sequence of the phases of pre-design research through design development, with deliverables organized to accommodate the exercises assigned in the ARCH 511L, Building Systems course. These deliverables trade conventionally mute plans/sections/elevations for extra diagrams showing understanding of alternatives and reasons for positive decisions based on the focus of the phase. This will also highlight the student’s responsibility for those
decisions and ultimate ownership of the design. For details on ARCH 605A content see PC.2 M. Arch Primary Evidence.

In the spring semester, the ARCH 605BL, Graduate Architecture Design II, the comprehensive studio presents students with the challenge of integrating the range of more focused topics of design into one synthetic whole. The scale of the comprehensive studio explores the medium to large scale of architecture and is focused around specific material/structural systems such as CLT (cross laminated timber). The impacts and consequences of scale, sustainability and impacts on context are worked on through an iterative design process. Students learn that “design” occurs everywhere in a design from the detail to the systems to the forms to the site to the behavior of occupants. Even though this course emphasizes the integration of multiple systems, students are encouraged to apply innovation and design in all areas. See PC.2 M. Arch Primary Evidence for demonstrations from ARCH 605b.

Year 3 - Advanced Studios (Critical Practice)
The final and third year of the M. Arch. program is comprised of an Advanced Graduate Topic Design Studio and a Directed Design Research Studio (unofficially known as Thesis) as a culmination of their graduate education. Both are faculty led option studios where each faculty member provides a specific topic of disciplinary inquiry for students to explore through design. Students have the opportunity to follow their own intellectual interests within the various topics being offered.

In the fall semester, the ARCH 705L, Advanced Graduate Architecture Design-Topics studios are advanced topical investigations emphasizing diverse areas of specialization. Projects are faculty-led research investigations that concentrate on diverse areas of vital concern, designed to offer students a range of scales, contexts and topics to work more specifically on more urgent architectural concerns like climate change, sustainability and urban housing. Within a focused environment students gain exposure to the speculations on how design and architectural intervention might change and transform the built world. Students get an opportunity to gain first-hand insight on how experts in our field look at architecture, urban landscape, materials, detailing, processes and policy. They learn that design can occur at all scales, in various contexts and in a variety of forms.

Organized as a vertical option studio, the course is combined with the ARCH 402AL, Architectural Design IV upper division undergraduate studio enabling the graduate and undergraduate populations to gain exposure to one another and allowing them the benefit of a wider selection of topics to choose from.

For examples of topic studios that were offered in the past year see PC.2 M. Arch Primary Evidence.

In the spring semester, ARCH 793BL, Directed Design Research is a capstone studio which is preceded by a research seminar (ARCH 793AL, Directed Design Research) in the fall semester. These year-long design investigations offer students a range of thematic choices to explore, giving students to think and postulate about the formation of an architectural problem to be worked on within an umbrella research agenda provided by each instructor. More speculative in nature, students research and design projects which might alter and enhance the conventions and inherited traits of certain architectural forms, organizations or contexts. This studio is intended to integrate theory, history and techne. Communication of ideas is critical in both the design process and the final presentation which culminates in an end-of-year exhibition called EXPO. See PC.2 M. Arch Primary Evidence for more details about the content and design research agendas of ARCH 793ab.

Supporting Courses
There are a number of supporting courses that stress design in a secondary manner. These courses can be found in PC.2 M. Arch Supporting Courses.

**Extracurricular Experiences**

While the studio sequence provides the primary platform for learning how the design process affects the built environment, our school offers a range of exposures to supplement and enhance learning.

- **LECTURES:** A regularly programmed set of lectures (school-wide, special), events, symposia and conferences offer further insight into the design process. Lectures include a spectrum of design voices including architects, landscape architects, scholars, and more. See [PC.2 M. Arch Primary Evidence](#) for a full list of recent lectures, symposia, and exhibitions.

- **ARCHITECTURAL GUILD:** The Architectural Guild sponsors a student charrette competition once a year. In cross-disciplinary teams, students take a week away from studio to compete for cash prizes. The competition brief is put together by members of the board and esteemed jurors, locally and nationally, are invited to participate in the selection process. Students learn how to work in teams and pull together design projects in a short period of time.

- **SOCIAL ACTIVITIES INVOLVING DESIGN:** Many of our students work in offices, participate in competitions, design posters for student organizations, and participate in activities like pumpkin carving contests, T-shirt design contests and many other fun activities.

- **SEMESTER-END PORTFOLIOS:** Students are required to submit portfolios at the end of each studio semester which are used to evaluate and assess. In addition regular reviews and pin-ups are an active part of design process assessment. The Expo year-end exhibition is a school wide event which showcases student work from across the program and allows for viewing and assessment from both internal faculty/directors and external peers. At the end of each school year there is a more collective faculty and director workshop to review and assess the content, relations and overarching pedagogy related to these courses. The planning and assessment process continues into the summer where directors meet with faculty more individually to discuss adjustments, plans and aspirations for the coming year.

**Assessment**

Consolidated assessments for narratives are found in the [B. Arch NAAB Criteria Assessment Plan](#) and [M. Arch NAAB Criteria Assessment Plan](#). Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

**PC.3 Ecological Knowledge and Responsibility**

How the program instils 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.

**PC.3 Ecological Knowledge and Responsibility**

**Program Response:**

**OUR APPROACH**

Ecological knowledge and responsibility for understanding, mitigating, or remedying impacts upon the environment are constant threads throughout the program at the USC School of Architecture and aligned with the University of Southern California’s Sustainability Plan. Because we feel it is a fundamental responsibility of being an architect, we have made certain that these aspects are addressed in almost every course in our curriculum. It is a topic that we introduce early in first year courses and continue in greater depth throughout the remainder of the education.

USC’s Los Angeles context provides unique applications for sustainable thinking. The City’s traffic congestion, varied ecologies of desert, coast and mountains, heat islands, paved rivers, in
the midst California’s climate change induced 20-year ‘megadrought’, and record breaking wild
fires, underscore the urgency to address ecological impact as well as provide fertile grounds for
testing ideas. And, on a more local level, our programs contribute to the goals of the USC
Campus-Wide Sustainability Plan which is organized around seven core initiatives (Education
and Research, Engagement, Energy conservation / Greenhouse Gas Mitigation, Transportation,
Procurement, Waste Diversion, Water Conservation) and illustrates that these issues are at the
center of the University’s values as well.

HOW WE DO IT
Ecological knowledge and understanding are infused throughout our program in many ways. The
following narrative shows how they are integrated into our different years and levels in a
cumulative manner.

B. Arch. Curriculum
There are three ways that students gain knowledge and understand the dynamic between the
built and natural environments in the B. Arch. program. The first is in our MEP sequence, the
second in our building technology sequence and the last in the design studios. Once students
learn the significance of the tools, they are better able to incorporate their findings into their
design projects where the evidence of learning is most pronounced.

ENVIRONMENTAL AND THERMAL PROCESSES
- ARCH 215, Design for the Thermal Environment deals with the thermal and
environmental processes which affect buildings and how the designer responds to or
manipulates the thermal environment. The second part of the course deals with historical
design strategies and prototypes that respond to environmental issues. Passive solar
strategies, active solar panels, wind energy and photovoltaics will be covered. Special
attention is given to non-Western solutions and examples. The third part deals with
unusual or recently developed systems and strategies or issues which are being
addressed by society at large. This includes community solutions, sustainability issues
and the professional knowledge required of an architect currently in practice in the state
of California, and dealing with consultants in Heating, Ventilating and Air Conditioning.

BUILDING TECHNOLOGY
- In ARCH 211, Materials and Methods of Construction, a correlating course to ARCH
202BL, the material systems lectures introduce the environmental impacts of materials
covered in the course curriculum. This includes the carbon footprint, the extraction of raw
materials, the embodied energy and by-products of the manufacturing process,
transportation considerations and recyclability. The performance of different material
systems as building enclosures is discussed in the “Envelopes” lecture specifically and all
other lectures peripherally.

- In ARCH 411, Architectural Technology students analyze an assigned precedent to
assess its environmental performance. They learn about various building envelope and
assembly systems that respond to the environment and consider passive techniques that
can be used to mitigate heat, cold and precipitation. It is in this course that each student
produces detailed wall sections of their ARCH 302BL studio project.

DESIGN STUDIO
- In ARCH 202BL, Architectural Design II, in Project 02, Part I: Re-framing a Reading
Room and Part II: Telling the Tale of Detail students consider the environmental impact
and performance characteristics of different material systems as factors in the selection
of material strategies for their design proposal and how it affects the human body. More
information on the course can be found in file, PC.3 B. Arch Supporting Courses.

- The ARCH 302AL, Architectural Design III studio directs students to consider basic
sustainable construction techniques to develop an understanding of the mutual impacts
of design and the natural environment. The site analysis phase examines solar and wind studies as critical motivators of building and glazing orientation. Schematic phases incorporate daylighting, solar heat gain mitigation and natural ventilation (if programmatically applicable) as key performative goals of their conceptual strategies. It further introduces the sustainability concept of the 2000-Watt Society, which has additional design implications with regards to sustainable use of material (environmentally friendly), energy (renewable), and space (densification). Concepts such as the 2000-Watt Society allows students to examine environmental issues in a direct and engaging manner and heightens awareness of the consequences that design decisions have on the use of resources and energy. See explanation and links for ARCH 302AL demonstrations in file, PC.3 B. Arch Primary Evidence.

- In ARCH 302BL, Architectural Design III studio, the responsibility of the design professional to increase awareness of how ecology, sustainability and climate are critical factors in the assessment of a building’s environmental performance and impact are studied through precedent analysis. Examples are curated to include diverse project types and locations.

- ARCH 500AL, Architectural Comprehensive Design course directly instills in students a holistic understanding of the dynamic between the 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. See explanation and links for ARCH 500AL demonstrations in file, PC.3 B. Arch Primary Evidence.

Supporting Courses
Ecological Knowledge is an important pedagogical thread throughout the program and also affects how we consider tempering the interior environments. Many of our faculty are experts in the field and teach numerous courses on these topics. A supporting course is ARCH 315, Design for the Luminous and Sonic Environment and can be found in PC.3 B. Arch Supporting Courses.

M. Arch. Curriculum
ENVIRONMENTAL AND THERMAL PROCESSES
ARCH 575A, Systems: The Thermal Environment applies the fundamental scientific principles governing the thermal environment and human physiology to contemporary issues of environmentally responsive building design, resource efficiency and climate justice. The course addresses environmental concerns through lectures focused on climate change drivers, environmental impacts & mitigation strategies, use of passive environmental design strategies and low-energy building systems. See specific examples demonstrating how ARCH 575A does this in PC.3 M. Arch Primary Evidence

ARCH 575B, Systems: Luminous and Auditory Phenomena in Architecture covers the fundamental scientific principles governing light and sound in the built environment will be examined in the context of human physiological, psychological and biological needs. Students are exposed to design for end-user comfort through the examination of emerging metrics for daylight sufficiency, visual and acoustic comfort. The course addresses environmental concerns by integrating sustainable strategies in lecture and labs for the specific subjects in building science related to architectural acoustics, architectural lighting and building systems for power and water. See specific examples demonstrating how ARCH 575a does this in PC.3 M. Arch Primary Evidence

BUILDING TECHNOLOGY
ARCH 511, Building Systems is a lecture & lab course where students gain awareness of how site characteristics like topography, soil condition, solar orientation, and other
environmental factors can influence design decisions. Further, they learn to understand the basic principles utilized in the selection of construction materials, including their environmental impact and reuse. See specific examples demonstrating how ARCH 511 does this in PC.3 M. Arch Primary Evidence

ARCH 611, Advanced Building Systems Integration is a lecture and lab course where students learn about the complex interdependence of building systems. This includes learning about the environmental impacts of various structural systems, mechanical systems, and facade systems. See specific examples demonstrating how ARCH 611 does this in PC.3 M. Arch Primary Evidence

DESIGN STUDIO
ARCH 505BL, Graduate Architecture Design I is a foundation design studio that introduces issues of site and the relationship between form, solar orientation and natural daylighting. See specific examples demonstrating how ARCH505bl does this in PC.3 M. Arch Primary Evidence

ARCH 605AL, Graduate Architecture Design II is an Integrative Design studio that critically examines context (physical, organizational, social, cultural, and environmental ecology) to discover criteria for the design process. See specific examples demonstrating how ARCH 605a does this in PC.3 M. Arch Primary Evidence

ARCH 605BL, Graduate Architecture Design II is a comprehensive design studio where students are asked to design a fully code compliant building including environmental control systems. The course directly 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. See specific examples demonstrating how ARCH 605b does this in PC.3 M. Arch Primary Evidence

Supporting Courses
Ecological Knowledge is an important pedagogical thread throughout the program and is often times discussed in many courses where environmental considerations are not the core content, including our history, theory, and professional practice courses including ARCH 514AL, Global History of Architecture I; ARCH 514BL, Global History of Architecture II, ARCH 561, Architectural Themes & Case Studies, ARCH 562, Architectural Themes & Case Studies, ARCH 563, Contemporary Architectural Theory, ARCH 526, Professional Practice. You can see specific examples of how these courses do this in PC.3 M. Arch Supporting Courses.

ARCH 705L, Advanced Graduate Design - Topic studios are advanced topical investigations emphasizing diverse areas of specialization. Projects are faculty-led research investigations that concentrate on diverse areas of vital concern, designed to offer students a range of scales, contexts and topics to work more specifically on more urgent architectural concerns like climate change & sustainability. Some examples of topic studios that addressed these topics can be found in PC.3 M. Arch Supporting Courses.

B. Arch. and M. Arch. Electives Courses
Besides the examples listed above from the required courses there are over twenty other courses where issues of sustainability, adaptation, resiliency, recyclability of materials, cyclical economy and the promotion of green and passive technologies are part of the core content. Please refer to the PC.3 B. Arch Supporting Courses and the PC.3 M. Arch
Supporting Courses document for a comprehensive list of elective offerings that address environmental responsibility.

Extracurricular Experiences
The School of Architecture’s students and faculty participate in a range of opportunities that enhance ecological knowledge. Faculty research led by Doris Sung, Kyle Konis, Joon-Ho Lee, Scott Uriu, and Bhavna Sharma bring research opportunities and first-hand expertise to the students, and carries on our legacy in sustainability research first pioneered by Ralph Knowles and Natural Forces Laboratory at USC. Students are encouraged to participate in sustainability focused competitions often with faculty support and guidance.

The lecture series have spotlighted various speakers whose work exemplifies sustainable practice and innovation. The Schools engagement with the USC Center for Sustainability Solutions includes faculty roles in the Advisory Board, and multiple faculty recipients of research grants.

Campus Engagement
Under USC President Folt much of the activities related to sustainability were consolidated under the Presidential Working Group on Sustainability in Education, Research, and Operations - Office of the President (PWG). Schools’ voluntarily participate by providing one representative, with opportunities for additional involvement through sub-groups that could include additional faculty, staff and students.

The Director of the Master of Building Science degree and instructor of the required thermal systems course, Kyle Konis was the Schools representative 2019-2021. Currently Bhavna Sharma, the instructor for undergraduate structures and graduate Materials and Construction courses is the representative.

The School of Architecture has three faculty actively serving on the PWG Operations Committee, which is a sub-group of the PWG. This committee serves to advance campus sustainability and serve the surrounding community through sustainable campus planning and construction, net-zero sustainability strategies, and broad-based stakeholder engagement and outreach. Three goals are:

● Achieve climate neutrality by 2025
● Integrate the natural and built environments across the campuses and into the surrounding communities
● Advance human wellbeing, ecological health and biodiversity, and promote a healthy and nature-informed built environment

The School of Architecture representation has had meaningful impact on University’s long range sustainability plans and advocated for carbon reduction, energy and water conservation, and biodiversity.

Additional Engagement
- In 2019-20, the M. Arch students organized a composting initiative within the school, through the Space and Technology committee, which I served on at the time. They worked with staff to develop a plan for implementation. Covid disrupted the project.
- In 2021-22, there were activities that included the Landscape faculty and students, ranging from experiential learning gardens to contribution to the campus landscape through a university wide advisory committee including staff, students and faculty. Also, an architecture 2nd year student served as one of five USC President’s Sustainability Internship Program (PSIP) interns, contributing to the development of USC Sustainable Design and Construction Guidelines. Bhavna Sharma served as the faculty supervisor for the interns. Additional students and faculty participated in
collaborative workshops held to develop the guidelines, which were published in July 2022.

- In 2022-23, Landscape faculty are contributing to the development of landscape native plant strategies, and there are additional experiential learning engaging students in the Assignment: Earth framework through landscape courses and additional PSIP project also supervised by Bhavna Sharma.

**Assessment**
Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative 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.

**PC.4 History and Theory**
Program Response:

**OUR APPROACH**
In both programs the sequence of courses presents a wide range of material practices, social contexts, debates, representational techniques, and theoretical positions that have characterized the global production of architecture and urbanism from pre-antiquity through the present. Two of the underlying goals of the History/Theory sequence are: 1) to broaden students’ perspectives by studying examples of architecture and urbanism in diverse ethnic, geographic, and chronological contexts; and 2) to address issues of spatial justice and injustice related to architectural practice throughout history.

These goals are stressed primarily in the required courses, but are also referenced in all levels of our studio courses because we feel strongly that history and theory should be integrated into a student’s overall education. This is done with an iterative process of using historic or theoretical precedents as part of preliminary research to a project.

**HOW WE DO IT**
The series of required History/Theory courses follow a logical sequence for both the undergraduate and graduate degrees. The following lists describe the sequences by required and elective courses by program. Each section is followed by a description of how it is integrated into other parts of the curriculum and program.

**B. Arch. Curriculum**
USC’s B. Arch. History/Theory curriculum consists of three required 3-unit courses, which are taken over the course of the first three years of study: two architectural history survey courses, followed by a contemporary issues course.

- **ARCH 214A, World History of Architecture** (3 units) presents an overview of the history of architecture from the prehistoric period through the sixteenth century from a global perspective. The course introduces students to architectural and urban histories from Africa, Asia, Europe, the Americas, and West Asia, which are grouped according to the following themes: I: The Search for Meaning in the Cosmos; II: River Cultures of the World; III: The Origins of Classical Greece, Its Apogee and Legacy; IV: The Rise and Fall of Empires; V: The Age of Faiths; VI: The New Humanism. Its goal is to make students familiar with the history of the architecture of a wide cross section of global cultural
traditions, including the way in which architecture was practiced, institutions were established and operated, and ideas were disseminated.

- **ARCH 214B, World History of Architecture** (3 units) presents an overview of the history of architecture from the middle of the sixteenth century to the present from a global perspective. The course introduces students to architectural and urban histories from Africa, Asia, Europe, the Americas, and West Asia. Its goal is to make students familiar with the history of the architecture of a wide cross section of global cultural traditions, including the way in which architecture was practiced, institutions were established and operated, and ideas were disseminated.

- **ARCH 314, History of Architecture: Contemporary Issues** (3 units) deepens students’ understanding of significant practices, themes, debates, and concepts in mid-20th-century to 21st-century global architecture. Through theoretical readings from diverse disciplines and through visual material, the course focuses on architecture’s relationship to different forms of power, social-economic structures, and modes of contestation.

**B. Arch. Elective Courses:**
Undergraduate majors can choose from a wide array of elective courses in the history and theory of architecture and urbanism to fulfill their history/theory requirements. Courses offered on a regular basis include:
- **ARCH 404:** “Topics in Modern Architecture in Southern California;”
- **ARCH 442:** “Women’s Spaces in History: ‘Hussies,’ ‘Harems,’ and ‘Housewives’;”
- **ARCH 444:** “Great Houses of Los Angeles;”
- **ARCH 454:** “Contemporary Asian Architecture;”
- **ARCH 464:** “The Politics of Architectures and Infrastructures.”
- **ARCH 414:** “Perspectives in History and Theory in Architecture” is a course number often used for new and more experimental courses; recent offerings include “Sacred Spaces,” “Slums and the City,” “Architectures of Occupation and Resistance;” “The Environment: Representing and Knowing the Global Sphere;” “The (Post-)Postfordist City: Architectures of Work, Leisure and Care in the Age of Automation;” “Spanish Colonial: Color and Race in the Architecture of Southern California;” and “City: An Environmental History.”

**History and Theory Across the B. Arch. Curriculum**
The undergraduate studio sequence integrates concepts and examples from architectural and urban history and theory.
- During the first year, students in **ARCH 105L, Fundamentals of Design Communication** are given a historical overview of color in architectural design, examining examples from Classical, Renaissance, Art Nouveau, Modernist, and Postmodernist architecture.
- In the first-year studio sequence, **ARCH 102AL, Architectural Design I and ARCH 102BL, Architectural Design I** students study the history, theory, and practice of representational conventions including perspective, orthographic projection, section, axonometric, and oblique drawing methods.
- The second-year studio sequence, **ARCH 202AL, Architectural Design II and ARCH 202BL, Architectural Design II**, “Architectural Design II” introduces students to historical and contemporary examples of urbanism and urban theory spanning from Renaissance ideal cities to Metabolist megastructures. Lectures also consider the historical development of specific building types, including libraries, and the importance of context to architectural design.
- The third-year studio sequence, **ARCH 302AL, Architectural Design III and ARCH 302BL, Architectural Design III**., “Architectural Design III” introduces students to global examples, theories, and approaches to housing both in the United States and around the world,
paying particular attention to issues of segregation, gentrification, and the notion of housing as a human right.

- Finally, the fifth-year comprehensive studio, ARCH 500AL, Comprehensive Architectural Design, investigates the use of timber construction across cultures and time periods, from Japan's Ise Shrine to Norwegian stave churches to contemporary examples of skyscrapers using CLT construction methods.

- In their final year, students take a two-semester course sequence to develop a research paper and a thesis-like project. In the fall they take ARCH 501, Critical Topics in Architecture where they complete specific readings on a topic of their choice and write a complete research paper with citations, bibliography and credits. In the following final semester in ARCH 502AL, Architectural Design V “Architectural Design V”, the students test their premises in a design project. It is in this final semester that students combine their education by integrating history, theory, technology and skill in the format of architecture.

M. Arch. Curriculum
The M. Arch. History/Theory curriculum consists of two required architectural history survey courses (waivable basic required courses) and three required advanced history theory 2-credit courses (not waivable), which are taken over the course of the first two years of study for both tracks

ARCH 514A, Global History of Architecture I (3 units) is a global survey of architecture and urbanism from prehistoric times to 1700 CE. It examines monuments, cities, and designed environments in Africa, East Asia, South Asia, West Asia, North America, South America, and Europe, paying particular attention to interpreting formal characteristics in the light of prevailing political, social, religious, cultural, and economic conditions. The material covered is chronologically organized and grouped according to geography, culture, religion, and style.

ARCH 514B, Global History of Architecture II (3 units) is a global survey of architecture and urbanism from 1700 CE to the present. It examines monuments, cities, and designed environments in Africa, East Asia, South Asia, West Asia, North America, South America, and Europe, paying particular attention to interpreting formal characteristics in the light of prevailing political, social, religious, cultural, and economic conditions. The material covered is chronologically organized and grouped according to geography, culture, religion, and style.

ARCH 561, Urbanism: Themes and Case Studies (2 units) presents an understanding of urbanism and urbanization from a global perspective by focusing on how cities have developed in dynamic relationships with various social, political, and economic forces across time and space. In particular, the course will show how the form of a city symbolizes dominant cultural values, how the nature of work determines the organization of a city, and how the income and race of people regulate their access to urban space. Ultimately, the course will pursue the question of what we can learn about our present and possibly future urban conditions from an understanding of history and theory of urbanism and urbanization.

ARCH 562: Architecture: Themes and Case Studies (2 units) introduces students to the history, theories, and working methodologies of cities and their buildings by examining the physical and anatomical elements of the urban landscape as architectural tools for design application and praxis. Lectures, readings, and exercises focus on formal and spatial concepts of overall city form and design across culture and time as well as on specific physical elements, their characteristics and details. The course examines how the conscious architectural design of these elements can generate characters, signatures and qualities of place, and how their architecture can shape, celebrate, or confront pre-industrial traditions. It also considers the effects of industrialization, post-industrialization, and globalization shaping the contemporary urban landscape we experience today.
ARCH 563, Contemporary Architectural Theory (2 units) deepens students’ understanding of significant practices, themes, debates, and concepts in mid-20th-century to 21st-century global architecture. Through theoretical readings from diverse disciplines and through visual material, the course focuses on architecture’s relationship to different forms of power, social-economic structures, and modes of contestation.

M. Arch. Elective Courses

History and Theory Across the M. Arch. Curriculum
The M. Arch. studio sequence integrates concepts and examples from architectural and urban history and theory primarily in terms of precedent studies and readings.

arch 505AL, Graduate Architecture Design I, the first studio in the 3-year sequence utilizes design-oriented theoretical texts to contextualize and ground project work, as well as by exposure to and analysis of diverse precedents to broaden the field of influence. In the Spring Semester ARCH 505BL, Graduate Architecture Design I continues to integrate history and theory as an essential component in the design process through a series of readings, lectures, and discussions that inform the design process. Projects utilize analysis of precedents as an integral component of the process and as a deliverable. This analysis of precedents continues as part of standard design methodology in M. Arch.

In their final year like in the M. Arch. program, students take a two-semester course sequence to develop a research paper and a thesis-like project. In the fall, they take ARCH 793AL, Architectural Directed Design Research where they complete specific readings on a topic of their choice through an extensive study and analysis of a precedent, and research on the historical and theoretical issues it affects. In the following final semester in ARCH 793BL, Architectural Directed Design Research the students test their premises in a design project. It is in this final semester that students combine their education by integrating history, theory, technology and skill in the format of architecture.

Extracurricular Experiences
USC Architecture All-School Lecture Series: History and theory topics are presented regularly by guest lecturers in our All-School Lecture Series. In some cases, historians and theoreticians such as Jessica Varner or Paola Antonelli present their research and body of work, displaying the importance in our field. In other cases, lecturers reference key historic moments or projects in order to position themselves in the greater discourse of architecture.

USC Heritage Conservation Program: Because we have the only historic preservation program on the west coast, our students have incredible access to first hand research of our faculty and students in the Heritage Conservation graduate program. Students are able to take courses in this program as electives, M. Arch. students can get a certificate in this program and B. Arch. students can get a concentration, a minor or can pursue a “progressive degree” in this program. By taking graduate courses during their final years, they can get advanced placement in our Heritage Conservation program and graduate in one year with a M.HC.

“Save As” Podcast: Trudi Sandmeier, our current Associate Dean, hosts a podcast entitled “Save As” and features thesis projects of the Master in Heritage Conservation program. Partnering with the USC Annenberg School of Communication and Journalism, Professor Sandmeier has
produced several seasons of topics that are pertinent to conservators, architects and the general public. The education through these podcasts are available through apps and online and are accessible to all.

**Assessment**
Consolidated assessments for narratives are found in the [B. Arch NAAB Criteria Assessment Plan](#) and [M. Arch NAAB Criteria Assessment Plan](#). Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

**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.

**PC.5 Research and Innovation**
**Program Response: OUR APPROACH**
We understand research to be more than simply sourcing and compiling information, but rather a complex process of slowly learning the deeper disciplinary discourses of architecture and over time working toward contributing to and innovating that body of collective knowledge. Research has a wide and deep range which includes the more technical building science-based territory to design-centered discourse to the cultural-based territory behind history and theory. By the time a student graduates there should be an understanding that they can take part in many modes of serious research and contribute their own thoughts, ideas and knowledge to a collective body. It is also understood that students will learn evaluative skills to impart critical thinking and decision making relative to their findings. Our faculty offers both the practitioner/teacher hybrid and a range of more focused experts to impart their various experiences and knowledge to the students.

Introducing students to research in this structure is a recursive set of steps. At first students are more passively conducting analysis of site and precedents and searching for information to validate their points of view. During the core studio years (Years 1-3 for B. Arch. and Years 1-2 for M. Arch.) research begins to form an evidentiary basis for defining problems, and the viability of solutions. Eventually the students become more aware that they are searching for specific ideas, histories and techniques which form a larger body of knowledge and positions. Topic studios are designed to offer a wide range of subjects and content for students to conduct more focused research. This quest culminates in their final year in a project where students explore how research can become the basis for exploring architectural ideas and design innovation.

Faculty Research: As an R-1 Research institute, USC requires that all of our tenured and tenure-track faculty have robust research agendas and a large number of our full-time and part-time faculty also conduct some level of research. Students have numerous opportunities to work on a variety of research projects through these faculty. They also can learn more about the research projects in advanced elective courses that are offered by these faculty. Here is a small set of examples of elective courses where faculty teaching is connected to their personal research and scholarship:

- ARCH 609: Advanced Fabrication by Rob Ley (Public art installations using custom manufacturing technology)
- ARCH 414 by Ginger Nolan (The influence of automation in the 20th century to today)
- ARCH 414 by Faiza Moatsim (Low-income housing and international cases)
● ARCH 529: Urban Housing: Programs, Precedents, and Recent Case Studies by Sascha Delz (Cooperative Housing and the business model)

HOW WE DO IT
B. Arch. Curriculum
While more latent forms of research are integrated into all of the studios, a more active and conscious approach to using research as a basis for learning and design occurs in our required seminars. The two basic types of research that are present in our school are most evident in the history/theory courses as well as the technology sequence. It is in these two areas that traditional publishable contributions are made.

● History/Theory Scholarship and Discourse: Beginning with ARCH 114, Architecture: Culture and Community and followed by the World History of Architecture sequence, or ARCH 214A, World History of Architecture and ARCH 214B, World History of Architecture and ARCH 314, History of Architecture: Contemporary Issues, students are required to attend lectures, complete readings and conduct research for their final project. From their findings, they write papers as a means to gather their ideas and communicate them coherently.

● Technology Research and Innovation: In our tech courses such as ARCH 211, Materials and Methods of Building Construction and ARCH 411, Architectural Technology, students must rely on precedent research and scientific studies in the form of published peer-reviewed papers to gain insights and ideas on how to best apply this knowledge to their class projects. ARCH 211, Materials and Methods of Building Construction is directly linked to ARCH 202BL, Architectural Design II and offers students a mode of understanding building and construction technology as fundamental to the design process. Both conventions and experimentations in building assemblies are studied to link technical considerations to design development. A focus on emerging technologies and concerns, presented along with proven techniques and means, builds student’s awareness of fundamental detailing principles of construction. In ARCH 411, Architectural Technology is linked to the ARCH 302BL studio and offers students a mode of understanding building and construction technology as fundamentally contributing to the process of design. Both conventions and experimentations in building assemblies are studied to link technical considerations to design development. Focus on emerging technologies and concerns, along with proven techniques and means, encourages awareness of all facets of construction potentials. Students expand their knowledge of detailing by continually researching and evaluating both historical and technical developments.

● Design Research: A combination of these two types of research culminates in ARCH 502AL, Architectural Design V studio which is considered the capstone degree project and comparable to thesis projects at other architecture programs. Students begin a year-long seminar/studio sequence with the ARCH 501, Critical Topics in Architecture seminar in the fall serving as a basis for developing research skills and habits before developing a self-directed design project for the ARCH 502al studio. Students are required to write a critically-informed research paper on a topic of their choice and follow all national standards in their paper including an abstract, annotated outlines, and a fully footnoted text and bibliography in the Chicago or Harvard style. Faculty help the students through the process with the aid of online tools such as TurnItIn and other methods. In the ARCH 502al studio students formulate an individual approach to thematic design topics. Students are expected to innovate ideas out of research-based practices and to produce original thinking/design related to their findings. They articulate a set of “theses” or arguments to bolster their chosen positions and test their notions in projects using architecture as their vehicle for expression. The student’s propositions are often theoretical, forward-thinking, and innovative but most of all they are well-researched.
For more information with specific examples of how these courses operate as research platforms please refer to the PC.5 B. Arch Primary Evidence document. For additional information on how research is impregnated in our studio sequence, see PC.5 B. Arch Supporting Courses.

M. Arch Curriculum

As a graduate degree, in the M. Arch program research can be understood as it relates to the scholarly production of our research oriented faculty and the courses that they teach. As a result, we have categorized research as history/theory research that aligns with the humanities, technological and innovation research that aligns with the sciences, and design research that draws from both and synthesizes them in the studio setting. Most importantly, research is understood not as an act of individual investigation but rather as a mode of contributing to a broader collective body of knowledge.

- **History Theory Scholarship & Discourse** exposes students to scholarly research that is focused on expanding disciplinary knowledge with new perspectives on understanding the built environment. ARCH 562, Architecture Themes And Case Studies exposes students to discursive research as it relates to an understanding of formal and spatial concepts of overall city form and design across culture and time, while ARCH 563, Contemporary Architectural Theory expands conventional definitions of what constitutes a ‘canon’ in architectural discourse and provides students an understanding of how effective discursive research on specific topics can be communicated through text and graphic means. For more information about these courses please refer to the PC.5 M. Arch Primary Evidence document.

- **Technological Research & Innovation** exposes students to a wide range of technological, material, and environmental research through a number of required lecture and seminar courses that explore recent innovations and emerging technologies. ARCH 564, Descriptive and Computational Architectural Geometry exposes students to research papers and emerging computational design technologies through lectures and readings while simultaneously teaching students to use parametric design tools that are commonly used in design computation research. ARCH 575A, Systems: The Thermal Environment exposes students to lectures and case study assignments focusing on high-performance buildings and innovative technologies while simultaneously teaching students to use environmental analysis tools that are commonly used in building science research. Other courses that cover this type of research include ARCH 575B, Systems: Luminous and Auditory Phenomena in Architecture and ARCH 611, Advanced Building Systems Integration. For more information about these courses please refer to the PC.5 M. Arch Primary Evidence document.

- **Design Research** also occurs throughout the studio sequence, typically as a form of background research that is used to develop insights and understanding of a site, program, stakeholder, etc that is essential in making informed and impactful design decisions. This type of research for design occurs in all core studios. However, in our advanced studios we position design as research when students are encouraged to not only use research to substantiate their projects but to actively think of their design process as a mode of contributing to a broader collective body of knowledge. In the ARCH 705, Advanced Graduate Topic Design studios students are presented with a range of vital concerns where research becomes the basis for the design process. In each topic studio research is utilized in different ways from intense site and cultural understandings to focused themes and subjects like practice or climate change. The single most important demonstration of design research in the M. Arch curriculum is the terminal ARCH 793A, Architectural Directed Design Research and ARCH 793B, Architectural Directed Design Research seminar & studio sequence, unofficially known as “Thesis”. This year-long capstone project is composed of a 2 unit research seminar (also known as “Thesis Prep”) in the fall and a 6 unit directed design research studio in the
spring. Collectively, the two courses form a year long design investigation where students examine, explore, and formulate positions on an architectural problem or prompt through the interrogation of a precedent that is both directed (not open-ended) and design related.

For more information with specific examples of how these studios operate as research platforms please refer to the PC.5 M. Arch Primary Evidence document.

Extra Curricular Experiences
Outside of the classroom, there is a wide range of supplemental experiences which enhance, and enrich the research and innovation culture at the USC School of Architecture. As an R-1 Research institute, USC requires that all of our tenured and tenure-track faculty have robust research agendas and a large number of our full-time and part-time faculty also conduct some level of research. The annual USC Architecture Research Symposium and Poster Exhibition allows students and faculty to share their research projects with the School and establish a culture of research and scholarship outside of the classroom. The School has recently started two Research Centers (Wellness and Housing). Student workers and researchers will be a significant part of this program.

More detailed information about these opportunities and others can be found in the PC.5 Shared Supplemental Experiences document.

Assessment
Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, "Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes" for the context of the per-narrative 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.

PC.6 Leadership and Collaboration
Program Response:

OUR APPROACH
As 'Citizen Architect' defines USC's cultural mission for educating architects, so does teaching strong leadership skills in paving the way for the 'Citizen Architect' to engage in and shape the complexity of the built environment. Architecture has become an inherently dynamic profession where multiple constituents and specialists constantly work together in order to negotiate complex interactions. Collaborative and team-based teaching/learning is a fundamental pedagogical approach in both the B. Arch. and M. Arch. programs, which is primarily imparted in studio as well as adjacent courses and through real world experience such as visiting job sites and touring architect's offices. Taking advantage of and actively engaging Los Angeles as a dynamic and accessible urban laboratory lends another layer of experience to this learning process. The studio sequence purposefully exposes students to a wide range of site circumstances, client constituents and to working within a multidisciplinary set of figures. Many of our faculty are leaders in their respective disciplines, each bringing a different perspective and set of experiences to mentor students to become future leaders.

USC is located in South Central Los Angeles, a historically marginalized and socioeconomically disadvantaged community. The relationship between USC and its local community demands that we look outward and engage the world beyond our walls. Many of the studio projects are located
in this context and purposefully engage a diverse and local set of constituents who are subject to complicated realities including gentrification, crime and violence. This demands a sensitive and nuanced approach to design and leadership, which is evidenced by the annual USC Day of Service. Every year, on a select day in March, thousands of Trojans gather in locations across the globe to participate in local volunteer service projects servicing the local community and organized by our USC alumni clubs, chapters and other affiliated groups. The SoA students, faculty and alumni participate regularly. In 2022, SoA volunteers rallied around TestPlot, a multi-generational coalition of passionate gardeners, community members, students and teachers that install and care for gardens on public lands.

HOW WE DO IT

B. Arch and M. Arch Curriculum

Leadership and collaboration are key components of the education in the M. Arch. program and is an integral part of our curriculum in both direct instruction where these issues are discussed as part of the necessary components of professional practice and indirectly through a range of curricular and Extracurricular Experiences where students work on both individual and group projects.

Direct Instruction of leadership and collaboration occurs in ARCH 525, Professional Practice: Pre-Design, Project and Office Administration where students learn about leadership skills, traits, and concepts. The course introduces students to the scope of services and areas of professional responsibility that are encountered in the evolving practice of architecture with emphasis on effective leadership and collaboration, ethics and ecological responsibilities, public safety and welfare within regulatory contexts and cultures, and strategies in design activism towards social justice and equity. The understanding that architecture is inherently made up of a wide cast of collaborators who all work together to make a building underpins the course content. Students learn the importance of client’s view, consultant recommendations, city official requirements, historic organizations interests and various other entities all have some stake in the projects. Each component requires a keen sense of understanding in order to incorporate all necessary information. After processing, the ability for an architect to transform all the parts in a whole while working together on teams is a skill to be learned, practiced, and honed.

Likewise, in ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation, leadership and collaboration are featured in the direct instruction as the course takes the position that credibility is at the heart of leadership, while an Architect’s credibility depends on the usefulness and actionability of their information. This foundational principle is discussed every week.

Community outreach and collaboration is explored in some of the ARCH 402 / ARCH 705 Advanced Topic Studios where partnerships and collaborations with specific communities and organizations are catalysts for design projects. Some examples of this include the Oakwood Studio which worked with the residents and community leaders of Oakwood, a historically African-American community in Venice Beach, the Watts Up Studio which explored the redevelopment of the Watts Corridor in collaboration with the Greater Watts Development Corporation & Watts Labor Community Action Committee, the Homeless Studio which collaborated with Give Me Shelter, and the MOCA Studio which was a collaboration with the Museum of Contemporary Art and Art Center College of Design.

For more detailed examples of how these courses address leadership and collaboration please refer to the PC.6 M. Arch Primary Evidence and PC.6 B. Arch Primary Evidence document.

Indirect Instruction of leadership and collaboration takes place through active participation in group projects. In these instances, leadership and collaboration are not the core content of
the instruction, but rather a consequence of the social structures and group dynamics of the learning environment. Collaboration is an important component of the studio agenda. The program mandates that core studios incorporate collaborative elements in their agenda. The collaborative culture extends well beyond studio to other courses and extracurricular activities. In particular, group projects are great opportunities for students to learn how to work with others, coordinate efforts, and manage multiple (and sometimes contending) interests. Group projects occur in core studios (ARCH 505a, ARCH 505b & ARCH 605b for the M. Arch. program and ARCH 102AL, 102BL, 202AL, 202BL, 302AL and 302BL in the B. Arch. program), and technical seminars (ARCH 564, ARCH 575a, ARCH 575b for the M. Arch. program and ARCH 215, 315, 211 and 411 in the B. Arch. program). Integrative and comprehensive studios have also made use of consultants, typically professional structural or mechanical engineers who are hired to have one on one consulting sessions with students about their studio projects, emulating the professional interaction and collaboration that occurs between disciplines.

For more detailed examples of how these courses address leadership and collaboration please refer to the links for PC6 M. Arch Supporting Courses or the PC.6 B. Arch Supporting Courses document.

**Extracurricular Experiences**

Supplemental opportunities outside of the classroom enhance, and enrich the students’ understanding of leadership related to complex physical and social frameworks. In particular, *Architecture & Advocacy* is a USC student-founded 501(c)3 organization that empowers communities to un-design the spatial injustices affecting their neighborhoods. Spatial injustices are the manifestations of systemic inequality that result from the inequitable design of our neighborhoods.

Students also have the opportunity to join, participate, and lead a number of student organizations including the Graduate Architecture Student Association (GASA), American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Undergraduate Architecture Student Council (UASC) and Student Association of Women Architects (SAWA-USC). Additional extracurricular activities such as the annual Architectural Guild Charrette, faculty research projects, and the *all-school lecture series* are opportunities for students to gain exposure to leadership and collaboration.

**Assessment**

Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

**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.

**PC.7 Learning and Teaching Culture**

**Program Response:**

**OUR APPROACH**

USC School of Architecture strongly believes in training architects to have strong citizenry skills—to see ourselves as part of a larger set of cultures and identities who are treated equally with respect. As a guiding principle of our student’s education, citizenry emerges out of building cultural skills and teaching respect for others. This message is communicated from the onset of the both programs through targeted discussions. The first year of both programs serves as a benchmark and basis for consequent years where we attempt to build a strong foundation for
learning and teaching culture. Culture is related to community. Community is both internal to the School and to societal fabric. The School actively promotes respect and empathy for all students, faculty and staff. Active engagement between faculty, directors, and the Diversity and Inclusion liaison worked well in the 2021/2022 academic year and will continue in the future. These occurred as 5 separate year-level studio “Convos” to discuss plagiarism, mental health, respect, racism and anything other pressing topics; and were also an opportunity to talk about the meaning and impact of the Studio Culture Document. Additionally, the majority of our faculty are active participants in the world of practice and are here to impart their knowledge and cultural experiences to the students whom they teach.

Our Integrity and Accountability Code is anchored to USC’s Six Unifying Values and aligns our everyday decisions with the institution’s mission and compliance obligations. At USC, our six unifying values of Integrity, Accountability, Open Communication, Well-being, Diversity, Equity & Inclusion, and Excellence support our university’s mission and guide our behaviors – the way we engage with ourselves and our community – to create our Trojan culture. When we embrace these values together as faculty, staff, and students we build a culture that instills trust, reinforces ethical decision-making, and provides a strong foundation to live out our mission to develop human beings and society as a whole through the cultivation and enrichment of the human mind and spirit.

Changing our culture is about:
- Enhancing institutional trust
- Supporting open communication and respect
- Reinforcing ethical decision-making
- Fostering positive and diverse cultural perspectives
- Anchoring our behaviors in foundational guidelines that support our mission

HOW WE DO IT

B. Arch Curriculum

The following are a few examples of how we address these cultural values.
- INTRODUCTORY SEMINAR: The ARCH 114, Architecture Culture and Community investigates the role of architecture as a cultural product linked to a variety of external socio-political spheres that shape the built and natural environment. Students develop an awareness of design as a collaborative process and address issues of environmental sustainability, social responsibility, human behavior, diversity, and community. This course sets the standards for citizenship that we deem of value within our school as well as outward facing. Because we feel that these elements are important, the course has evolved and has gone through recent updating in order to stay aligned with current interests and cultures.

- COURSEWORK: The Studio Culture Document extends into all of the studio courses as well as seminars and is actively reinforced by each faculty member. There are many studio exercises which promote the learning and teaching of culture and respect. These include team/collaborative projects, and reviews where students express their own cultural backgrounds, learn to collaborate/share and become active listeners. Field study, studio lectures, mini-charrettes are some of the many ways students learn how to work in studio, in seminars and in groups. The foundation studios have assigned Class Assistants (CAs) who are upper division students (4th year, 5th year or graduate students) and are able to deliver useful advice or lead by example. Lower-level students learn a tremendous amount from the exposure to other students at different levels.

- CROSS-OVER STUDIO VISITS: Several mentorship events are organized by studio faculty where first year undergraduate students visit the studios of the ARCH 500AL, Comprehensive Architectural Design and ARCH 502AL, Architectural Design V course students on separate occasions. Upper class students presented their work to individual lower division students to show them the benefits of a positive learning environment.
These full-studio visits are scattered through the semester. Making the connection between the various years at our school has shown to be hugely influential and aspirational for our students. It also lays groundwork for a future of networking and establishing early contacts.

- **OFF-CAMPUS STUDIES:** We have a robust set of study abroad programs which offer a vast range of cultural exposures and experiences. Study abroad opportunities offer ways to learn from other cultures and languages, while being immersed in cultural histories which have contributed to innovation and optimism. The ARCH 406, Global Studies: Topics in Architecture, Urbanism, History and Art course prepares the students with a background in the local culture, politics, language, food and protocol, as well as how to behave properly while in foreign countries and students are asked to read thoroughly and sign contracts of proper behavior when traveling. The traveling can be tough at times and character-building for the students. Oftentimes, they return from their travels with newfound respect, confidence and habits that they are able to practice and share upon their return to campus.

**M. Arch Curriculum**

The following are a few ways we address these cultural values:

- **COURSEWORK:** The Studio Culture Document extends into all of the studio courses as well as seminars and is actively reinforced by each faculty member. There are many studio exercises which promote the learning and teaching of culture and respect. These include team/collaborative projects, and reviews where students express their own cultural backgrounds, learn to collaborate/share and become active listeners. Field study, studio lectures, mini-charrettes are some of the many ways students learn how to work in studio, in seminars and in groups. The foundation studios have assigned Class Assistants (CAs) who are upper division students (final year graduate students) and are able to deliver useful advice or lead by example. Lower-level students learn a tremendous amount from the exposure to other students at different levels.

- The M. Arch program intends to learn from the success in the undergraduate program’s studio-level conversations between students, faculty, directors, and the Diversity and Inclusion Liaison. These discussions will target graduate level concerns with studio and learning culture.

- **SYLLABI** are documents where course parameters such as assignments, procedures, and assessments are housed, and which professors usually spend the first day of class reviewing, remains an important course communication tool. It is also a unique opportunity for faculty to lay the ground rules for classroom culture that is a positive and respectful environment that encourages optimism, respect, sharing, and engagement. Class participation and engagement are always listed as required grading criteria in all of our courses. Many faculty utilize the syllabus as an opportunity to define classroom cultural expectations and etiquette. You can find examples of syllabi excerpts in the PC.7 M. Arch Primary Evidence document.

- **ALTERNATIVE INSTRUCTION METHODS** that diverge from the traditional frontal lecture, seminar, studio, jury format are a critical way that learning and teaching culture are enhanced at USC. Methods such as peer reviews, group projects, encourage student participation, engagement and peer critique. You can find some examples taken from courses that employ these methods in the PC.7 M. Arch Primary Evidence document.

- **SLACK WORKSPACE** is a virtual workspace and messaging platform that allows students and faculty to work in dedicated virtual spaces called channels where they can send messages, participate in group conversations, and exchange files & links. Originally instituted as a means to extend studio culture into the virtual realm during the COVID-19 pandemic, it was so successful in connecting our students and faculty in a meaningful way that we continue to leverage the Slack workspace as a virtual extension of our
physical studio culture. You can find more details about how we use this platform in the PC.7 M. Arch Primary Evidence document.

Extracurricular Experiences
Supplemental opportunities enhance and enrich the learning and teaching of culture and respect outside of the classroom. Exhibitions of Student Work are key components of the learning environment that offer students the opportunity to see the work of other students and other years as part of their learning experience. Recent exhibitions include “The Blueprint 2022” an exhibition illustrating the dynamic range of graduate work produced by students & recent alumni in the M. Arch and MLA programs, and “EXPO 2022” the annual end of year exhibition that showcases the thesis design projects. You can find out more about these exhibitions in the PC.7 M. Arch Supplemental Experiences document.

The Student Services office in the School of Architecture is a tremendous resource for our students. They provide much-needed guidance on class selection as well as field problems that students might have outside of class. Oftentimes, students are seeking their advice on all types of things ranging from housing, disputes with peers, where to find more funding or how to work with their partners. Our team is made up of active listeners, well-informed advisors, positive problem-solvers and mindful leaders. They plan all types of events for the students from ice cream socials to wellness activities (yoga, etc.) to ice-breakers to graduation events. Students get a tremendous amount of guidance from our staff.

Other supplemental experiences that support learning and teaching culture include Class Assistants, Student Organizations (See PC6 for a full list), the USC Graduate Architecture Studio Buddies Program, and various mentorship programs. You can find out more about these opportunities in the PC.7 M. Arch Supplemental Experiences document.

Assessment
Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

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.

PC.8 Social Equity and Inclusion
Program Response:
OUR APPROACH
The USC School of Architecture is located in one of the most diverse cities in the U.S., bordering the historically Black neighborhood of West Adams and the significantly disadvantaged neighborhoods of South Los Angeles. The USC School of Architecture strives to be a diverse, equitable and inclusive space where students and faculty are immersed in the diverse cultures of our region and the world. The School’s approach to and affirmation of diversity, equity and inclusion is centered on the role of students and faculty as Citizen Architects. The Diversity Equity and Inclusion (DEI) committee works with individuals across the School to develop programming and resources to support the School mission. The School’s DEI Liaison is a member of the Dean’s Cabinet working with staff, program directors and faculty members. From 2018 to 2022 the Dean acted as the financial manager of DEI programs and initiatives with programmatic support from the Diversity, Equity, Inclusion and Recruitment committee and staff.
Following the adoption of our comprehensive 5 year DEI plan in 2018 which contained over 50 specific sub tasks, the responsibility for implementing these tasks was primarily shared by the Dean, the DEI committee chair, the Associate Deans of Academic Affairs, the Executive Director of Student Services and other school leadership. The Dean, the chair of the School DEI committee and the Executive Director of Student Services met on a regular basis to monitor progress on plan elements related to student recruitment, admissions, student well being, faculty training and the activities of the DEI committee. The Dean worked directly with the Assistant Dean for Advancement and the Assistant Dean for Finance and Administration and the Director of Pre-College programs on plan elements related to Alumni, the Board of Councilors and the A LAB programs.

Every spring the chair of the DEI committee has been responsible for developing an annual goals statement submitted to the Dean which included opportunities to reflect on the accomplishments of the past year, and to define goals for the upcoming academic year related to diversity, equity, inclusion and student recruitment. In the fall of 2022 the DEI committee will develop the School’s second 5 year plan to continue the successful work of the last five years, identify new challenges and areas for improvement for the future and to better integrate the resources and initiatives available across the University. This draft plan will be discussed with candidates during the search for the next dean as a working draft. Priorities in the next plan will include increasing full time and part time faculty diversity, increasing graduate student scholarship resources and increasing and improving student academic support for first gen and transfer students. When the new dean is selected and comes on board the draft plan will be identified as an immediate priority and a time table for the Dean’s input and final publication will be determined, with the goal being the fall of 2023 at the completion of the current plan.

Principles
The School’s inaugural DEI plan established a set of principles to holistically guide the School:
- Leading by example with purpose driven research, design and fabrication for a more equitable future.
- Revising the canon of design to be anti racist and inclusive of BIPOC and LGBTQ+ communities in our teaching and research.
- Connect to diverse communities to develop, empower and leverage opportunities for research and learning via global studies in Europe, Latin America and the US.
- Commit to recruiting and educating a diverse student population that mirrors the diversity of our geography.

HOW WE DO IT
Curriculum and Course Content
The events in the spring and summer of 2020 prompted our faculty to discuss ways to create more inclusive course content. Our students delivered a comprehensive series of recommendations in the following areas:
- Development of an anti-racist learning environment across all courses in the School
- Faculty expansion to include people outside of Eurocentric practice and academia
- Develop a curriculum that challenges relationships to race and culture
- Engagement in design justice and restorative projects
- Equitable support for production and presentation materials
- Mandate DEI training for all faculty staff and students

The student recommendations were well received by the School faculty who have been working to implement them, especially in their course syllabi by including topics related to DEI issues, readings by DEI authors and about female/BIPOC architects or designers.
and case studies by female/BIPOC architects and designers. More material support has been provided by DEI funds for coursework and school culture is directed at Citizen Architect topics.

Each program director is responsible for the development of their own curriculum and the selection of part time faculty. Syllabi are developed by the faculty teaching each course and reviewed by program directors. Syllabi for new courses are reviewed by the School Curriculum Committee to provide guidance on meeting accreditation and degree requirements.

In the first few years of our DEI committee we discussed various recommendations to monitor course syllabi to attempt to encourage greater diversity and inclusion. Faculty pushed back, concerned that this approach could be a potential threat to academic freedom. In the spring of 2021 we developed an effective tool in the form of a benchmark survey of Diversity and Inclusion related to course content, readings and guests. The results of the survey were presented to the faculty in the summer.

The benchmark study surveyed faculty who reported the frequency or lack thereof in class readings, case studies, precedents and guest lectures by women and minorities. The survey also asked faculty to report their involvement in community service and pro-bono work on behalf of marginalized communities. The results of the study presented a transparent image of how diversity and inclusion has been incorporated into the syllabi and experiences of students in their classes across the School. Based on the responses received we found that most faculty are incorporating work by women in their courses but there is a great disparity in the volume of reading materials, precedents, case studies and guest lectures by people of color, native and indigenous people, LGBTQ individuals and people with disabilities.

All students in the School have the ability to register for courses offered by the four disciplines of Architecture, Landscape Architecture, Heritage Conservation and Building Science as electives or as part of minor degrees or graduate level certificates. This access provides them with the opportunity to experience a wider lens on the field of architecture taught by academics and professionals in related fields. The pool of faculty diversity is wider, and the perspectives more diverse.

**B. Arch. Curriculum**
Courses are structured to expose students to a range of issues related to diversity, equity and inclusion from site to social/communal fabric to historical constructs. To immerse students in a deeper understanding of cultural diversity and how it is directly linked to the deeper structures of architecture both intellectually and physically:

- **ARCH 114, Architecture Culture and Community** investigates the role of architecture as a cultural product linked to a variety of external influences that shape the built and natural environment. Students develop an awareness of design as a collaborative process and address issues of environmental sustainability, social responsibility, human behavior, diversity, and community.

- **ARCH 314, History of Architecture Contemporary Issues**, encourages/teaches analytical and critical thinking skills within a contemporary context of momentous cultural shifts - such as Black Lives Matter and #MeToo. The course focuses on a deeper understanding of the critiques leveled at Modernism and its deleterious effects on social and communal fabrics. The deeper canonical and structural hierarchies of white/male/eurocentric power and suppressed/minority voices are explored as well.

- **ARCH 302A, Architectural Design III** studio explores cooperative housing within a disadvantaged neighborhood near USC. Students learn that architecture can contribute to and enhance communities and neighborhoods through the design of parks, local amenities, and by resisting market housing and gentrification.
- **ARCH 302B, Architectural Design III** spring studio continues this work with the design of a community center in underserved neighborhoods. Students are tasked with specific local research and community understanding to underpin their designs.

- **ARCH 500, Comprehensive Architectural Design** studio synthesizes a range of subject matter including a challenging urban site in low-income neighborhoods and diverse set of under-represented user groups.

See [PC.8 B.Arch Supporting Courses](#) for additional courses contributing to PC.8

### M. Arch Curriculum

- **ARCH 514A, Global History of Architecture I & ARCH 514B, Global History of Architecture II** offers coverage of the built environment of the indigenous architecture of Africa, the Americas, Asia, Europe, and the Middle East, analyzed as products of social, cultural, religious and political forces.

- **ARCH 561, Architectural Themes and Case Studies** broadens the understanding of urban form as cultural expression that is architecturally contested and appropriated, using comparative example from across the world. As a result, the course exposes students to the praxis dimensions of shaping the city architecturally – as both process and product, and across societies and cultures.

- **ARCH 562, Architectural Themes and Case Studies** naturally fosters intellectual inclusion through a global outlook and a careful selection of case studies and readings encompassing Europe, Asia, Africa, North, Central and South America as a way of helping deepen students' understanding of diverse cultural and social contexts.

- **ARCH 563, Contemporary Architectural Theory** furthers and deepens students' understanding of themes central to contemporary discourses around social equity and inclusion by exposing students to practices formerly considered as ‘marginal.’ Lectures and readings highlight recent developments in architectural thinking and making as they relate to disability, sexuality, race and gender.

- **ARCH 505AL, Graduate Architecture Design I, ARCH 505BL, Graduate Architecture Design I, ARCH 605AL, Graduate Architecture Design II, and ARCH 605BL, Graduate Architecture Design II** are core design studios where students are given project briefs that deal with urban sites in diverse communities, and are asked to research their sites and the needs of the community in which they exist.

### DEI Highlights 2018 – 2022

- Faculty participation with [USC Race and Equity Center](#) provided training and education on racial equity, classroom interactions, reducing implicit bias in searches and hiring, reducing abuse of power, and navigating campus racial conflicts. And [USC’s Diversity, Equity and Inclusion](#) website provides ongoing updates and news from across the University.

- International Women’s Day Event continued our efforts to increase the quality of wiki entries for women in design fields, a panel discussion with LA AWA president Toni Lewis and presentations by USCSA women faculty.

- Grad Inclusion Workshops: Listening session, practice panel and virtual background competition to build stronger bonds between students and demonstrate the importance of diversity and inclusion in practice.

- East Los Angeles College Teaching Assistants providing opportunities for M. Arch. students to teach in diverse student populations.
• Annual Student and Faculty Diversity Equity and Inclusion Awards for outstanding work in faculty teaching that engages DEI issues and student achievement.
• Success in advancement work to fund A-LAB Pre College Program
• Full year of Citizen Architect Fellows Program and A-LAB instruction
• USC partnership with the Getty Research Institute acquires Paul Revere Williams Archive
• Board of Councilors expands presence of women and minority members
• Success in reaching targets for Undergraduate admissions of Latinx students
• Student, Staff and Faculty forums to discuss anti-racism summer of 2020
• Student participation in the 2021 Design Futures Forum
• Dean Curry participated in first annual USC Juneteenth Celebration 2021

**Lecture Series**
We were well into the implementation of our five year DEI plan when the events of 2020 presented unanticipated experiences and opportunities. External events such as the murder of George Floyd and the rise of the Black Lives Matter movement accelerated and enhanced some of the plan’s objectives, while others have been slower to be realized. Prior to the summer of 2020 our progress was primarily in areas that could be effectuated by the Dean and school leadership. Our school staff increased as did the composition of our Board of Councilors and the School lecture series. Students were introduced to a wide range of speakers representing women, people of color and others with minimal representation in the profession and academia. Speakers included: Margarita Jover, Urban Designer Barcelona; Ana Dyson CASE; Sharon Egretta Sutton FAIA; Walter Hood, Landscape Architect; Amanda Williams Architect; Brent Leggs, National Trust for Historic Preservation; Jennifer Newsom Film maker; Dr. Hossiein Rezai; Jun Sato; Dolores Hayden Historian, Liz Ogbu Urbanist; Vivek Shanda, Portland State University; Rahul Mehrotra, RMA Architects; Deborah Weintraub, Chief Deputy City Engineer Los Angeles.

**Student Support**
The USC Architecture Guild, a group of alumni and other supporters who provide resources and support in many forms to our school created a DEI sub committee and raised funds for students undergoing financial stress. The DEI committee has organized workshops and worked with staff and students to plan events to provide anti-bias workshops, to celebrate International Women's Day, and to address issues related to cultural inclusion amongst our students who come from around the nation and the globe.

In the spring of 2020 and the fall of 2021 we worked with our student organizations to hold a series of town hall meetings in which students could discuss issues related to racial justice, COVID and other impacts to well being. Our goal was to create spaces in our community where students would feel comfortable and empowered to talk about ongoing events.

**Faculty Diversity**
A diverse faculty has the potential to provide students with deeper understandings of the wide range of social and cultural contexts in our region, global studies locations, resources utilized in all courses and events that shape our work. Our school continues to build a diverse faculty across the School. In 2018 Dean Curry initiated multiple tenure track faculty searches which resulted in hiring of five women and one man. All of these faculty members have brought unique perspectives and interests in social justice to our school. Since 2020 we have hired 33 new part-time faculty, of which 27 are BIPOC or female.
Full-time faculty applications are reviewed by the Dean, the DEI Committee chair and other program directors. Part time faculty applications are reviewed by the DEI Committee chair and other program directors. All faculty positions are advertised on our University website and we encourage program directors to cast a wide net in their searches. Our DEI committee recently authored faculty search guidelines to assist search committees and program directors in evaluating candidate’s experience and potential to add new perspectives and diverse life experiences to the School.

**Assessment**
Consolidated assessments for narratives are found in the [B. Arch NAAB Criteria Assessment Plan](#) and [M. Arch NAAB Criteria Assessment Plan](#). Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative 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.

#### SC.1 HSW in the Built Environment
**Program Response:**

**OUR APPROACH**
The education of human health, safety and welfare, as it relates to the built environment, combines building science, professional practice, environmental systems by gaining knowledge of how social spaces are intimately tied to our well-being societally. USC’s deep history overlaps building sciences and design, with a particular emphasis on environmental systems and positions our overall approach to teaching toward producing “Citizen Architects” who are versed in the understanding that architecture houses people and therefore must make healthy and safe spaces. We believe in the positive overlaps between more aesthetically driven design agendas and the desire to make healthy and safe environments. This is most evidenced by the strategic links between particular studios and courses which allows for both a broad and comprehensive investigation through design. Our course curriculum for the B. Arch. and the M. Arch. programs are heavily geared towards a comprehensive approach to the effects that architecture has on well-being and safety. Studios and other courses work on a variety of scales and contexts (both cultural and physical) to present students with a wide range of investigations and learning opportunities.

**HOW WE DO IT**

**B. Arch Curriculum**
There is a purposeful emphasis on the effects of architecture on people from the perspectives of health, safety and welfare which can be found in most of our courses. The following describes how we do it in our B. Arch. program.

- [ARCH 525, Professional Practice: Pre-Design, Project and Office Administration](#) is a course that covers safety and welfare directly, Project and Office Administration works on teaching the content of the profession related to safety and well-being, including questions of ethics, design process and project management during construction. More
information on this course can be found under SC.2 Professional Practice section of this APR. Students take this course in the spring semester of their fourth year.

- **ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation** is taken in their final year. It is in this course where students put into practice their learnings on safety and learn the standards of representation and communication in the development of a set of construction documents. Further discussion and exposure to terminology commonly used in the profession exposes students to yet another perspective on the responsibilities of architects.

- **ARCH 215, Design for the Thermal and Atmospheric Environment** introduces students to the value of thermal comfort as a necessity for human wellness as well as a right for equal access to healthy environments. It is an essential element for livelihood in some locales.

- **ARCH 315, Design for the Luminous and Sonic Environment** treats light and sound as critical components of health. The importance of natural daylighting and broad visual color spectrum are essential to human wellness. And, the prevention of noise pollution is now becoming a priority in many environments.

- The fifth year **ARCH 500AL, Comprehensive Design V studio** works to integrate and synthesize a range of issues related to health, safety, and well-being. The design of a mid-rise wood structure lends students a particular material system to explore structure and material safety related to both vertical/lateral loads and fire. The design of building envelopes is driven by passive measures and the desire to reduce energy consumption by thermal systems. The overall well-being and health of users is explored through ventilated air, access to natural light, and an understanding of the effects of orientation and envelope on internal temperature and climate. See explanation and links for ARCH 500AL demonstration in file SC.1 B. Arch Primary Evidence.

Health Safety & Welfare is an omnipresent issue in architecture on a secondary content level in supporting courses and as a result is at least referenced in every course. In many courses the core content does not address Health Safety & Welfare directly, but rather indirectly as a driving influence, consequence, or byproduct of the courses core material. Please see SC.1 B. Arch Supporting Courses for a listing of courses and links to further evidence.

**M. Arch Curriculum**

Perspectives of health, safety and welfare which can be found in most of the M. Arch. courses. In some instances this part of the core content of the course, in others it is secondary content that is covered tangentially. The following list is the primary core content.

- **ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation** is the second in the series of professional practice required courses, and is where students put into practice their learnings on safety and learn the standards of representation and communication in the development of a set of construction documents. Further discussion and exposure to terminology commonly used in the profession exposes students to yet another perspective on the responsibilities of architects. The introduction and reintroduction of the demands of those authorities having jurisdiction over the projects is an ongoing subject and topic of discussion. See SC.1 M. Arch Primary Evidence for descriptions and links to relevant content.

- **ARCH 575A, Systems: The Thermal Environment**: The Thermal Environment addresses health and safety through lectures focusing on risks related to extreme heat and other risks associated with climate change, lectures focusing on Indoor Environmental Quality (IEQ) and impacts of building resource consumption (local and global). See SC.1 M. Arch Primary Evidence for descriptions and links to relevant content.

- **ARCH 575B, Systems: Luminous and Auditory Phenomena in Architecture** covers topics of lighting, acoustics and building systems. The fundamental scientific principles
governing light and sound in the built environment will be examined in the context of human physiological, psychological and biological needs. The course exposes students to design for end-user comfort through the examination of emerging metrics for daylight sufficiency, visual and acoustic comfort. For examples of how this course achieves this See SC.1 M. Arch Primary Evidence.

- **ARCH 605BL, Graduate Architecture Design II** - Comprehensive Design works to integrate and synthesize a range of issues related to health, safety and well-being. The design of a mid rise wood structure lends students a particular material system to explore structure and material safety related to both vertical/lateral loads and fire. The design of building envelopes is driven by passive measures and the desire to reduce energy consumption by thermal systems. The overall well-being and health of users is explored through ventilated air, access to natural light, and an understanding of the effects of orientation and envelope on internal temperature and climate. Emphasis is placed on the design of biophilic spaces to improve well-being and the health of users. This course offers students and acute awareness of the relationship between the built environment and health and welfare through studio assignments and lectures. For a listing of relevant content please see SC.1 M. Arch Primary Evidence.

- **ARCH 611, Advanced Building Systems Integration.** See SC.1 M. Arch Primary Evidence for descriptions and links to relevant content.

Health Safety & Welfare is an omnipresent issue in architecture on a secondary content level in supporting courses and as a result is at least referenced in every course. In many courses the core content does not address Health Safety & Welfare directly, but rather indirectly as a driving influence, consequence, or byproduct of the courses core material. Please see SC.1 M. Arch Supporting Courses for a listing of courses and links to further evidence.

**Extracurricular Experiences**

There are a range of supplemental experiences which enhance, and enrich the learning and teaching of health, safety, and welfare. Some of these include faculty research, guest speakers, and symposia focused on health and wellness. Here are a few recent examples:

- **“Design for Wellbeing and Resilience”** was the theme for the 2022 USC Architecture Research Symposium which provided an opportunity for architects, artists, community organizers, landscape architects, designers, technologists, planners, historians, and critics to share innovative solutions that advance human wellness, and environmental and social resilience in the built environment.

- **“Catalytic Community Space”** was the challenge for the 11th annual USC Architectural Guild’s Design Charrette. This year’s challenge for fourth-year, fifth-year, and graduate students was two-fold: it required a reflection on our current time by designing a facility that initially serves as a community-based temporary healthcare pop-up to provide Covid-19 testing or vaccination. And then, to design for the ultimate goal of the building or landscape as it would be repurposed into a community amenity for the post-Covid world.

- The **“Human-Building Integration Lab”** is in the Building Science Program in the School of Architecture at the University of Southern California. Directed by Professor Choi, HBI Lab is conducting quality research focusing on comprehensive study of advanced building technologies and design to promote building performance in energy efficiency, net zero energy, indoor environmental quality (such as thermal, air, acoustic and lighting conditions), occupant health and productivity.

- **Public lecture by Sara Jensen Carr**, Assistant Professor of Architecture and the Program Director for the Master of Design in Sustainable Urban Environments at Northeastern University. Her work and research on the connections between urban landscape, human health, and social equity has been
recognized by the Graham Foundation, the Mellon Foundation, and San Francisco Planning and Urban Research, among others. She is the author of "The Topography of Wellness: How Health and Disease Shaped the American Landscape".

- The "Project Heroe Research Initiative" is an interdisciplinary task force comprised of architects, consultants, medical experts, contractors, and USC Architecture students and recent graduates that aims to find a built solution to prevent future COVID-19-like outbreaks. Spearheaded by USC Architecture alumnus David Swartz (M. Arch '89), and developed in collaboration with architecture firm HLW and USC Keck School of Medicine, Project Héroe will study how COVID-19 can help identify infrastructures that will thwart future pandemics and allow people to interact unhindered by social distancing.

- "Spaced Out" was a juried design competition at the School of Architecture that challenged students to reimagine the future of collaborative work environments in light of COVID-19. In their proposals, students were to consider their project’s cultural impact on our community, innovatively use materials and technology, and value transdisciplinary thinking in order to create a strong sense of design synergy. While the primary focus was to provide a dynamic space for studying and working at USC, proposals for spaces that foster socially vibrant work and study environments, as well as critical guidance for designs that contribute to the well-being of users, were also encouraged.

**Assessment**

Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, "Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes" for the context of the per-narrative assessments.

**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.

**SC.2 Professional Practice**

**Program Response:**

**OUR APPROACH**

Our goal is to educate students to effectively contribute to the practice of Architecture through an interactive method of learning towards the integration of design, documentation and industry standards. We achieve our objectives by offering a two-course sequence to both our undergraduate and graduate students, utilizing identically numbered courses. Students in both programs are combined in the first class of the sequence: ARCH 525: Professional Practice: Pre-Design, Project and Office Administration to ensure a uniform education. The second course, ARCH 526: Professional Practice: Legal and Economic Context, Project Documentation, requires more tutelage on preparing construction documents, hence the M. Arch and B. Arch students are separated into two parallel and identical courses. For this reason, the following narrative applies to both B. Arch and M. Arch programs.

It should be noted that since the 2014 NAAB visit to USC, two new editions of “Procedures for Accreditation and Conditions for Accreditation” have been issued. The faculty involved in the professional practice courses, through related activities directly with NCARB and by association with the NAAB, has periodically updated these courses to comply with the current Procedures and Conditions. In short, these two courses have kept pace with the NAAB updates over the past several years and comply, as required, with the current 2020 edition.
HOW WE DO IT

B. Arch and M. Arch Curriculum

ARCH 525: Professional Practice: Pre-Design, Project and Office Administration and ARCH 526: Professional Practice: Legal and Economic Context, Project Documentation both develop marketable skills and core competencies, while focusing on the ability to practice architecture in the current workplace. Our intention is to help students thrive as the profession evolves or their career choices change. Building on feedback from the last accreditation visit, the two courses have evolved to reflect current issues (Champlain Tower Collapse/How Concrete Behaves, and the ethics and aesthetics of Munger Hall at UCSB), recent changes in construction case law, and updates to the Architects’ Practice Act. There are opportunities to become aware of how ethics and architecture are intertwined by examining the seemingly endless parade of City Hall scandals involving the lining of pockets of government office holders by developers and the complacency of authorities having jurisdiction over projects. Ethics are examined at all levels of involvement on an ongoing basis.

ARCH 525 and ARCH 526 are taught by veteran teachers sharing like-minded approaches to the subject matter. Being nimble and not burdened with traditional studio preconceptions, the courses are designed as works-in-progress. Drawing from a considerable pool of talent, held by a diverse cohort of experts in the Los Angeles region, guest speakers are among the most qualified and experienced in their fields. As part of most guest lectures, our instructors orchestrate a dialogue between instructor and speaker requiring the involvement of students.

These two professional practice courses together with two studio courses in each program build a strong foundation for our students to fully understand the expectations of our profession. While ARCH 525 and 526 cover the inner workings of what an architect might have to deal with, the two studio courses provide an opportunity for the student to demonstrate the integration of these lessons into their design. The first of the design sequence, Integrative Design, ARCH 302BL, Architectural Design III for the B. Arch. program and ARCH 605AL, Graduate Architecture Design II for the M. Arch. program and the second of the sequence is Comprehensive Design, ARCH 500AL, Comprehensive Architectural Design for the B. Arch. program and ARCH 605BL, Graduate Architecture Design II for the M. Arch. program. The resulting project from their ARCH 500 or ARCH 605b studio is then the basis for the development of construction documents for the ARCH 526 course.

In addition to designing projects and preparing sets of drawings, writing and speaking effectively are also stressed in the courses. This goal aligns with the 2014 “Procedures for Accreditation and Conditions for Accreditation” which states: “Professional Communication: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.” Based on recent surveys of professionals, the ability to write and speak effectively are largely overlooked within the discipline, while being highly prized within associated professions and beyond. The syllabus for each course outlines subject matter not as stand-alone lessons but rather chapters in a narrative introducing the simple idea that there is much more to a life as an architect than the limited, preconceived notion with which they arrived in these courses. See explanation and links for ARCH 526, ARCH 500AL and ARCH 605B demonstrations in file, SC.2 B. Arch Primary Evidence.

See also SC.2 M. Arch Supporting Courses for a listing of additional course that support PC.2.

ASSESSMENT

Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative 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.

SC.3 Regulatory Context
Program Response:

OUR APPROACH
USC has built its identity around training practicing architects who aspire to be leaders in the field of architecture. While we are design driven and understand ourselves as part of the experimental field of architecture in Los Angeles, we deeply value the constraints and regulatory frameworks which ultimately play a heavy role in shaping architecture. This is to say that we believe that the practice of architecture begins in architecture school. Being an architect is fundamentally seeking a balance between design/aesthetic explorations and the “constraints” of fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States. We actively encourage our faculty and students to seek out what is often considered to be the pre-design portions of a project and elevate it into new and speculative levels so that it can inform the final outcome and improve buildings, sites and cities. This framework allows us to view regulatory principles and constraints not just through a pragmatic lens, but as things to engage, research and explore as core design work. The value we place around constraints as being “productive and positive” vs “pragmatic and negative” is established in our programs as a core intellectual and programmatic pursuit. The studio course sequence is the primary curricular path for students to learn and explore the design related principles of regulatory frameworks as it pertains to life safety codes, zoning laws, and building codes. Within particular studios, there are particular emphases. In adjacent lecture and seminar courses, there is more of an emphasis on understanding the legal frameworks, motives and processes of review that relate to and condition the physical design. Faculty in the primary courses are practicing architects and academics—bringing a wide range and depth of experience to the students.

HOW WE DO IT
B. Arch. Curriculum
Although regulatory context is taught throughout our curriculum in studios and in seminars in a holistic manner, it is most evident and precisely taught in the following courses.

- The adjacent and complementary professional practice courses ARCH 525, Professional Practice: Pre-Design, Project and Office Administration and ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation work to reveal a more comprehensive understanding of regulatory principles and the governmental review process. ARCH 525 is offered in the spring of fourth year and goes deep into site analysis and zoning, budget formulation focusing on the architect’s responsibilities toward understanding regulations and their associated review processes. ARCH 526 course is offered in the fifth year (see below). A more comprehensive understanding of these two courses can be found in SC.2 Professional Practice.

- The ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation course teaches the laws and regulations that affect the practice of architecture and building economics. Students produce example design development drawings with regulatory concerns integrated into the documents. Here, they learn the nomenclature of these topics and the importance of incorporating these regulations into construction documents.

- The combination of the comprehensive studio and professional practice courses focus on this content with a deeper understanding of the motivations and rationale for codes/regulatory reviews. ARCH 500, Comprehensive Architectural Design studio uses mid-rise heavy timber frame as the design problem while more specific regulatory content is introduced including the life safety of heavy timber frame building codes, more complex
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SC.3 Regulatory Context

exiting requirements, zoning envelopes in a dense urban context, and fire suppression systems. In the ARCH 500AL, students learn to understand, evaluate and demonstrate their understanding of 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, through their course work. For information on relevant 500AL content see SC.3 B. Arch Primary Evidence.

ARCH 411, Architectural Technology is where students get a deeper understanding of life safety and regulations in structures, assembly systems and material selection. More information on this content can be found in SC.3 B. Arch Primary Evidence.

B. Arch. Supporting Courses
While the courses above carry the most significant load in regards to Regulatory Context, other courses are critical to the overall composition of the Regulatory topic throughout the program. ARCH 211, Materials and Methods of Building Construction, ARCH 213AG, Building Structures and Seismic Design, ARCH 213BG, Building Structures and Seismic Design, ARCH 313, Design of Building Structures, ARCH 215, Design for the Thermal Environment, ARCH 315, Design for the Luminous and Sonic Environment, and ARCH 302BL, Architectural Design III are all strong contributors to the constellation of courses addressing this topic. Please see SC.3 B. Arch Supporting Courses for descriptions and links to further evidence.

M. Arch. Curriculum
The first year of core studios and related coursework sees more of an emphasis on fundamentals, abstraction, visual communication and social frameworks. Issues of codes, regulations, and laws are discussed informally, but are not part of the formal curriculum. However, as students enter the second year of the program, these issues are discussed at length and in great detail as part of the core content of the curriculum. Lessons on the importance of codes and regulations and their impact on design is taught in most technical courses as well as the ARCH 605BL integration and comprehensive studios

ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation course (the second in a sequence following ARCH 525, Professional Practice: Pre-Design, Project, and Office Administration) teaches the laws and regulations that affect the practice of architecture and building economics. Students produce design development drawings with regulatory concerns integrated into the documents. Here, they learn the nomenclature of these topics and the importance of incorporating these regulations into construction documents. The course requires that the student demonstrate within the collection of documents being prepared, compliance with the foundational regulatory requirements and identify both the requirements and how the design complies. Evidence is provided in the assignments/homework and in the Final Project. See SC.3 M. Arch Primary Evidence for assignments relevant to regulatory context.

ARCH 605BL, Graduate Architecture Design II - Comprehensive Design Studio uses mid rise heavy timber frame as the design problem while more specific regulatory content is introduced including the life safety of heavy timber frame building codes, more complex exiting requirements, zoning envelopes in a dense urban context, and fire suppression systems. Students learn to understand, evaluate and demonstrate their understanding of 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, through their course work. See SC.3 M. Arch Primary Evidence for lectures and assignments relevant to regulatory context.

ARCH 611, Advanced Building Systems Integration, ARCH 611 is the required companion course to ARCH 605B studio, providing supplementary material in support of
the program’s Regulatory Context goals. See SC.3 M. Arch Primary Evidence for examples of relevant content.

M. Arch. Supporting Courses
While the courses above carry the most significant load in regards to Regulatory Context, other courses are critical to the overall composition of the Regulatory topic throughout the program. ARCH 511 Building Systems: Materials and Construction, ARCH 523AL, Structural Design and Analysis, ARCH 523BL, Structural Design and Analysis, ARCH 575A Systems: The Thermal Environment, ARCH 575B, Systems: Luminous and Auditory Phenomena in Architecture, and ARCH 605AL Graduate Architecture Design II are all strong contributors to the constellation of courses addressing this topic. Please see SC.3 M. Arch Supporting Courses for descriptions and links to further evidence.

Extracurricular Experiences
There are a range of supplemental experiences which enhance, and enrich the learning and teaching of regulatory principles and processes. Lectures by practicing architects offer students a view into the reciprocal work of design and regulations. Field trips to sites/projects and professional offices expose students to real world instances of the effects regulation has on safety and construction systems. The School also hosts workshops and symposia oriented around these themes.

Assessment
Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

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.

SC.4 Technical Knowledge
Program Response:

OUR APPROACH
Technical knowledge is tied to our emphasis on the development of “Citizen Architects” who are geared toward the practice of architecture and having a strong competency in understanding the constructive systems of buildings. This is not only at a pragmatic level of proficiency but at a conceptual and historical level. The discipline of architecture is largely constructed around the idea of tectonics and the assembly of parts to form a whole. As we teach technical and constructive systems, we also want students to learn fundamental origins, material processes, historical development and genealogies.

Our school’s history has a strong technical research and knowledge base which is connected to the building sciences. We believe that every great idea needs equally considered technical rigor to underpin the making of crafted and intelligent design. As a major component of integrated systems, technical acuity, awareness and skill is developed across a group of interrelated courses. Starting in the core studios and required technical courses, students develop fundamental understandings of architecture as a deeply technical discipline and body. This “technical body” is taught as something that is malleable and flexible in terms of how it is constructed through materials and how it might express a range of material systems. Utilizing both studios and lecture/seminar modes of teaching, certain courses become linked together such that content can be explored at different levels while information is transferred. As students progress, technical issues become more specific and focused.
HOW WE DO IT

B. Arch Curriculum

The education of technical knowledge initiates in the second year of the program and culminates in the fifth year studio or ARCH 500AL. Like many other aspects of the curriculum, we have devised this education to be cumulative and sequential. Students learn to build on their education by first learning the basics of technology in buildings. In third year ARCH 302BL students get their first exposure to the broader understanding of the complex relationships between building systems. With those experiences under their belt, students in their fifth year complete ARCH 500AL, a comprehensive design studio, with a deeper understanding of the various systems and how to integrate them together. As they go through this sequence, their education is paralleled with technical seminars that examine some of those building systems such as structures, thermal comfort and materials/methods in much greater depth.

- **ARCH 302BL, Architectural Design III** studio works on the integration of architectural design with building systems, emphasizing the material (structure and enclosure). The comprehensive design project requires students to integrate the technical requirements learned to date into architectural design. Projects provide for structural integrity, for ventilation, heating and cooling (both natural and mechanical), for natural and artificial lighting, and for acoustic amenity.

- **ARCH 500AL, Comprehensive Architectural Design** studio sees the various aspects of technical consideration synthesized into one project within a specific focus on mid-rise heavy timber construction. It is here that all parts of their technical education are being integrated into their design projects. In our recent versions of this course, the assembly of tectonic parts serves as a platform to explore wood as a tectonic system of assembly. The various surfaces of architecture from exterior to interior are explored with technical emphasis to work on environmental separation, water resistance, insulation, appearance, and the joinery of layers. Within this complex fully realized project, environmental systems—both active and passive are designed to integrate with walls, floor and ceilings. Building envelope is explored as a technical set of components with differing purposes and intents. Building design is assessed economically as a lens for students to understand the cost implications of certain technical decisions. In ARCH 500 students learn to understand, evaluate and demonstrate their understanding of 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, through their course work. See explanation and links for ARCH 500AL demonstrations in file, SC.4 B. Arch Primary Evidence.

The following required seminars are intended to provide the technological knowledge to the students and deliver the necessary education for students to incorporate that knowledge into intelligent designs:

- **ARCH 215, Design for the Thermal and Atmospheric Environment** introduces concepts related to energy exchange through material spaces and layers within the context of climate change with the aspiration of working toward a sustainable future. Through the semester, students discuss and review basic concepts of sustainability, gaining an understanding of climate appropriate design, passive heating and cooling, and renewable energy systems. At the same time, through weekly readings and assignments, students use tools to help them understand, measure and design better buildings through an evaluative feedback process. ARCH 313, Design of Building Structures increases the specificity and intensity of the 213A/B sequence. Students learn to integrate theories and knowledge from basic structural analysis and construction materials courses into practical design solutions for contemporary building structures. Over the semester, students
analyze the structural characteristics of common construction materials, i.e., wood, steel, concrete, masonry, and light gauge metal and learn to integrate structural elements into complete structural systems in modern buildings.

- **ARCH 411, Architectural Technology** is the locus of considering and integrating the thinking behind technical systems in architecture. Technology is presented not as a post-facto application enabling an architectural idea, but as one of many modes of concurrent thinking an architect must develop. This course promotes understanding the logics and details of construction technologies as they contribute to the production of architecture. Both conventions and emerging systems in building assemblies are studied to link technical considerations to design development. Focus on emerging technologies and concerns, along with proven techniques and means, will encourage awareness of all facets of constructional potentials. Students learn fundamental detailing principles, and implement those principles in order to test through making.

- **ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation** uses the professional service documents of the architect as a means to understand the communicative and legal framework for drawing and writing technical information related to building construction. This culminating view on the documentation that architects produce teaches students the legal implications of technical decisions.

### M. Arch Curriculum

A broad swath of courses, both design-related and more technically focused, occur during the second year (or first year for Advanced Standing students). The second year, as a whole, aggregates technical courses in structure, systems, materials and methods, and in studio, an integration of these elements with regulatory and life safety concerns to form an architectural outcome. **ARCH 605AL, Graduate Architecture Design II** in the Fall addresses systems integration, followed by **ARCH 605BL, Graduate Architecture Design II** where similar integration aspects are required, and brings focus to a particular structural typology. Many courses are primary contributors to technical knowledge. Evidence in support of PC.4 Technical Knowledge can be found on the [PC.4 M. Arch Primary Evidence] pages.

#### Required Technical Courses

The core curriculum of the M. Arch program at USC ensures that our students develop a solid foundation of technical knowledge and expertise.

- **ARCH 511, Building Systems: Materials and Construction** introduces students to a range of 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. For examples and explanations of how material is covered see the [PC.4 M. Arch Primary Evidence] pages.

- **ARCH 523AL, Structural Design and Analysis & ARCH 523BL, Structural Design and Analysis** teaches students to develop informed intuition for structural behavior and abilities of different structural systems for gravity and lateral loading including load path. Students gain an understanding of structural design choices based on materials and systems, develop capacity to layout out systems and approximate member sizes, understand integration requirements and roles of engineers and architects in building design, and appreciate the synergy of form, function and utility. See [PC.4 M. Arch Primary Evidence] pages for a list of lecture topics.

- **ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation** uses the professional service documents of the architect as a means to understand the communicative and legal framework for drawing and writing technical information related to building construction. This culminating view on documentation teaches students the legal implications of technical decisions. Starting with the technical knowledge acquired in
previous studio courses, ARCH 526’s technical drawing process, along with accompanying lectures, forces students to evaluate their technical decisions, and enforces the notion that the conveyance of technical ideas is as important as their concepts.

- **ARCH 564, Descriptive and Computational Architectural Geometry** requires students to produce work that requires high levels of computational knowledge. Students are required to submit digital instruments created to generate the aforementioned work. Requiring submission of instruments and technically complex work ensures that students have working knowledge of emerging digital technology architectural production methods and their relation to assemblies of building construction. This course requires students to create drawing sheets for a complex facade, emphasizing the reciprocity between the mathematics of geometry and assembly and systems requirements for contemporary construction means and methods.

- **ARCH 575A, Systems: The Thermal Environment** exposes students to the technologies and strategies used to control the indoor environment in contemporary buildings as well as the issues surrounding mechanical control of the indoor environment in a warming world. The course will cover the laws of thermodynamics, heat transfer and solar geometry in the context of building design and operation, as well as explore how diverse lived experiences and historical examples can be examined to question contemporary standards and expectations for thermal “comfort.” Examples of how this is achieved are listed on the PC.4 M. Arch Primary Evidence pages.

- **ARCH 575B, Systems: Luminous and Auditory Phenomena in Architecture** focuses on the technical systems for acoustics, lighting and buildings systems - there are homework assignments and/or exams that test comprehension and calculation skills. Some examples are listed on the PC.4 M. Arch Primary Evidence pages.

- **ARCH 605AL, Graduate Architecture Design II - Integration Design Studio** The focus of this integration studio is technical knowledge, expertise, and the skills necessary to wield those successfully. This studio takes a project through all the phases of design and documentation, with separate assignments addressing the issues particular to each phase. **ARCH 511, Building Systems: Materials and Construction** is required to be taken concurrently and is organized to offer very close support to this effort, with parallel assignments and exercises that expand upon or deepen the related studio assignments. Evidence documenting this focus is listed on the PC.4 M. Arch Primary Evidence pages.

- **ARCH 605BL, Graduate Architecture Design II - Comprehensive Design Studio** sees the various aspects of technical consideration synthesized into one project within a specific focus on mid-rise heavy timber construction. It is here that all parts of their technical education are being integrated into their design projects. In our recent versions of this course, the assembly of tectonic parts serves as a platform to explore wood as a tectonic system of assembly. The various surfaces of architecture from exterior to interior are explored with technical emphasis to work on environmental separation, water resistance, insulation, appearance, and the joinery of layers. Within this complex fully realized project, environmental systems—both active and passive are designed to integrate with walls, floor and ceilings. Building envelope is explored as a technical set of components with differing purposes and intents. Building design is assessed economically as a lens for students to understand the cost implications of certain technical decisions. In **ARCH 605B, Graduate Architecture Design II** students learn to understand, evaluate and demonstrate their understanding of 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, through their course work. Examples and explanations of assignments on the PC.4 M. Arch Primary Evidence pages.
- **ARCH 611, Advanced Building Systems Integration** exposes students to the technical requirements and constraints of structural systems, mechanical systems, and building envelopes. The course gives students insights into how to specify, draw, and detail various assemblies. Every single lecture and assignment in this course addresses this criteria, however, here are some specific examples of how this is accomplished can be found on the PC.4 M. Arch Primary Evidence pages.

**Elective Technical Courses for B. Arch. and M. Arch.**

In addition to the required coursework, there is a wide range of technical courses offered as electives that our students can take. In particular, this is achieved through the Building Science courses that we offer:
- **ARCH 472 Building Skins: Materials and Methods for Facades and Enclosures**
- **ARCH 518 Advanced Surface Tectonics: Methods in Material and Enclosure**
- **ARCH 572 Advanced Building Skins: Designing High Performance Facades**
- **ARCH 577 Lighting Design**
- **ARCH 579 Sustainable Building and Environment**

**Extracurricular Experiences**

There are a range of supplemental experiences which enhance, and enrich the more concentrated content of the courses related to technical understandings:

- **LECTURES:** Lectures both for the School at large and within particular courses offer some of the world’s foremost practitioners demonstrating real world examples of the effects of technical factors. There are lectures from specialized building science practitioners – such as structural engineers discussing the relationships between structure and envelope, and environmental experts discussing advancing building technologies. Because there is one lecture per semester endowed and designated for an engineering speaker, our students have the opportunity to understand the value of technology and how it impacts architectural design in the areas of innovation and convention.

- **FAÇADE TECTONICS INSTITUTE:** The Facades Tectonics Institute was founded at the USC School of Architecture. The Facades Tectonics World Congress is offered bi-annually by the Facade Tectonics Institute, many have been hosted at the USC School of Architecture, and the event is free to USC School of Architecture students and faculty. This event gathers the built environment’s most influential players to discuss advancements revolutionizing the design and delivery of the building skin. Industry experts share highly-curated findings from blind, peer-reviewed papers at this action-packed event.

- **BIM Bop** is an annual BIM Symposium hosted by faculty member Karen Kensek at the USC School of Architecture that focuses on the rise of BIM in the AEC industry, sustainable design and BIM, fabrication and construction, analytics, parameters and customization, practical BIM, future BIM, visual programming, and other exciting topics.

- **STUDIO CONSULTANTS:** Consultants in engineering, lighting, computation and other areas are regularly invited to give individual feedback on students projects in Integrative and Comprehensive studios. Students participate directly with consultants to incorporate structures and MEP systems in their projects.

- **ELECTIVE COURSES:** the School of Architecture’s Building Sciences offers a broad array of technology courses open to graduate and upper-level undergraduate students. In addition, students are able to take courses in other academic units such as Engineering (building technology, computation, etc), Cinema (digital technology and representation), and Spatial Sciences (data). Graduate students can enroll in technology oriented graduate certificates such as the Certificate in Building Science, the Certificate in Sustainable Design, and the Certificate in Building Façade Art and Technology.
DESIGN-BUILD: Design Build studios are great opportunities for students to participate in coursework that exposes them to the technical realities of design. Obviously, these experiences have been limited recently due the pandemic.

Assessment
Consolidated assessments for narratives are found in the B. Arch NAAB Criteria Assessment Plan and M. Arch NAAB Criteria Assessment Plan. Please read the segment, "Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes" for the context of the per-narrative 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.

SC.5 Design Synthesis
Program Response:

OUR APPROACH
USC’s approach to design synthesis extends out of a deeper history of being oriented around the practice of architecture and its requisite understanding of the multitude of forces involved in designing a building. We view practice and the constraints of the world not in conflict or interfering with design, but rather presenting a set of challenging problems to be engaged and carefully worked through as a means of enabling design. This approach and attitude is prevalent in both our B. Arch. and M. Arch. programs and is carefully woven into the overall pedagogy. History, theory and criticism courses provide precedents and critical thinking through the lens of cultural context, both historic and contemporary, while our technology sequence is purposefully paired with correlating studio courses. In addition, lectures and assignments in the studio stress the importance of programming, site evaluation, equal access to all areas and climatic/environmental ramifications of building. Students can understand the correlation and importance of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts as they apply their findings to their studio design. The first six core studios in the B. Arch. program and the first four core studios in the M. Arch. program are carefully coordinated with correlating seminars to ensure that seminars are not superfluous but deeply integral to how architects design.

Further, our school’s mission to educate “Citizen Architects” is a component that we feel integral (and separate or elective) to the education. Site selection is critical because it determines what constituency will be served as well as climatic and environmental decision-making. Many of our studios choose sites in underserved areas and look deeply into the needs of the local population, revitalizing efforts, cultural dynamics and heritage conservation. Because Los Angeles’ community is hugely diverse with no single majority and a multitude of ethnic residents and immigrants, there are a number of locales that can be selected. Additionally, despite Los Angeles’ reputation for a temperate climate, the region boasts a variety of climates within a 25 mile radius. Mountains, deserts, beaches and farmland have dissimilar climates, all changing due to concerns related to climate change and the increase of greenhouse gasses. Shade, clean air and noise reduction are some elements that should be available to everyone anywhere. These factors, which contribute to our deeply-seated dedication that sustainability is not an elective topic, but rather an essential perspective, play a large role in understanding a site and designing a project.

Program selection and programming are also important to the education of a “Citizen Architect”. We believe that good design should be available to everyone, rich or poor, and that same design can affect, inspire, motivate and improve inequity, daily living and community welfare. Core studio faculty at each level jointly select projects for the students to tackle that will address these issues while incorporating an education of technical expertise (see section SC.6). These programs,
albeit a Center for Social Equity or a training facility for Para-Olympians, raise awareness not only for our students (and faculty, in some cases), but it trains them to design with greater empathy and responsibility. The following text describes how we integrate our seminars into a cumulative education and how we synthesize that education in each subsequent studio course.

**HOW WE DO IT**

**B. Arch Curriculum**

The integration and synthesis of design forces and the understanding about the impacts of these factors culminates and is concentrated into two courses (ARCH 302AL and 500AL) which have links to earlier studios in the five-year sequence (ARCH 102AL, 102BL, 202AL, 202BL, 302AL, 402AL) and allows students to suspend the standard requirements of real-world building design in order to pursue more theoretical concepts in ARCH 502. The consideration of measurable environmental impacts parallels this curricular track with a recursive set of content including: the processes and effects of material decisions (ARCH 211 and 411), the implications of site and orientation (ARCH 202AL, 202BL), the range of active and passive systems and their consequences, and the role of architecture in addressing environmental and climate change problems. Other linked lecture and seminar courses infuse a more focused and in depth pedagogy to bolster and amplify the studio content. A narrative on the sequencing of these supporting courses and description of the cumulative education can be found in **SC.5 B. Arch Supporting Courses**.

Design Synthesis lessons culminate in ARCH 500AL. ARCH 500AL is the primary course for PC.5, and all student work demonstrations for PC.5 will come from this course. In the Spring 2022 Semester ARCH 605B (M. Arch “comprehensive studio) and ARCH 500AL, shared common lectures, assignments, and project topics. Course material for these two courses will be the same.

It is also important to note that ARCH 302BL and ARCH 500AL are taught by experienced, practicing architects/academics with advanced understandings of a range of content. They have many years of experience in the design and project management of large building projects with an added interest in innovation, interrogation and theory, which makes them perfect instructors, mentors and role models for our advanced studio courses.

The fifth year ARCH 500AL, Comprehensive Architectural Design Studio is the culmination of the range of considerations focused in the comprehensive studio where site/context, user requirements, regulatory requirements, material systems, and active/passive systems are all synthesized into a whole. The culminating “core” studio is titled “comprehensive” as it challenges students with the widest and deepest range of design considerations. As a recursion of the “integration” studio, the comprehensive studio jumps up in scale to a mid-rise to large scale project with a focused material/structural system. In addition to developing a completely integrated and technologically sound project, the studio incorporates programming, circulation, accessibility, site/context, material selection and environmental considerations (climate factors) as a main source of decision-making. All students tackle a program of a Center of Social Justice and week-by-week work on specific exercises that inform their final design. These exercises ensure that all students who graduate from our program have sufficient knowledge of the various elements that must be part of the final design synthesis.

The culminating “core” ARCH 500AL studio is titled “comprehensive” as it challenges students with the widest and deepest range of design considerations. As a recursion of the integrated studio, the comprehensive studio jumps up in scale to a mid-rise to large scale project with a focused material/structural system. Students move through a series of exercises and workshops from site analysis to programming to schematic design and design development (full integration of structure and envelope). The introduction of structural and environmental systems is bolstered by specialists from those respective disciplines who
conduct workshops and join reviews. A recent studio used the emerging mid-rise, cross-laminated timber (CLT) structure as a model for challenging steel and concrete with a much lower environmental impact and carbon footprint. Students were challenged to negotiate site forces, structural considerations, user requirements, material choices, systems integration, building envelope and environmental forces, and the resolution of details. The effects of these decisions on cost and economic models is evaluated so students become aware of the implications of budget and expenses. Large scale physical models are typically produced for students to engage the complexities that arise in negotiating structure and envelope.

In ARCH 500 students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions. A list of lectures and assignments that highlight this studio’s Design Synthesis contributions can be found in the file, SC.5 B. Arch Primary Evidence page (linked). Content will be similar to M. Arch’s ARCH 605A.

M. Arch Curriculum
The curricular structure for content related to SC5 in the M. Arch program can be thought of as divided into two types of courses: studio courses that challenge students to integrate and synthesize design forces into their projects, and seminar courses that support the studios by introducing students to the knowledge, understanding, and impacts of environmental considerations and building systems. The consideration of measurable environmental impacts parallels this curricular track with a recursive set of content including: the processes and effects of material decisions (ARCH 511 and 611), the implications of site and orientation (ARCH 505A), the range of active and passive systems and their consequences (ARCH 575A and 575B), and the role of architecture in addressing environmental and climate change problems. Other linked lecture and seminar courses infuse a more focused and in depth pedagogy to bolster and amplify the studio content. A narrative on the sequencing of these supporting courses and description of the cumulative education can be found in SC.5 M. Arch Supporting Courses.

The second year core studios are focused on developing design expertise in the integration of professional, technical, and environmental constraints through the design, development and integration of site response, code compliance, accessibility, life safety, structural design, materiality, envelope design, environmental systems, and sustainability. As a result, in the 2nd year of the M. Arch sequence the required courses that provide the foundation of other factors to consider in their design work are primarily focused on the professional and the technical. Students learn to synthesize their newfound skills in conceptual design (conceptual, formal, and spatial responses) developed in the first year, with an expanded repertoire of contextual forces (program, site, natural environment) and a spectrum of professional (regulatory, material and technical) expertise.

In the fall semester of the M. Arch 2nd year, ARCH 605AL, Graduate Architecture Design II - Integration is a design studio where students are asked to critically examine context (physical, organizational, social, cultural, and environmental ecology) and program to discover criteria for the design process, while integrating structure, tectonics and code compliance. Project locations reflect more controlled conditions, such as campuses in order to facilitate contextual examinations. Students spend the entire semester developing a single building which utilizes structure as the basis for architectural geometry, formal composition as an agent of contextual change, and tectonics as a generative and figurative element for the delineation of design intentions. The course begins to integrate and synthesize these prior building blocks while introducing user requirements, regulatory considerations, and environmental concerns. The design studio is paired with the following required courses that introduce an overview of material systems and construction methods, structural analysis, and strategies for controlling thermal comfort:
In the Spring semester of the M. Arch 2nd year, ARCH 605BL, Graduate Architecture Design II - “Comprehensive Studio” is the culmination of the range of considerations where site/context, user requirements, regulatory requirements, material systems, and active/passive systems are all synthesized into a whole. The culminating “core” studio is titled “comprehensive” as it challenges students with the widest and deepest range of design considerations. This studio provides the primary evidence for SC.5. As a recursion of the “integration” studio, the comprehensive studio jumps up in scale to a mid-rise to large scale project with a focused material/structural system. In addition to developing a completely integrated and technologically sound project, the studio incorporates programming, circulation, accessibility, site/context, material selection and environmental considerations (climate factors) as a main source of decision-making. All students tackle the program of a Center of Social Justice and week-by-week work on specific exercises that inform their final design. These exercises ensure that all students who graduate from our program have sufficient knowledge of the various elements that must be part of the final design synthesis. The design studio is paired with the following required courses that introduce critical understanding of contemporary architectural discourse, architectural detailing, and the technical requirements of lighting and acoustics:

- ARCH 611, Advanced Building Systems Integration
- ARCH 575B, Systems: Luminous and Auditory Phenomena In Architecture

In both ARCH 605AL and ARCH605BL students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions. A list of lectures and assignments that highlight each of these studios' Design Synthesis contributions can be found in the file, SC.5 M. Arch Primary Evidence page (linked). For Arch 605b the content will be similar to B. Arch’s ARCH 500.

Extracurricular Experiences

There are a range of supplemental experiences which enhance, and enrich the more concentrated content of the courses. All these supplemental activities and events are open to all students in our school.

- **USC Architecture All-School Lecture Series:** Guest lectures offer some of the world’s foremost practitioners demonstrating real world examples of how they synthesize design.

- **STUDIO LECTURES:** There are lectures from specialized building science practitioners – such as structural engineers discussing the relationships between structure and envelope, from environmental experts discussing site and climate concerns as well as from equity and justice leaders presenting their work in the area of environmental justice, new cultural norms and inequity in technology.

- **WORKSHOPS AND SEMINARS:** Waste management, life cycle, extreme climates, carbon footprint and greenhouse gasses are some of the topics included.

- **USC Architecture Research Symposia:** Because USC is considered a R-1 university, all of our tenured and tenure-track faculty conduct peer-reviewed research on a variety of topics in architecture. Faculty regularly include students on their research teams offering valuable opportunities for synthesizing technology into design.

- **CENTERS:** Currently, the School of Architecture is starting two research centers: One on Housing and the City and the other on Human Wellbeing and the Built Environment.
Eventually, both centers will involve students as they tackle real life problems and work with industry partners.

- **USC Architecture Academics**: Students are welcome to take courses in any of our four disciplines. Exposure to any of our disciplines will have an obvious influence on design synthesis.

- **UNIVERSITY**: Other majors expose our students to related topics in their design education. For example, Urban Planning is located in the School of Public Policy, Real Estate Development is in the Business School and Civil Engineering is the School of Engineering. Other areas, such as Sociology, Gerontology, Neurosciences, Medicine and the Humanities departments add more areas of research that can inform and be synthesized into our architecture student’s designs. Good architects must understand a multifaceted method of thinking.

- **Student Organizations**: A number of our student organizations offer a variety of activities and events that peripherally touch on the topics of design synthesis. They invite speakers, hold events and sponsor fundraisers to raise awareness on inequity, to team build and to partner with other interdisciplinary organizations.

- **The Architectural Guild**: Site visits, office visits and other events are some of the types of activities that the students can participate in. Real life exposure to projects help the students realize the value of their education and how important it is to think comprehensively about their projects.

- **Design-Build**: Certain topic studios have historically offered design-build opportunities related to the local community where students might further learn through the entire building process, and through making /assembly. These courses allow students the ability to execute their ideas and have hands-on experiences.

### Assessment

Consolidated assessments for narratives are found in the [B. Arch NAAB Criteria Assessment Plan](#) and [M. Arch NAAB Criteria Assessment Plan](#). Please read the segment, “Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes” for the context of the per-narrative assessments.

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**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.

#### SC.6 Building Integration

**Program Response:**

**OUR APPROACH**

USC's current approach to design and integrated systems is part of a larger mission of the School related to the interchange between the technical and the conceptual. The product of this interchange is genuine integration. Our program has a rich history of design, building sciences, and the integration of the two. The building sciences degree program is deeply linked to both the B. Arch. and M. Arch. programs with a world class faculty of experts in a range of disciplines from mechanical systems to sustainability to structural engineering. Faculty with both expertise in specific domains and practicing architects teach the integrated curriculum. The work between design and the integration of systems is fundamental to USC’s intentional links between practice and the discipline of architecture. We pride ourselves in our school’s reputation for educating and supporting a high number of licensed architects.
Because the ability to integrate systems with design is not a simple or easy task, the education of an architect starts with small steps and almost a gathering of parts. As the education progresses, the integration of the various parts and systems grow in complexity. By the time the student reaches their Comprehensive studio (ARCH 500AL for B. Arch. or ARCH 605B for M. Arch.), they are well-equipped to tackle a 30,000sf building with innovative envelopes, buildable assembly systems, solid structural systems, working MEP systems, effective egress sequences and even vetted building performance metrics. With various computer tools and advanced fabrication capabilities, students are able to test their ideas in both digital and analog model forms.

HOW WE DO IT

B. Arch Curriculum

The integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance in the B. Arch. program is concentrated into five courses (ARCH 215, Design for the Thermal Environment, ARCH 302BL, Architectural Design III, ARCH 411, Architectural Technology, ARCH 500AL, Comprehensive Architectural Design, ARCH 526: Professional Practice: Legal and Economic Context, Project Documentation) which have links to other courses with a more general approach to integration (ARCH 211, Materials and Methods of Building Construction, ARCH 213AG, Building Structures and Seismic Design, ARCH 213B, Building Structures and Seismic Design, ARCH 202BL, Architectural Design II, ARCH 313, Design of Building Structures, ARCH 315, Design for the Luminous and Sonic Environment). Integration of elements begins in the spring of the second year of education. A detailed narrative of relevance and description of these courses can be found in SC.6 B. Arch Supporting Courses.

After initially being introduced to integrating systems into building design in ARCH 302BL in their third year studio, students return to a more ambitious version of this exercise and are able to approach it with greater skill, knowledge and confidence. The ARCH 500AL, Comprehensive Architectural Design studio offers a mid-rise heavy timber design problem to further integrate and synthesize systems of assembly, heating/cooling, sustainability, and life safety issues. As a recursion of the ARCH 302BL studio, ARCH 500AL not only produces a design which integrates a wide range of systems, but also attempts to evaluate and measure aspects of performance. This studio is partially taught by faculty in the building sciences. Projects in this studio fully demonstrate the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. Students are able to identify various components of their design and diagram how these systems are integrated.

In ARCH 500AL 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 and life safety systems. A list of assignments and lectures demonstrate measurable ways that the integration of building envelope systems and assemblies, structural systems, environmental control systems, and fire life safety systems can be found in SC.6 B. Arch Primary Evidence.

M. Arch Curriculum

The integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance begins the Fall semester of the 2nd year of the 3-year M. Arch sequence. While we offer a total of 9 required courses that meet the technical knowledge criteria (refer to SC4 Technical Knowledge), in some instances (ARCH 523AL, Structural Design and Analysis, ARCH 523BL, Structural Design and Analysis, ARCH 575A, Systems: The Thermal Environment, and ARCH 575B, Systems: Luminous and Auditory Phenomena in Architecture) the emphasis is on acquiring the technical knowledge required for integration rather than demonstrating the ability to integrate it into a design. Integration, on the other
hand is demonstrated in five courses (ARCH 511, Building Systems: Materials and Construction, ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation, ARCH 605AL, Graduate Architecture Design II, ARCH 605B, Graduate Architecture Design II & ARCH 611, Advanced Building Systems Integration) where students must not only exhibit an understanding of technical knowledge, they must also illustrate an ability to integrate that knowledge as technical solutions to design problems through drawings, details, and diagrams. Integration culminates in ARCH 605b studio and student work from this course is used as evidence for SC.6.

ARCH 605AL, Graduate Architecture Design II - Integration is a design studio that is focused on the integration of structure, building assembly and envelope; and is tethered to ARCH 511, Building Systems: Materials and Construction a technical seminar that introduces students to a range of material systems and methods of assembly common in architectural construction. ARCH 511 demonstrates the necessary integration of concerns which affect and contribute to the overall assembly of parts. This includes how structural, mechanical and passive systems deeply relate to each other. Projects require the application of the multiple components of a building material system to a simple design. While the integration of different systems—between structure, cladding and enclosure, and foundation—is explored in ARCH 511, it is applied in ARCH 605AL, Graduate Architecture Design II, where students take that knowledge and demonstrate it in their studio projects. The assignments in this studio are designed so that the students must consider alternatives in an iterative, investigational design approach that highlights the role judgment plays in the design process. In each assignment at each phase the students are asked to produce more than one option and to weigh the advantages and disadvantages of each in relation to the range of variables appropriate to consider at each stage of the process. The assignments are further designed to reveal those variables and their relative importance, so the students' judgements are adequately informed and the results defensible in the review. Some of the demonstrations of building integration that are produced synergistically between these two courses can be found on the SC.6 M. Arch Primary Evidence page.

ARCH 605BL, Graduate Architecture Design II - Comprehensive is a design studio that is tethered to ARCH 611 Advanced Building Systems Integration, a technical seminar that promotes building technology as being concurrent with the conceptualization of design. In this lecture/lab course both conventional and experimental assemblies are studied in order to better understand how the integration of a set of technical concerns produces different expressions and effects. Students learn the value of the wall section two-dimensionally as well in three-dimensions through the development of architectural details. Their final exercise in this course is a large wall section of their studio project.

Concurrently, in ARCH 605BL students apply lessons learned in ARCH 611 to develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems. Students are able to identify various components of their design and diagram how these systems are integrated. Because the students were first introduced to this type of design thinking in ARCH605a, they are fully prepared and better equipped to produce comprehensive designs and solid architectural buildings that not only integrate technological systems, but also address social, programmatic and aesthetic considerations. A list of assignments demonstrating measurable ways that the integration of building envelope systems and assemblies, structural systems, environmental control systems, and fire life safety systems are exhibited by students can be found on the SC.6 M. Arch Primary Evidence page.

ARCH 526, Professional Practice: Legal and Economic Context, Project Documentation: uses the instruments of service to understand how the representation of architecture necessarily involves the integration of systems within a legal framework, in particular as it
relates to contract documents. Students are able to develop construction documents that express the integration of systems with design in a clear, communicative manner. The course offers an opportunity to prepare solid evidence of the student’s ability to explain their overall understanding, level of proficiency, degree of familiarity and level of skills necessary to convey complex design intentions in a clear and useful format. Evidence of this ability is shown in the weekly assignments and brought to a conclusion in the Final Project. Links to relevant assignments can be found on the SC.6 M. Arch Primary Evidence page.

For supporting courses, see SC.6 M. Arch Supporting Courses.

**Extracurricular Experiences**

There is a range of supplemental experiences which enhance, and enrich the more concentrated content of the courses related to integration.

- **LECTURES:** Lectures both for the School at large and within particular courses offer some of the world’s foremost practitioners demonstrating real world examples of the effects of integrated factors. There are lectures from specialized building science practitioners – such as structural engineers discussing the relationships between structure and envelope, and environmental experts discussing advancing building technologies. The School also hosts events oriented around integration-relevant technology such as BIM Bop, an annual BIM Symposium; and The Facades Tectonics Institute’s World Congress.

- **CONSULTANTS IN STUDIO:** The studios ARCH 302BL and ARCH 500 for undergraduate students and ARCH 605BL for graduate students, have consultants visit to give feedback on individual projects. The consultants may range from structural engineering to mechanical engineering to sustainability engineering to facade consultants. Each consultant visits the studio for one to two days and meets with students one-on-one. These visits are valuable for students to learn how to communicate with a consultant, take feedback and incorporate it into their designs and consider further opportunities given their new knowledge.

- **OFFICE VISITS:** The Architectural Guild offers open house events at their office up to four times in one year. The office will make presentations, give tours and offer refreshments for students. On the visits, students learn how offices work in teams to develop complex technical projects. Many of the local offices are famous for their facade designs that lower energy costs, incorporate innovative technologies and take on forms that are results of building performance modeling.

- **FIELD TRIPS:** Field trips are offered inside and outside of class. Some of the student organizations organize trips to construction sites for students to get special exposure and access to how buildings are made and who are involved. These visits to construction sites expose the inner workings of wall systems and other building systems that are typically hidden when fully completed.

**Assessment**

Please see the M. Arch NAAB Criteria Assessment Plan and B. Arch NAAB Criteria Assessment Plan.
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:
WASC Senior College & University Commission letter for USC (link to PDF version):

July 12, 2021

Dr. Carol Folt President
University of Southern California
University Park Campus
Los Angeles, CA 90089-0012

Dear President Folt:

This letter serves as formal notification and official record of action taken concerning the University of Southern California (USC) by the WASC Senior College and University Commission (WSCUC) at its meeting June 25, 2021. This action was taken after consideration of the report of the review team that conducted the Thematic Pathway for Reaffirmation (TPR) Accreditation Visit to USC March 2–5, 2021. The Commission also reviewed the institutional report and exhibits submitted by USC prior to the Accreditation Visit, and the institution’s June 9 response to the team report. The Commission appreciated the opportunity to discuss the visit with you and your colleagues Charles “Chip” Zukoski, Provost and Senior Vice President, Andy Stott, Vice Provost, and Robin Romans, Associate Vice Provost and ALO. Your comments were very helpful in informing the Commission’s deliberations. The date of this action constitutes the effective date of the institution’s new status with WSCUC.

USC has faced a series of serious, multi-faceted integrity, legal, and ethical challenges in recent years that raised questions about institutional responsibilities and oversight. These difficulties resulted in changes in board governance and senior leadership, and the launch of an extensive “Culture Journey” to identify institutional values, study the alignment between actions and values, and improve procedures, policies and practices associated with the problems. The Commission appreciated learning about the concrete steps USC has undertaken to improve its institutional accountability, culture, and systems.

Actions
1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of ten years
3. Schedule the next reaffirmation review with the Offsite Review in fall 2030 and the Accreditation Visit in spring 2031
4. Schedule an Interim Report to be submitted by November 1, 2025, to address all the requirements listed in this letter.

The Commission commends USC in particular for the following:
1. The commitment, energy, and clarity of purpose of the new USC leadership team, which is the most diverse in the history of the university, for ensuring that change continues to move forward.
2. The new governance role and structure of the Board of Trustees that has been designed to ensure greater oversight.
3. A uniform understanding throughout the institution that there is much “Culture Journey” work left to do, and that the community appears committed to doing it.
4. The alignment of the newly articulated six values into the “Trojan family” identity and robust discussions of what those values mean across the institution and in day-to-day interactions.
5. The “Inclusive Spirit” theme that is embedded and embraced broadly throughout the institution.
6. The “Convergent Spirit” theme that has a solid foundation and a strong commitment to extend and improve interdisciplinary study and new program development.
7. The degree of creativity and collaboration on the institution’s themes and the opportunity the work provided to create productive spaces for addressing the urgent accountability and transparency issues confronting the university.
8. The partnerships (both long term and emerging opportunities) that have been formed with the local Los Angeles community.

The Commission requires the institution to respond to the following issues:

1. Develop a system (beyond auditing) to record, track, measure, and sustain the effectiveness of culture change initiatives and functions across the university (including the changes in administrative operations responsible for investigating complaints and preventing and addressing misconduct) that clarifies accountability and is transparent to the entire USC community. (CFR 4.6)
2. Grow the pool of faculty understood to be leading the culture change, especially in the area of inclusion, by targeted outreach to less connected faculty so that they can be engaged in the change processes. (CFRs 3.6, 3.10)
3. To ensure that the faculty exercises effective academic leadership, clearly define and understand shared governance roles, rights and responsibilities, and work to engage faculty in the shared governance process. (CFR 3.10)
4. As efforts in inclusion evolve, pay particular attention to developmental organizational change and organizational structures. Given that the meaning and application of inclusion varies by age, generation, socioeconomic differences, nationality, and field of study, building that understanding into an inclusion framework will aid implementation and assessment. (CFRs 1.4, 4.6, 4.7)
5. Develop advising practices and technology systems for students, particularly first-generation students, with interests in convergence (interdisciplinary studies, double majors and minors) to support the university’s goals of inclusion and timely degree completion. (CFR 2.12)

6. Consider whether adding more academic expertise to the Board of Trustees could amplify its effectiveness. (CFR 3.9, WSCUC Governing Board Policy, WSCUC Governing Board Policy Implementation Guide)

In taking this action to reaffirm accreditation, the Commission confirmed that USC addressed the three Core Commitments and successfully completed the Thematic Pathway for Reaffirmation institutional review process conducted under the 2013 Standards of Accreditation. In keeping with WSCUC values, USC should strive for ongoing improvement with adherence to all Standards of Accreditation and their associated CFRs to foster a learning environment that continuously strives for educational excellence and operational effectiveness.

In accordance with Commission policy, a copy of this letter is being sent to the chair of USC’s governing board. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the USC website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution’s response to the specific issues identified in these documents. The team report and the Commission’s action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that the University of Southern California undertook in preparing for the accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

Jamienne S. Studley
President

JSS/bgd

Cc: Phillip Doolittle, Commission Chair
    Robin Romans, ALO
    Rick Caruso, Board Chair
    Members of the TPR Accreditation Visit team
    Barbara Gross Davis, Vice President
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.

Program Response:

Professional Degrees and Curriculum

The School of Architecture currently offers two NAAB-accredited first professional degree programs:

- The 5-year B. Arch. program
- The 3-year M. Arch. program (+3), with a 2-Year Advanced Standing(+2) Track

This APR section corresponds to the 2021-2022 USC Catalogue. The current 2022-2023 Catalogue is linked for the visiting team’s convenience.

See the following link for the B. Arch. program: Program: Architecture (BArch) - University of Southern California - Acalog ACMS™ and the following link for the M. Arch. program: Program: Architecture (MArch) - University of Southern California - Acalog ACMS™.

The team should use these Catalogue links to find documentation of required courses. Rather than list all required professional courses here in 4.2.1, we decided to list all required professional courses for B. Arch and M. Arch programs, along with more detailed program descriptions, in sections 4.2.4 (B. Arch) and 4.2.5 (M. Arch +3 and M. Arch +2), with links to documentation. In short, B. Arch students take 29-32 professional degree courses, equalling 112 units; M. Arch +3 students are required to take 30-35 of professional degree courses, equaling 102 units.

We additionally added three summary charts below: 4.2.4 (for the B. Arch summary) and 4.2.5.1 (for the M. Arch +3) and 4.2.5.2 (for the M. Arch +2) to see total unit counts.

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

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

Program Response:

Our regional accreditor, WASC, does not state a minimum number of credits; instead it requires each institution to meet a set of CORE competencies and requires: “The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).” USC requires all undergraduates to fulfill the equivalent of 12 core GE requirements and English Composition courses, which equals 48 credits at a minimum (10 GE courses @ 4 units each = 40 units; 2 writing requirements @ 4 units each = 8 units).

Following the adoption of the 2020 NAAB Conditions, the programs have provisionally retained NAAB’s previous 45-unit requirement for general education for two reasons, 1) because it provides a well defined and attainable threshold and 2) this threshold has been successful at delivering the broad general education that we believe is needed to prepare graduates for a changing world. The continued retention of this threshold may be revisited as the School goes through further self-assessment.

For our undergraduate students matriculating through the B. Arch program:

We further explain this on our own USC Catalog B. Arch Program, stating: “General Education Requirements: All students who begin college in fall 2015 or later at USC (or who begin elsewhere in fall 2015 and then transfer to USC) must satisfy the 2015 General Education Program, which includes six Core Literacy and two Global Perspectives requirements. Together these provide training in the liberal arts — the critical skills necessary for a free person to function effectively, thoughtfully and productively in a complex world. This General Education program has been designed to nurture habits of thought essential for professional success and personal development, and to establish a background for lifelong learning.”

We state in our USC Catalogue B. Arch Program Requirements: “Accredited degree programs awarding the B. Arch degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent, in academic course work in general studies, professional studies and electives. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with content other than architectural.” This requirement is tracked through a student’s STARS report. The USC Office of Articulation reviews all incoming undergraduate transfer students’ transcripts prior to the first semester of matriculation to establish a transfer credit report. This document will determine how many remaining general education requirements a transfer student will need to fulfill in residence at USC.

In addition to General Education requirements, on average 21-30% of graduating B. Arch students will fulfill requirements for an undergraduate Minor. These courses are also included in the accounting of 45 credit hours of general studies.

For our graduate students matriculating through the M. Arch program:
We state in our USC Catalogue M. Arch Program Requirements: “To meet NAAB accreditation requirements, all students must complete (before graduation) a combined total of 156 credit hours of study at the undergraduate and graduate level, of which at least 30 semester credit hours must be at the graduate level as well as a minimum of 45 units of non-architectural content.”

As stated in both on the USC Graduate Admissions website and our own admissions portal, the first basic requirement for admission to our graduate program is to have completed a four-year Bachelor of Arts or Bachelor of Science degree, or its equivalent, from a regionally accredited college or university, comparable in standard to that awarded at USC, this also serves to ensure compliance with the 45-unit equivalent minimum of GE coursework be completed prior to the award of an M. Arch degree.

Each applicant first must apply to our program through the USC Graduate Online Application Portal (USC CAS). The USC Graduate Admissions Office is the first line of review for all graduate applicant transcripts to ensure their records confirm a BS or BA degree equivalency. This is true for both domestic and international applicants. Credentials for admission must include a complete record of all previous college or university work. The applicant must request the registrar of each college or university attended to forward official transcripts of record directly to the Office of Admission. The USC Graduate Admissions Office will notify the School of Architecture if the applicant’s degree is not comparable in standard to a baccalaureate degree awarded at USC. As a common example, USC Graduate Admission will notify the School of Architecture if the applicant’s degree comprises a three-year bachelors degree from Australia, New Zealand or the UK. Through this review process, the M. Arch Program complies with our requirement for 45 general education credit hours or equivalent as a requirement for a first professional degree.

You can follow these links to find more detailed information about the requirements for admission to Graduate Studies at USC and Graduate Programs at the USC School of Architecture.

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:

B. ARCH:

Off-Campus Offerings: Each year, diverse global programs are offered to our 4th-year undergraduate students, which fulfill their 4th-year topic studio requirements (ARCH 402abL). There are three programs offered each semester in Europe, Asia and Latin America. Each requires a 2-unit prep course at USC during the preceding term, followed by a 17-unit, full-semester program abroad (a 6-unit studio course and several required seminars in history, technology, and cultural studies). See more details here.

Minors and Concentrations: Students in the B. Arch program may pursue a minor from more than 150 areas of study in various schools at USC. See more details here. Students can also develop expanded knowledge in areas of Architecture such as History/Theory, Landscape Architecture, Sustainability, Urbanism, Structures, Building Technology, Housing
Development, Heritage Conservation, Computation, or Media and Graphic Design, through our wide array of elective course offerings to receive a “concentration” designation on their transcript.

**Progressive Degrees:** The Progressive Degree Program (PDP) enables superior USC undergraduate students to apply undergraduate coursework toward the completion of a USC master’s degree. Pursuing a progressive degree can deepen one’s education and further prepare one’s future career in as little as one additional year. More information on these programs can be found [here](#).

**M. ARCH:**

**Electives:** Each semester, the School of Architecture offers more than 40 electives applicable to the M. Arch degree. With 5 graduate degree programs, the disciplinary breadth of the School affords students opportunities to explore a range of topics. The [schedule of classes page](#), provides a sense of scale to the School of Architecture’s course offerings.

**Non-architecture Electives:** All M. Arch students are also able to take external electives (400 level or above) from other schools at USC, so long as they can identify how that course connects to their own architectural studies. Generally, students must petition for external units to apply by writing a statement of applicability to the architectural discipline. A [description of the petition process is here](#).

**Off-Campus Offerings:** The M. Arch programs offer study abroad opportunities in France and Japan. The France program consists of two courses: ARCH 580 Field Studies, a 15-day travel component combined with a 39 day studio component (see more [here](#)); and an ARCH 705 Topic Studio, a 6 week intensive studio that includes interdisciplinary work with M.LA students ([project brief here](#)). In Japan, USC offers an ARCH 580 Field Studies a course that consists of two-weeks of field studies (travel, site visits, guest lectures, office visits) and a five-week lecture-lab component culminating with a design/research project. Due to COVID restrictions, the Japan course did not occur the past two summers.

**School of Architecture Graduate Certificates:**
All M. Arch students are able to concentrate 14 of their available elective credit units to pursue Graduate Certificates in Building Science, Landscape Architecture, Heritage Conservation, Sustainable Design, and Building Façade Art Science and Technology. Please see [Graduate Certificate](#) supplement for courses associated with each certificate.

**Graduate Certificates, External:**
Graduate certificates are also available to M. Arch students through other departments within USC. The only external graduate certificate whose courses are pre-approved to apply to M. Arch is the [Real Estate Development Certificate](#). Other external certificates are available ([full list here](#)), however units can only be applied to the M. Arch degree via a course by course review process demonstrating their relevance to architectural studies.

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:**

**Degrees Offered by the USC School of Architecture:**
Undergraduate Degrees

**Bachelor of Architecture (B. Arch):** An accredited, 5-year, 160-unit, undergraduate first professional degree program.

**Bachelor of Science in Architecture + Inventive Technologies (BSA+IT):** A 4-year, 128-unit, undergraduate degree program that examines the built environment through the lenses of architecture, technology, and entrepreneurship. An optional 131-unit pre-professional track is available. This program is now accepting applications for its Fall 2023 inaugural semester.

**Bachelor of Science in Architectural Studies (BSAS):** A 4-year, 128-unit, undergraduate pre-professional Architectural Studies degree program. This program will be phased out in 2026 when the last current students in this program graduate.

Undergraduate Minors

**Minor in Architecture:** This minor provides the flexibility of complementing a student’s major with an area of specialization. Not available for Architecture majors.

**Minor in Landscape Architecture:** This minor provides students with the ability to integrate the natural and cultural profession of landscape architecture into their course of study. Not available for Architecture majors.

Graduate Degrees

**Master of Architecture (B. Arch):** A 102 unit, 3-year accredited first professional master’s degree program for students with no prior degree in architecture, with an advanced-standing track for those with pre-professional degrees.

**Master of Advanced Architectural Research Studies (M. AARS):** A 42-unit multi-disciplinary post-professional graduate degree program with two concentrations: City Design + Housing or Performative Design + Technology. Fall of 2022 is the inaugural semester for this program. This program replaces the Master of Advanced Architectural Studies (M. AAS) program as the School’s primary post-professional offering. Graduates with a B. Arch or M. Arch first professional degree are eligible to apply.

**Master of Building Science (MBS):** A 48-unit, 2-year program for applicants who hold an architecture, engineering or science-related degree (e.g., Bachelor of Architecture, Bachelor of Architectural Engineering, Bachelor of Science in Engineering, Environmental Studies, Physics, or Mathematics).

**Master of Heritage Conservation (MHC):** A 48-unit program designed to prepare individuals to work in a wide variety of fields in both the private and public sectors, including architecture, planning, historical consultation, real estate development, construction, and conservation.

**Master of Landscape Architecture + Urbanism (MLA+U):** A 96-unit, 6-semester curriculum for students with no prior degree in architecture, landscape architecture, urban design or environmental design, with advanced-standing tracks for those with professional or pre-professional degrees.

Graduate Dual Degrees

**Dual Degree in Heritage Conservation and Urban Planning:** A 66-unit program leading to the Master of Landscape Architecture and Master of Planning degrees.

**Dual Degree in Landscape Architecture and Urban Planning:** A 66-unit program leading to the Master of Landscape Architecture and Master of Planning degrees.

**Dual Degree in Landscape Architecture and Heritage Conservation:** A 66-unit program leading to the Master of Landscape Architecture and Master of Planning degrees.
Dual Degree in Heritage Conservation and Building Science: A 66-unit program leading to the Master of Landscape Architecture and Master of Planning degrees.

Graduate Certificates
- Certificate in Architecture: (not available to Architecture students)
- Certificate in Building Science
- Certificate in Heritage Conservation
- Certificate in Landscape Architecture
- Certificate in Sustainable Design
- Certificate in Building Facade Art Science and Technology

Enrollment

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GRAND TOTAL: 406 Female, 279 Male, 685 Total

WASC’s Degree Definition Guidelines state that BA or BS degrees “normally represent about 120 semester or 180 quarter units of college study, or its equivalent in depth and quality of learning experience,” while MA or MS degrees “require from 30 to 60 semester or 45 to 75 quarter units, or its equivalent in depth and quality.”

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.

Note on B. Arch Curriculum due to COVID.
There is a high rate of participation in study abroad programs in the B. Arch Program. Part of the School's extensive efforts to maintain participation, despite COVID disruptions, was a rearrangement of courses during the 2021/2022 academic year. These changes were as follows: ARCH 402B was not offered Spring of 2022. ARCH 500 was moved to the Spring Semester of that same academic year. This did not affect course requirements, the changes only affected the order in which some courses were taken, and only for that academic year. Evidence available for the NAAB review coincides with this period.

Program Response:
Bachelor of Architecture (B. Arch) Program Curricular Requirements:

All accredited B. Arch degree programs require a minimum of 150 semester credit hours—or the quarter-hour equivalent—in general studies, professional studies, and electives. As stated in 4.2.2, our bachelor of architecture degree curriculum must include at least 45 credit hours—or the quarter-hour equivalent—outside of architectural studies, either as general studies or as electives with content not related to architecture. The USC SoA exceeds the NAAB requirement and requires a minimum of 160 semester credit hours for a B. Arch. degree.

Five-Year Curriculum for the Bachelor of Architecture Degree

First Year, First Semester
- ARCH 102a Architectural Design I Units: 4
- ARCH 105L Fundamentals of Design Communication Units: 2
- ARCH 114 Architecture: Culture and Community Units: 2
- General Education Seminar Units: 4
- MATH 108g Contemporary Precalculus Units: 4 or General Education Units: 4

Total units: 16

First Year, Second Semester
- ARCH 102bL Architectural Design I Units: 4
- ARCH 214ag World History of Architecture Units: 3 *
- PHYS 125Lg Physics for Architects Units: 4 **
- WRIT 150 Writing and Critical Reasoning—Thematic Approaches Units: 4

Total units: 15

Second Year, First Semester
- ARCH 202aL Architectural Design II Units: 6
- ARCH 213a Building Structures and Seismic Design Units: 3 ***
- ARCH 214bg World History of Architecture Units: 3 *
- General Education Units: 4
Total units: 16

**Second Year, Second Semester**
- ARCH 202bL Architectural Design II  Units: 6
- ARCH 211 Materials and Methods of Building Construction  Units: 3
- ARCH 213b Building Structures and Seismic Design  Units: 3 ***
- General Education Units: 4
Total units: 16

**Third Year, First Semester**
- ARCH 215 Design for the Thermal and Atmospheric Environment  Units: 3
- ARCH 302aL Architectural Design III  Units: 6
- ARCH 314 History of Architecture: Contemporary Issues  Units: 3
- ARCH 313 Design of Building Structures  Units: 3
Total units: 15

**Third Year, Second Semester**
- ARCH 302bL Architectural Design III  Units: 6
- ARCH 315 Design for the Luminous and Sonic Environment  Units: 3
- ARCH 411 Architectural Technology  Units: 3
- General Education Units: 4
Total units: 16

**Fourth Year, First Semester**
- ARCH 402aL Architectural Design IV  Units: 6
- WRIT 340 Advanced Writing  Units: 3, 4
- General Education Units: 4
- Electives Units: 4
Total units: 18

**Fourth Year, Second Semester**
- ARCH 402bL Architectural Design IV  Units: 6
- ARCH 525 Professional Practice: Pre-Design, Project and Office Administration  Units: 3
- Architecture History Elective Units: 2-4
- Electives Units: 3-5
Total units: 16

**Fifth Year, First Semester**
- ARCH 500aL Comprehensive Architectural Design  Units: 6
- ARCH 501 Critical Topics in Architecture  Units: 2
- Electives Units: 8
Total units: 16

**Fifth Year, Second Semester**
- ARCH 502aL Architectural Design V  Units: 6
- ARCH 526 Professional Practice: Legal and Economic Context, Project Documentation  Units: 3
- Electives Units: 7
Total units: 16

Total minimum units required: 160
# Bachelor of Architecture

## Required Professional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 102a</td>
<td>Architectural Design I Units 1</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 102bL</td>
<td>Architectural Design II Units 1</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 105L</td>
<td>Fundamentals of Design Communication Units 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 114</td>
<td>Architecture: Culture and Community Units 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 202aL</td>
<td>Architectural Design II Units 2</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 202bL</td>
<td>Architectural Design II Units 2</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 211</td>
<td>Materials and Methods of Building Construction Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 213a</td>
<td>Building Structures and Semantics Design Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 213b</td>
<td>Building Structures and Semantics Design Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 214ag</td>
<td>Word Design of Architecture Units 3 *</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 214bg</td>
<td>Word Design of Architecture Units 3 *</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 215</td>
<td>Design for the Thermal and Atmospheric Environment Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 302aL</td>
<td>Architectural Design III Units 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 302bL</td>
<td>Architectural Design III Units 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 313</td>
<td>Design of Building Structures Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 314</td>
<td>History of Architecture: Contemporary Issues Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 315</td>
<td>Design for the Luminous and Sonorous Environment Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 402aL</td>
<td>Architectural Design IV Units 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 402bL</td>
<td>Architectural Design IV Units 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 411</td>
<td>Architecture Technology Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 500aL</td>
<td>Comprehensive Architecture Design Units 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 501</td>
<td>Architectural Design Units 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 502aL</td>
<td>Architectural Design Units 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 525</td>
<td>Professional Practice: Pre-Design, Project and Office Administration Units 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 526</td>
<td>Professional Practice: Legal and Economic Context, Project Documentation Units 3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 108g</td>
<td>Contemporary Precalculus Units 4 or General Education Units 4</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 125L</td>
<td>Physics for Architects Units 4 **</td>
<td>4</td>
</tr>
<tr>
<td>WRIT 150</td>
<td>Writing and Critical Reading Themes and Approaches Units 4</td>
<td>4</td>
</tr>
<tr>
<td>WRIT 340</td>
<td>Advanced Writing Units 3, 4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Professional Courses Total:** 114

## Elective Professional Courses

A minimum of 12 units in Professional Architecture Electives are required. 14
A minimum of 2 units in architecture history is required.

| Total | 14 |

### General Studies

All students must satisfy the 2015 General Education Program, which includes six Core Literacy and two Global Perspectives requirements.

#### Core Literacies

- **GE-A: The Arts (one course)**
  - Fulfilled by ARCH 214a, ARCH 214b
  - See req'd Prof courses
  - Credits: 0

- **GE-B: Human st c Inqu ry (two courses)**
  - Credits: 8

- **GE-C: Soc a Ana ys s (two courses)**
  - Credits: 8

- **GE-D: Lfe Sc ences (one course)**
  - Fulfilled by PHYS 125Lg Phys cs for Arch tects
  - See req'd Prof courses
  - Credits: 4

- **GE-E: Phys ca Sc ences (one course)**
  - Fulfilled by ARCH 213a, ARCH 213b
  - See req'd Prof courses
  - Credits: 0

#### Global Perspectives

*Note: a single course can satisfy one Global Perspective and one Core Literacy requirement.*

- **GE-G: C t zesh p n a G oba Era (one course)**
  - Credits: 4

- **GE-H: Trad t ons and H stor ca Foundat ons (one course)**
  - Credits: 4

| Total Minimum Required | 40 |

### General Studies Program Total Excl un ts sat sf ed by Requ red Prof ess ona Courses and Core terac es and G oba persp ect ves over ap | 24 |

### Optional Studies

A minimum of 8 units free electives are required in any area of liberal arts or sciences (excluding MATH 108, PHYS 125 or PHYS 135a, PHYS 135b).

| Total | 8 |

### B. Arch Total

160

---

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

Program Response:
The School’s Master of Architecture is a NAAB accredited professional degree program in the area of architectural design. It is intended for individuals who have completed a bachelor’s degree with a major other than one of the design professions, (typically requiring three years of residency); or, with advanced standing, for those individuals with a pre-professional undergraduate degree in architectural studies (typically requiring two years of residency).

Degree Requirements
A minimum one-semester college-level course in physics or calculus is required.
In order for the M. Arch degree to be conferred, students must complete 102 credit units of both required professional and elective course work during three years of residency, or for students admitted with advanced standing, a minimum of 64 units of both required professional and elective course work during two years of residency. Students must also continually meet the established standards for graduate study at USC.

All students must complete (before graduation) a combined total of 168 credit hours of study at the undergraduate and graduate level, of which at least 30 semester credit hours must be at the graduate level as well as a minimum of 45 units of non-architectural content.

102-unit Sample Curriculum, M. Arch. 3-Year Track

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Total units: 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ARCH 409L Design Foundation Units: 2</td>
<td></td>
</tr>
<tr>
<td>• ARCH 410L Computer Transformations Units: 2</td>
<td></td>
</tr>
<tr>
<td>• ARCH 505aL Graduate Architecture Design I Units: 6</td>
<td></td>
</tr>
<tr>
<td>• ARCH 511L Building Systems: Materials and Construction Units: 4</td>
<td></td>
</tr>
<tr>
<td>• ARCH 514a Global History of Architecture Units: 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Total units: 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ARCH 505bL Graduate Architecture Design I Units: 6</td>
<td></td>
</tr>
<tr>
<td>• ARCH 514b Global History of Architecture Units: 3</td>
<td></td>
</tr>
<tr>
<td>• ARCH 523aL Structural Design and Analysis Units: 3</td>
<td></td>
</tr>
<tr>
<td>• ARCH 525 Professional Practice: Pre-Design, Project and Office Administration Units: 3</td>
<td></td>
</tr>
<tr>
<td>• ARCH 575a Systems Units: 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Total units: 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ARCH 523bL Structural Design and Analysis Units: 3</td>
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</tr>
<tr>
<td>• ARCH 561 Urbanism Themes and Case Studies Units: 2</td>
<td></td>
</tr>
<tr>
<td>• ARCH 562 Architecture Themes and Case Studies Units: 2</td>
<td></td>
</tr>
<tr>
<td>• ARCH 605aL Graduate Architecture Design II Units: 6</td>
<td></td>
</tr>
<tr>
<td>• ARCH 611 Advanced Building Systems Integration Units: 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Total units: 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ARCH 563 Contemporary Architectural Theory Units: 2</td>
<td></td>
</tr>
<tr>
<td>• ARCH 564 Descriptive and Computational Architectural Geometry Units: 2</td>
<td></td>
</tr>
<tr>
<td>• ARCH 575b Systems Units: 3</td>
<td></td>
</tr>
<tr>
<td>• ARCH 605bL Graduate Architecture Design II Units: 6</td>
<td></td>
</tr>
<tr>
<td>• Electives Units: 4</td>
<td></td>
</tr>
</tbody>
</table>

| Total units: 17                                  |                 |

| Total units: 17                                  |                 |
### Fifth Semester
- ARCH 526 Professional Practice: Legal and Economic Context, Project Documentation Units: 3
- ARCH 705L Advanced Graduate Architecture Design – Topics Units: 6
- ARCH 793aL Architecture Directed Design Research Option I Units: 2 or
- ARCH 795aL Architecture Thesis Option II Units: 2
- Electives Units: 6
**Total units: 17**

### Sixth Semester
- ARCH 793bL Architecture Directed Design Research Option I Units: 6 or
- ARCH 795bL Architecture Thesis Option II Units: 6
- Electives Units: 10
**Total units: 16**

#### Table 4.2.5.1 M. Arch 3-Year Summary Chart

**Master of Architecture 3-Year Track**

<table>
<thead>
<tr>
<th>Required Professional Courses</th>
<th>Cred ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Course requirements cannot be waived. These courses may be referred to as “Required Advanced Studies Courses”</td>
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</tr>
<tr>
<td>ARCH 409L Design Foundation Unit: 2</td>
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<tr>
<td>ARCH 410 Computer Transformaton Unit: 2</td>
<td>2</td>
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<td>ARCH 505aL Graduate Architecture Design Unit: 6</td>
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<tr>
<td>ARCH 505bL Graduate Architecture Design Unit: 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 525 Professor Practiced Pre-Design, Project and Office Admin Unit: 3</td>
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<tr>
<td>ARCH 526 Professor Practiced Legal and Economic Context, Project Documentation Unit: 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 561 Urbanism Themes and Case Studies Unit: 2</td>
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<tr>
<td>ARCH 562 Architecture Themes and Case Studies Unit: 2</td>
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<tr>
<td>ARCH 563 Contemporary Architecture Theory Unit: 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 564 Descriptive and Computational Architecture Geometry Unit: 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 605aL Graduate Architecture Design Unit: 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 605bL Graduate Architecture Design Unit: 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 611 Advanced Building Systems Integration Unit: 4</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 705L Advanced Graduate Architecture Design – Topcs Unit: 6</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 793aL Architecture Directed Design Research Unit: 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 793bL Architecture Directed Design Research Unit: 6</td>
<td>6</td>
</tr>
</tbody>
</table>

**Required Professional Courses Total**  60

<table>
<thead>
<tr>
<th>Required Basic Studies Courses</th>
<th>Cred ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Studies Course Requirements can be waived using undergraduate courses though a waiver petition process.</td>
<td></td>
</tr>
</tbody>
</table>
Waiver of Required Basic Studies Courses results in additional available elective units.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 511L Building Systems: Materials and Construction</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 514a Global History of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 514b Global History of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 523aL Structural Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 523bL Structural Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 575a Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 575b Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Basic Studies Courses Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

**Elective Courses**

Elective units may be applied to the M. Arch degree if the course:
1. is numbered 400 level or above AND:
   a. an "ARCH" course
      OR
   b. a non-"ARCH" courses approved through petition process.

**Link to document for the petition process to apply non-arch units to M. Arch**

<table>
<thead>
<tr>
<th>Elective Courses (minimum)</th>
<th>20</th>
</tr>
</thead>
</table>

**M. Arch 3-Year Track Total**

| Total                                                   | 102     |

**Advanced Standing**

Students seeking advanced standing must have a four-year architectural studies degree from: a U.S. school with an accredited professional architecture program; a U.S. school that is accredited by a regional accrediting body, without an accredited professional architecture program; or an international program that is deemed equivalent.

All students who meet the pre-professional undergraduate degree requirement and wish to be considered for advanced standing must undergo a course-by-course review. Students must provide significant evidence from the course work completed at the undergraduate level in order for waivers to be considered or granted for USC M. Arch required Basic Studies courses. This review is conducted after admission to the program, during the summer prior to starting course work.


M. Arch students with advanced standing are required to complete a minimum two year residency, or 4 semester units of study at USC.

**64-unit Sample Curriculum, M. Arch. 2-Year Track**
Year One, Semester One
- ARCH 410 Computer Transformations Units: 2
- ARCH 561 Urbanism Themes and Case Studies Units: 2
- ARCH 562 Architecture Themes and Case Studies Units: 2
- ARCH 605aL Graduate Architecture Design II Units: 6
- Elective or Basic Studies Units: 4
Total units: 16

Year One, Semester Two
- ARCH 525 Professional Practice: Pre-Design, Project and Office Administration Units: 3
- ARCH 563 Contemporary Architectural Theory Units: 2
- ARCH 564 Descriptive and Computational Architectural Geometry Units: 2
- ARCH 605bL Graduate Architecture Design II Units: 6
- ARCH 611 Advanced Building Systems Integration Units: 4
Total units: 17

Year Two, Semester One
- ARCH 526 Professional Practice: Legal and Economic Context, Project Documentation Units: 3
- ARCH 705L Advanced Graduate Architecture Design – Topics Units: 6
- ARCH 793aL Architecture Directed Design Research Option I Units: 2 or
- ARCH 795aL Architecture Thesis Option II Units: 2
- Elective or Basic Studies Units: 5
Total units: 16

Year Two, Semester Two
- ARCH 793bL Architecture Directed Design Research Option I Units: 6 or
- ARCH 795bL Architecture Thesis Option II Units: 6
- Elective or Basic Studies Units: 9
Total units: 15

Table 4.2.5.2 M. Arch 2-Year Summary Chart

Master of Architecture 2-Year Advanced Standing Track

<table>
<thead>
<tr>
<th>Required Professional Courses</th>
<th>Cred ts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Course requirements cannot be waived. These courses may be referred to as &quot;Required Advanced Studies Courses&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH 410 Computer Transformations Un ts: 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 525 Professiona Practive: Pr-Dec gn, Project and Office Administration Un ts: 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 526 Professional Practice: Legal and Economic Context, Project Documentation Un ts: 3</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 561 Urbanism Themes and Case Studies Un ts: 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 562 Architecture Themes and Case Studies Un ts: 2</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 563 Contemporary Architecture Theory Un ts: 2</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ARCH 564</td>
<td>Descriptive and Computational Architecture Geometry</td>
</tr>
<tr>
<td>ARCH 605aL</td>
<td>Graduate Architecture Design II</td>
</tr>
<tr>
<td>ARCH 605bL</td>
<td>Graduate Architecture Design II</td>
</tr>
<tr>
<td>ARCH 611</td>
<td>Advanced Building Systems Integration</td>
</tr>
<tr>
<td>ARCH 705L</td>
<td>Advanced Graduate Architecture Design - Topos</td>
</tr>
<tr>
<td>ARCH 793aL</td>
<td>Architecture Directed Design Research</td>
</tr>
<tr>
<td>ARCH 793bL</td>
<td>Architecture Directed Design Research</td>
</tr>
</tbody>
</table>

**Required Professional Courses Total**: 46

**Required Basic Studies Courses or Electives**

**Required Basic Studies Courses**: for 2-year students, Basic Studies Course Requirements must be waived or added to each student's individual course plan

**Available elective units equals 18 units minus unwaived basic studies courses. Elective units may be applied to the M. Arch degree if the course is numbered 400 level or above AND an "ARCH" course OR a non-"ARCH" courses approved through petition process.**

**Required Basic Studies or Elective Courses Total**: 18

**M. Arch 2-Year Advanced Standing Track Total**: 64

---

**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:**

N/A.
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:
Please see Section 6.5, Admissions and Advising for additional links.

B. Arch
All applicants to the School of Architecture must complete the Common Application and submit it to USC’s Office of Admission. The School of Architecture’s undergraduate APPLY web page includes information relevant for transfer applicants (see “Transfer Applicants” section). All applicants, including international students, must submit a portfolio. For acceptance of AP or IB course work or college course work taken before graduation from high school, see: https://arr.usc.edu/students/transfer-credit-services/exam-credit/

In addition to the 70-80 first-year freshmen enrolling each year in the SOA, the School also enrolls approximately 15 transfer students, using the same Common Application process and online portfolio submission process as freshman applicants. It is possible, in selected instances, that a transfer student from an accredited community college or other university may be eligible for advanced placement at the 2nd-year level if previous work includes a minimum of 32 semester units of acceptable academic credit in a pre-Architecture program. The academic credit must include at least 8 semester units in Architectural Design or Environmental Design. Students accepted for advanced placement must still comply with all requirements for the degree. There are 3 areas in which transfer students request some form of advanced standing or transferable units: 1) studio, 2) required professional course work, and 3) electives and general education requirements.

The SOA considers transfer credit for the 1st-year studios and in very rare situations for the 2nd year studios if the applicant is transferring from another 5-year accredited program. Applicant portfolios are reviewed by a team of six 1st year and 2nd year design faculty. Of the approximately 30 transfer students who are admitted each year, approximately 10 are required to take the full 10-studio sequence, approximately 10 take a condensed six-week ARCH 102ab + ARCH 105L summer transfer sequence to satisfy NAAB requirements and to acquire the skills and any NAAB-related competencies assigned to ARCH 102abL. A letter grade of B or better in each summer transfer course is required. The other 10 admits are allowed to transfer credit from their previous institution for ARCH 102abL + ARCH 105L based on evaluation of their portfolio work and transcripts.

The portfolios of students who are recommended for placement in the transfer studio or 2nd year typically display the following: 1) Strong graphic/technical skills, including an understanding of plan/section relationships, knowledge of line hierarchy/line weight, and physical model making ability; 2) Digital skills, including technical fluency in Rhino 3D, AutoCAD and Adobe Creative Suite; and 3) Conceptual skills as evidenced by projects that display an awareness and understanding of design within the larger framework of architecture as a discipline, cultural practice, and profession.
Requests for transfer units for required professional non-studio course work are evaluated on a case-by-case basis, and are limited to 100- and 200-level courses, including ARCH 114 Architecture: Culture and Community, ARCH 211 Materials and Methods of Building Construction, ARCH 213ab Building Structures and Seismic Design, and ARCH 214ab World History of Architecture. The evaluation of equivalency is carried out by the instructor(s) responsible for each course’s syllabus development with consideration for NAAB criteria. The faculty member(s) are provided all necessary information from the student (transcript, transfer course syllabus, student work) to verify the level of performance and areas covered. ARCH 114 Architecture: Culture and Community, ARCH 211 Materials and Methods of Building Construction, and ARCH 213ab Building Structures and Seismic Design are straightforward with respect to NAAB criteria considerations; the evaluation is likewise a simple matter. The Advisement and Academic Services web page provides links to undergraduate waiver forms. In the case of ARCH 214ab World History of Architecture, which covers both western and non-western history, the faculty evaluates each student’s submissions and then recommends, if necessary, architectural history electives to ensure that all required non-western history content is covered. In California, community colleges are required to provide a very detailed summary of each course available for transfer credits; at times, this summary is used as an additional evaluation tool. As often voiced by various regional community colleges administrations from which many of our transfer students matriculate, the USC SOA is much stricter than other regional NAAB programs in articulation of professional course work.

**M. Arch.**
The USC Office of Graduate Admission is the preliminary reviewer of M. Arch applications. This office manages the central online application system and ensures that all necessary documents have been submitted. Credential review is processed through the evaluation of undergraduate degree and institutional accreditation, or for international students, a U.S. Bachelor Degree-equivalency through program and institutional recognition by the country’s Ministry of Education (or equivalent). For international students, this office also verifies credentials for I-20 and DS-2019 forms; financial qualifications, and filters for language scores. GPA’s from all applicants, are regularized to a 4.0 GPA scale to allow for better comparison.

The School of Architecture Graduate Admissions receives applications from the Office of Graduate Admissions, along with their degree verification status. The School processes M. Arch applications through a series of steps starting with the transfer of documents into Slideroom, which houses all applicant information and materials, and also serves as the medium for applicant tracking, review, scoring, and score analysis. All applicants who do not meet the Office of Graduate Admission requirements are filtered from the process. Applications are divided into three and two-year cohorts, then flagged for characteristics specific to the School including GPA, submission of Program-specific materials, and for international students, minimum TOEFL or IELTS scores. Incomplete applications or those not meeting School minimums do not progress to the application review stage.

During the COVID pandemic, the GRE requirement was suspended, and has since been removed. Our data analysis showed that while there was some correlation between GRE verbal scores and student performance, this was likely attributable to, and redundant with, language scores for international students. As the program acclimatizes to the nuances of the post-pandemic realm, additional assessments may be introduced to evaluate the utility of returning to the GRE requirement.

M. Arch Admissions faculty reviews begins with a review of each candidate’s application, which requires a personal statement, a portfolio, letters of reference, and records of academic achievement (transcripts, GRE scores, and TOEFL scores when appropriate).
Admission is based on a determination that an applicant has the academic background and 
talent necessary to successfully undertake advanced professional education in Architecture.

The evaluation of application material is multi-stepped, requiring initial review from faculty, 
followed by the program's associate director, who at this stage assesses transcripts of 
advanced standing applicants for degree qualifications and undergraduate degree course 
composition to assure the applicant's ability to complete the degree within two years. At this 
stage non-qualifying applicants are removed from the advanced standing pool. Applications 
of all tracks then go to the director for review. The aggregate of reviews result in the 
assignment of a numerical score along with comments from each stage of reviews. 
The scoring criteria for applicant evaluation were recently modified and are as follows:

1. Potential to contribute to student culture (participation/extra-curricular 
   activity/leadership)
2. Academic and research potential (academics/GPA/writing ability)
3. Design potential (portfolio/creativity/craft)
4. Potential to contribute as a Citizen Architect (philanthropy/community 
   service/social justice)
5. Final assessment (overall score)

Each applicant receives a 1-5 score for each category. Scoring categories and instructions 
are designed to promote faculty integration and interpretation of multiple submission 
elements. Reviewers are highly encouraged to provide comments and to flag concerns. The 
director and associate director assess the ranked reviews for cut-off points, contingencies, 
and applications that might warrant additional consideration. The final step prior to sending 
out response letters, is the director's assessment for merit scholarships.

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:
B. Arch. - The USC Office of Admission evaluates all undergraduate transfer applicants to 
ensure that minimum requirements are met in order to be qualified as a transfer (such as 
completion of secondary school showing the date of graduation). Students who did not finish 
high school submit transcripts showing any grades received before leaving as well as a copy 
of their completion certificate (such as GED). Applicants must also submit official college 
transcripts from any and all colleges attended, regardless of whether coursework or degree 
requirements were completed).

For review and acceptance general course work for credit, USC affirms the practice of 
adcreditation of U.S. post-secondary academic institutions by the 6 regional accreditation 
agencies: the Middle States Association of Colleges and Schools, the North Central 
Association of Colleges and Schools, the New England Association of Schools and Colleges, 
the Northwest Association of Schools and Colleges, the Southern Association of Colleges 
and Schools, and the Western Association of Schools and Colleges. Articulation agreements 
with California community colleges are issued by the USC Articulation Office and indicate 
courses available for transfer. These agreements are subject to change, depending on 
course content, availability, and academic policies. Articulation agreements exist for select 4-
year colleges within the state of California. The USC Office of Admission also thoroughly 
evaluates transfer applicants who attend colleges/universities outside of the United States. 
These admission counselors have specialized knowledge to help translate academic 
transcript to a U.S. 4.0 grade point average scale. For the process for admitting transfers 
from other institutions, see: Transfer Students | USC Undergraduate Admission
The Transfer Application and Portfolio Review evaluations include nine rating criteria, each rated on a scale of zero to five. Scores of 3-5 on each of the below criteria are acceptable for admission consideration. The portfolio scoring in addition to the review of the academic transcript and written responses from the Common Application determine admissibility.

Criteria to Rate:
1. PARALINE: orthographic, axonometric
2. PERSPECTIVE: construction, rendering, color
3. HYBRID DRAWINGS: section perspective, etc.
4. DIAGRAMMING and ANALYSIS/ABSTRACTED DRAWINGS
5. MODEL-MAKING: process models, rep of final project
6. SOFTWARE: Adobe Suite, Rhino, AutoCad
7. Overall critical thinking & problem-solving skills

Studio placement recommendations based on skills and qualities are as follows:

1st YEAR (No ARCH Experience)
Ability in Visual Abstraction
Attention to Craft + Detail
Graphic Skills + Composition
Overall Presentation of Work

1st YEAR (Some ARCH Experience)
Digital drafting with lineweights
2D ortho drawings: plans, sections, elev, paraline
Org and defining habitable space/movement
Well-crafted physical models

SUMMER TRANSFER (or HIGHER)
3D digital modeling (and/or fabrication)
Tectonic logic or coherent formal expression
Rel. of form-making to use &/or physical context
Ability to diagram basic formal concepts
Clear ability in graphic presentation

The evaluation of the application portfolio largely determines fit as well as studio placement. Admitted students are notified that their studio placement was not based primarily on the quality of the application portfolio. Committed admits submit petitions for any non-studio coursework completed that they believe are equivalent to a USC course. The faculty of the USC course will evaluate the course syllabus, homework, tests/quizzes, papers, etc. to determine equivalency for waiver per the departmental petition forms: B. Arch Waiver Petition Forms.

M. Arch.
All graduate student applications are first reviewed for qualifications at the university level. At this stage transcripts are evaluated to confirm the candidate’s previous institution’s accreditation, the candidate’s completion of either BS or BA degree, and the fulfillment of meeting our General Studies criteria (as discussed in Section 4.2.2 above). Once approved by the university, applications are provided to the SOA for degree-specific evaluation. M. Arch 3-year and advanced standing applicant pools are reviewed separately. 3-year applicants’ prior academic coursework related to satisfying NAAB accreditation criteria are not reviewed in the application process. Advanced standing applicants are reviewed for undergraduate degree qualifications and curriculum. Undergraduate course work is examined primarily through transcript reviews of course titles, this is performed by the associate director or other faculty that have well established knowledge of the M. Arch curricula and familiarity with reviewing course content.
General thresholds for advanced placement are for transcripts to reflect one or more courses in each of the following areas: construction, structures, architecture history survey, building systems; and at least 4 design studios (based on quality of work the de facto minimum is 8 studios). These are a minimum qualifications, and portfolio reviews, seek further demonstrations in the application of such content, for acceptance into the program. The limited reviews at the application stage are sufficient to assure that applicants can graduate within the standard 2-year allotted period of study for the track.

Basic studies requirements (AKA “basic studies” or “basic requirements”) provide courses critical to the professional degree and align with courses typically taken in undergraduate pre-professional architecture degrees. If the topics were successfully completed in a previous degree, students can waive the requirement at USC, but cannot transfer the units. The Basic Studies requirements are predicated on two aspects:
1. Accreditation Criteria as defined by the NAAB which form a basis for learning objectives that students must meet in order to obtain an accredited degree.
2. Goals and objectives of USC’s courses, reflecting the School of Architecture’s own pedagogical agenda and larger school mission.

USC’s M. Arch program for both tracks operates under the premise that basic required courses must be taken at USC or waived through equivalencies in order to graduate. The primary difference is that the sample curriculum for 3-year students includes basic requirements while Advanced Standing sample curriculum excludes basic requirements. Waiver processes are stressed in orientations, in e-mailings, and the issuance of the M. Arch bulletin. The waiver process is identical for both 3- and 2-year tracks and is described in the M. Arch bulletin, a document issued annually the summer prior to student’s arrival.

Waivers based on content review. Waivers are typically based on the review of previous course content, usually course outlines, but sometimes syllabi, bibliographies, and samples of previous coursework. The Associate Director compares these to the required course, if there is sufficient equivalence in content required and units, then a waiver is granted. An example of content reviewed is shown in the following waiver petition forms.

- **M. Arch Waiver Petition 511**, Building Systems (Building Materials and Assemblies)
- **M. Arch Waiver Petition 514a**, Global History of Architecture
- **M. Arch Waiver Petition 514b**, Global History of Architecture
- **M. Arch Waiver Petition 523a**, Structural Design and Analysis
- **M. Arch Waiver Petition 523b**, Structural Design and Analysis
- **M. Arch Waiver Petition 575a**, Systems: The Thermal Environment
- **M. Arch Waiver Petition 575b**, Systems: Luminous and Auditory Phenomena in Architecture (includes sustainability, daylighting, building services systems, access, fire and life-safety, plumbing)

These waiver forms still carry references to the previous NAAB SPC. As basic required courses’ content were based on these SPC, and current course content has not significantly changed for the 2020 Conditions, forms have retained the SPC as an effective metric for checking syllabi.

Waivers based on precedent. Waivers are also granted based on precedent. Courses previously waived through content review and using the same course title and number, from the same institution, are eligible for waivers granted based on precedent. Once granted, waivers are recorded in the “Required Basic Studies Courses and Waiver Worksheet” section of the student’s curricular worksheet. This worksheet records the basic requirement waivers for each M. Arch student, forming part of a larger server-based database that records all curricular advisement activity by the associate director.
The Associate Director works with each incoming student to create a specific plan for that student based on waivers to meet all requirements. The curricular worksheet records the academic planning and progress. The curricular worksheet is accessed by Student Services advisors for periodic audits that summarize student course requirements based on waivers and courses taken. These audits are communicated by Student Services Advisors directly to students. Raw worksheets are also provided to students in an Excel format during the summer before the program starts. The work sheets capabilities to autofill course names, track units taken, provide additional worksheets for graduate certificates, and reflect the exact records that are used by the associate director, allowing students to fulfill their coursework and electives requirements.

PDF Samples: 3-year curricular worksheet, 2-year curricular worksheet, Graduate certificate section
XLSX Samples: 3-year curricular worksheet, 2-year curricular worksheet

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:

The USC Office of Articulation will evaluate transfer credits for admitted and matriculating students only. For assistance prior to applying, students may access the USC Transfer Planning Guide at www.usc.edu/tpg to help applicants choose courses from a specific transfer college before applying to USC.

Transfer Planning Brochure: This brochure will help navigate the application and transfer process, and introduction to the transfer policies. View the Transfer Planning Brochure

Interactive Planning Guide: This online resource will help determine which undergraduate courses at other institutions will satisfy USC’s General Education courses, as well as the lower-division coursework required for any major. Go to the Interactive Planning Guide.

Additional Coursework by Major: Find the lower-division, introductory coursework that may be recommended or required for your intended major. Download the Additional Coursework by Major file.

Articulation Agreements: Community Colleges: These lists indicate the community college courses that fulfill General Education and other requirements, as well as equivalents to lower-division courses at USC. Visit Articulation Agreements with Community Colleges.

Articulation Histories with Local Four-Year Colleges: Though USC does not maintain formal articulation agreements with four-year colleges, this resource will help determine which courses have been accepted for transfer in the past. Courses not included in the history have not yet been reviewed and may or may not transfer. Most academic courses from four-year institutions are accepted for transfer credit. View Articulation Histories.

Undergraduate Transfer Credit Services determines what transfer credit, if any, courses taken elsewhere may receive toward an undergraduate degree at USC.

A Transfer Credit Report (TCR) will be generated for all admitted undergraduate students who have paid the commitment deposit. The TCR shows unit and subject credit granted for
college courses and relevant exams, such as AP, IB, and A-levels, and will be available to view in OASIS by the time the student attends orientation.

Once an undergraduate transfer student is accepted into our program, their academic advisor will utilize the information from the Transfer Credit Report as well as the Student Academic Record System report (STARS) report to create an academic course plan for on-time graduation. These links provide examples of these documents:

Sample Transfer Credit Report
Sample STARS Report
Sample B. Arch Course Plan

M. Arch. - M. Arch degree requirements are stated in the “Eligibility Criteria” section of the School’s M. Arch Application page as follows:
+3: Individuals who have completed a four-year Bachelor of Arts or Bachelor of Science degree, or its equivalent, with no prior degree in architecture, are eligible for admission to the three-year professional degree program. A minimum one-semester college-level course in physics or calculus is required. Preparation in the visual arts such as drawing, sculpture, graphics and/or basic design is strongly encouraged. Courses in the humanities, ecology, history of art, and architecture are strongly encouraged, although not required.

+2 Advanced Standing: Students seeking advanced standing must have a four-year architectural studies degree from: a U.S. school with an accredited professional architecture program; a U.S. school that is accredited by a regional accrediting body, without an accredited professional architecture program; or an international program that is deemed equivalent. Students with advanced standing are required to complete a minimum two year residency, or 4 semester units of study at USC.

Requirements are further elaborated in the M. Arch program page of the USC Catalog, directly linked from the School’s website. Of note, degree requirements are stated as follows:

**Degree Requirements** - A minimum one-semester college-level course in physics or calculus is required. In order for the M. Arch degree to be conferred, students must complete 102 credit units of both required professional and elective course work during three years of residency, or for students admitted with advanced standing, a minimum of 64 units of both required professional and elective course work during two years of residency. Students must also continually meet the established standards for graduate study at USC. To meet NAAB accreditation requirements, all students must complete (before graduation) a combined total of 168 credit hours of study at the undergraduate and graduate level, of which at least 30 semester credit hours must be at the graduate level as well as a minimum of 45 units of non-architectural content.

**Advanced Standing** - Students seeking advanced standing must have a four-year architectural studies degree from: a U.S. school with an accredited professional architecture program; a U.S. school that is accredited by a regional accrediting body, without an accredited professional architecture program; or an international program that is deemed equivalent. All students who meet the pre-professional undergraduate degree requirement and wish to be considered for advanced standing must undergo a course-by-course review. Students must provide significant evidence from the course work completed at the undergraduate level in order for waivers to be considered or granted for USC M. Arch required Basic Studies courses. This review is conducted after admission to the program, during the summer prior to starting course work. Basic Studies courses include: ARCH 511L Building Systems: Materials and Construction, ARCH 514a Global History of Architecture, ARCH 514b Global History of Architecture, ARCH 523aL Structural Design and Analysis, ARCH 523bL Structural Design and Analysis, ARCH 575a Systems, ARCH 575b Systems, ARCH 611 Advanced Building Systems Integration. M. Arch students with
advanced standing are required to complete a minimum two year residency, or 4 semester units of study at USC.

Sample curricula and time frames for both tracks are further elaborated on M. Arch. page of our website: https://arch.usc.edu/master-of-architecture (towards bottom of page). M. Arch students have on occasion extended their period of study. There has been no instance of a student extending due to an inability to schedule their required courses in the stated period of the degree.

As mentioned above in 4.3.2, the Associate Director and Academic Advisor provide an outline of the number of courses needed each semester to graduate on time within the 2-year (+2 students) or the 3-year (+3 students) window using the curricular worksheet, which tracks units, required courses, and required basic course waivers.
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:
ADMINISTRATIVE STRUCTURE AND GOVERNANCE
USC is governed by a Board of Trustees and led by President Carol L. Folt in conjunction with a senior administrative team responsible for managing institutional operations through administrative units and schools. Additionally, the Academic Senate, Undergraduate Student Government, and Graduate and Professional Student Senate have power to make studies, reports and recommendations to the president in matters pertaining to their constituencies. For the full listing of USC’s senior administrators, see: http://about.usc.edu/administration/.

The academic dean of each college or school shall, subject to the provisions of Article VIII, Section 8.1 of the University Bylaws, be the chief administrative officer thereof and shall be responsible for the proper preparation and conduct of its educational program. He/she shall continuously study the academic program and needs of his/her unit and shall make an annual report to the President of the University through the Senior Officer to whose immediate direction he/she is subject. He/she shall supervise the progress and look after the academic welfare of the students of his/her unit and shall furnish such information concerning his/her school as may be requested by the President of the University.

The dean of the School of Architecture reports directly to the provost on all matters, including budget and tenure appointments within the School. As such, all deans, including Interim Dean Willow Bay, serve as members of the Provost Council. All of USC’s 20 deans have budget and hiring control within their respective schools or programs, develop and submit an annual budget, and review annually with the provost the strategic plan of their schools or programs. USC is particularly entrepreneurial in its organization, with a revenue-centered management style that bestows more autonomy and responsibility on its deans relative to other, more centralized university organizations.

Within the School, the dean is assisted by a senior leadership team that includes associate deans overseeing 1) academic affairs 2) faculty affairs and 3) research / creative work; assistant deans overseeing student services, administration and finance, communications and marketing, and advancement; a diversity liaison overseeing the School’s Diversity, Equity and Inclusion Plans; and Academic Program Directors overseeing undergraduate architecture programs, graduate architecture programs, landscape architecture + urbanism programs, heritage conservation programs, and building science programs.

The School is a single unified school, with a single faculty body, and with several degree programs in the areas of Architecture, Landscape Architecture + Urbanism, Building Science, and Heritage Conservation. It does not have autonomous departments or department chairs who govern faculty hiring, budgets, or curriculum development. Instead the School of Architecture is organized vertically by academic program. Each program director serves for a 3-year term and reports to the Dean.

Currently the program directors are as follows:
Undergraduate Architecture: Doris Sung, Director; Lee Olvera, Associate Director: B. Arch, B.S. in Architectural Studies, BS in Architecture and Inventive Technologies
Graduate Architecture: Alvin Huang, Director, Selwyn Ting, Associate Director: M. Arch, M.ARS, and MAAS
Landscape Architecture: Alison Hirsch, Director; Esther Margulies, Associate Director: M.LA, B.LA, Degrees with Planning
Building Science: Kyle Konis, Director: MBS, Degrees with Engineering
Heritage Conservation: Trinidad Rico Director: MHC and Interdisciplinary Electives

The 2 professional architecture degree programs in the School (B. Arch and M. Arch) constitute approximately 77% of the total number of enrolled students. In addition, individual studio coordinators are assigned at each year level within each program and for each of the semester-long Global Studies programs.

The USC School of Architecture Organization and Procedures document outlines the working structure of the School as agreed upon by the dean, faculty, students, and staff. The main body of the document outlines responsibilities, the standing committee structure, hiring procedures, and civility codes. The appendix is a collection of key documents such as those relating to faculty profile/loads, attendance guidelines, and the like. The Workforce Policy Committee oversees the annual updating of the Organization and Procedures document to keep it as accurate regarding current administrative configurations as possible. Every aspect of this document is brought to the faculty for full discussion and final vote for inclusion. Relevant sections are also developed with both the Student Council representatives and the staff. It is very much a living document, and one that is created on behalf of the faculty, staff, and students.

The Administrative Structure diagram illustrates the School’s overall structure—including staff, faculty, and students. Although the dean is ultimately responsible for all aspects of the School, the organization has been designed to create as much representative authority on the part of the faculty, staff, and students as possible. At the center of the organization is the Faculty Council — a central committee with elected faculty, created to advise the dean on academic-related, faculty-related issues.

The 5 standing committees: Curriculum and Academic Initiatives, Workforce Policy, Public Events / Communications, Space / Technology, Diversity and recruitment; are the primary
means that the faculty, students, and staff utilize to govern themselves in order to advance the academic mission of the School. Each member of the Faculty Council (see below) serves on 1 of the 5 standing committees in order to create a knowledge exchange between the faculty and administration.

**Primary Administrators and Staff:** the linked document lists primary administrators and staff

**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 following structures and processes

**Faculty Meetings**
Faculty Meetings are once a month meetings presided over by the Dean or Vice Deans, where all faculty of the School are invited to participate. These provide a forum for the discussion of School affairs. They typically include reports from the Administration and the Standing Committees, enable faculty members to discuss and vote on curricular matters, and provide opportunities for making resolutions on matters of consequence to the Faculty.

**The Faculty Council**
The Faculty Council (FC) is elected to participate in shared governance of the School as outlined in the University Faculty Handbook and the Academic Senate Constitution and Bylaws. The FC represents the collective faculty of the School of Architecture. The FC initiates, studies, and reports issues and initiatives of importance to the faculty at the School, especially those germane to the academic mission of the School. The Faculty Council communicates the faculty’s views and interests therein and to the senior leadership team.

**Faculty Retreats**
Faculty Retreats are typically 1-day, off-campus annual retreats that are required as part of each faculty member’s service percentage. The annual retreats offer the dean and faculty the opportunity to receive the dean’s outlook on the School; and for the collective community to delve into topics of interest and/or pressing issues in need of discussion and dialogue that exceed the standard monthly faculty meetings. More recently, the Dean has used the occasion to deliver a Powerpoint Presentation on the “State of the School” accompanied by a distributed summary of remarks. The State of the School is the result of materials attained and summarized from Communications/Marketing, Advancement, Student Services, Diversity and Inclusion, Administration and Finance. The presentation and discussion covers a full range of topics, including the School’s current budget and financial conditions.

**Dean Cabinet and Academic Program Director Retreats**
Implemented in 2020, Dean Cabinet and Academic Program Director Retreats are multi-day off-campus annual retreats that are required of all of the dean’s direct reports and of academic program directors. The annual retreats offer the dean senior leadership the opportunity to receive the dean’s outlook on the School; and for the collective community to delve into topics of interest and/or pressing issues in need of discussion and dialogue that exceeds the standard weekly cabinet meetings and monthly dean, cabinet, academic program director meetings. See also [Administrative Structure](#) diagram.

**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 USC School of Architecture grants degrees in architecture, landscape, building science and heritage conservation. This range of intellectual inquiry within Architecture and those across the University are among the School’s greatest assets, allowing our students access to a wide range of academic opportunities. It is the responsibility of the dean, in consultation with the faculty, to articulate a common mission for the School during their administration and to harness the University’s and the School’s academic diversity. Together, the Dean and the faculty create an atmosphere where all the moving pieces can work together as one.

Under Dean Ma (2007-2017), the School took as its common mission the theme of globalization and the parametric approach to designing the built environment. More recently, under Dean Curry (2017-2022), the School took as its common mission expanding opportunity and access to the profession. Each dean then allocates a proportion of the School’s resources to making this mission come alive – through inviting visitors, holding symposia, creating new centers, and so on. These efforts enliven the spirit of the School, refresh our thinking, and help guide curricular revisions in required as well as elective curricula. Many of Dean Curry’s accomplishments reflect such collective effort – e.g., bringing the Paul R. Williams Archive to the School, creating A-Lab, rethinking our pre-professional undergraduate program, starting two new centers focused on urbanism and housing, and hiring several new tenure track faculty with emphasis on diversity and equity.

While the imprint of a particular dean matters greatly in unifying the School, it is ultimately the responsibility of the School’s faculty to ensure that the precise curriculum of each degree program meets the requirements set by the University and the degree’s accreditors (NAAB, LAAB), remains relevant to students, and ensures their success after graduation. To meet these responsibilities, the Dean appoints a director to each academic program as outlined in our Organization and Procedures Document. The B. Arch and M. Arch program directors are each selected based on their proven excellence in architecture, as well as their stated commitment to providing an innovative and inclusive curriculum that lays out a clear path to architectural licensure and professional readiness, while providing a robust level of interdisciplinary learning opportunities through general education, electives, and travel abroad opportunities.

Each director works in concert with the Dean to integrate any new accreditation conditions, the Dean’s current initiatives for the broader community, as well as new initiatives developed by the directors for each particular program based on ongoing assessment of current needs. Two recent examples of this can be found in the USC Architecture Academic Year Goals Document: B. Arch AYG and M. Arch AYG from AY 2020-2021. As outlined in 5.3, the program director works in concert with the Curriculum and Academic Initiatives Committee to modify and adapt the current curriculum to meet the ongoing needs of each degree program and to help align the Dean’s priorities to the work of associate deans, assistant deans, and directors.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
As demonstrated by these AYG documents provided above, in any program as large as our two accredited architecture programs, there can be any number of smaller initiatives at play at any given time. Yet, over the past five years, the Dean, the faculty, and the B. Arch and M. Arch program directors have shared the following foundational goals: a). to increase access to architectural education while maintaining measured excellence; b). to provide a
challenging forward-looking curriculum within a supportive environment; and, c), to ensure our students achieve success not only while at USC but after their graduation in the profession. There have been three primary ways that both the School of Architecture has measured its success at meeting these goals: admissions metrics (before the students join us), retention/graduation rate metrics (while they are with us), and post-graduation/employment metrics (after they leave USC).

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

Program Response:
Measuring success in increasing access while maintaining excellence: Over these past 5 years, our B. Arch program has grown more selective (with an admittance rate of 17% vs 32% five years ago), while becoming one of, if not the most, diverse program in the nation. We have doubled our enrollment of Black students from 4.2% 5 years ago to 8%; and achieved 25% Latinx, 24% Asian, 19% white, 22% international; and 65% women; First Gen 24% this year. We have done this by taking into account our applicants’ accomplishments both within and outside of the classroom. As the Program Statistics from 2017 and 2021 indicate, the School has taken definitive steps at addressing the lack of racial and ethnic diversity in its student body; and has also addressed socioeconomic diversity as the statistics on First Gen and Pell Grant recipients indicates. These goals were achieved using our holistic review process - taking into account overall and weighted GPA, recommendations, student essays, architecture and design portfolios, and standardized test scores whenever submitted.

Measuring success at creating a challenging, yet supportive academic environment: The School maintains a high graduation rate - 92% (US Dept. of Education College Scorecard) - as is typical in professional degree-anchored programs in architecture. Retention rates are 97% (US Dept. of Education College Scorecard) - students returning after their 1st year.

Measuring our students’ readiness to enter the profession: Our students continue to perform well with job placement after graduation - 91% of our alumni were able to secure employment within 6 months following graduation; 78% found employment within 3 months following graduation. 67% of our students have summer internships while at USC and 48% of our students found their full-time jobs through USC Trojan Networks.

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

Program Response:
The strengths of the School and programs are largely related to: our ability to attract the brightest of students, our recent improvements around issues related to access, equity and diversity, and the continued success of our students entering the profession. Relatedly, with the hiring of new T/TT faculty with a scholarly emphasis on areas related to social justice and cooperative housing, our ongoing connections to the professional sphere via the Guild, and the successful launch of our school's IPAL Program, we anticipate improvements around issues of access, equity, and diversity will become more firmly embedded across the School.

Challenges range from cutbacks in funding initiatives during the pandemic to the need for more ample space for fabrication, reviews, exhibits, and new technology. The faculty at the USC School of Architecture are ambitious and often worry about how to keep pace with our peer institutions in regard to resources both for faculty and students. For our faculty, we face challenges in providing a balance between incentive funding, infrastructure (pre-award/post-
award grant support), and teaching releases when appropriate. For our students, we face challenges in diversifying our graduate student body through and the need for greater financial support. The faculty would like to provide more resources to students to ensure no student is limited in their personal capacity to achieve excellence due to cost of materials or computation needs.

An additional challenge but also a new opportunity is the fact that the University is currently conducting a search for a new Dean. With this change, there will inevitably be a retooling of priorities and the need for the School for further adjustment in its mission to accommodate the vision of the School’s next leader. Once again our program directors will be in charge of maintaining the core focus of their accredited programs to maintain their comprehensive plan to track, manage and assess the most current set of NAAB conditions as outlined in Section 5.3 below.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
The School of Architecture is critically positioned between academia and the profession. As such it is critical that we create paths for feedback from both the University and practitioners in the field on an ongoing basis.

There are several paths for feedback from the University. Not only do all curricular changes go under review by the University Committee on Curriculum (UCOC), but the dean meets monthly with the USC Provost’s Deans Council to discuss common strategies and coordinate joint initiatives between our unit, other units, and the larger institution. The Dean also meets individually with the Provost throughout the academic year and, each spring, meets with the Provost to discuss the School specifically, including to engage specifically in planning exercises that address future needs. Additionally, the School is also reviewed on a regular basis as a part of the regional WASC accreditation process and our graduate and undergraduate programs are reviewed every 8-10 years by the University Committee of Academic Review (UCAR), which includes external reviewers. Many of the School’s faculty serve on UCAR as well as the university’s curriculum committee, providing an additional path to bring new knowledge back to our academic unit.

In terms of pathways to gain feedback from the profession, a faculty representative from the School presents a report outlining current activities to the Architectural Guild’s Board of Directors each month; and the Dean presents similar updates to the School’s Board of Councilors several times during each academic year. The dean invites the Board of Councilors to review the biennial assessment report and offer feedback/suggestions for curricular improvement (see 5.3), including members who are active/outside practitioners. Many members of the Guild, the Board of Councilors, and our professional alumni community participate in end of term reviews. In addition, current program directors are active in the AIA community and work with the other programs in the LA area on curricular matters on a regular basis. Lastly, a large constituency of our part time faculty body are practitioners as well. They play a vital role in both sculpting curriculum as well as participating in monthly faculty meetings and annual faculty retreats, providing another way for feedback from the profession to our directors and full time faculty members overseeing the curriculum.

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:
Ongoing self-assessment is critical to both maintain current success as well as to identify areas for improvement. The School conducts ongoing self-assessment at a variety of levels (see section 5.3 for full assessment process and procedures) and intervals in addition to the ongoing NAAB and LAAB self-study and peer-review processes provided as part of accreditation procedures. Assessment and continuous self-improvement is the main task of each of our standing committees in regard to addressing the needs of their own specific areas: Curriculum and Academic Initiatives Committee, Diversity and Recruitment Committee, Workforce Policy Committee, Public Events/Communications Committee, and Space/Technology Committee. Student leaders serve on these committees, helping to shape priorities each semester. A good portion of our monthly faculty meetings are devoted to these committees’ reports, with committee chairs leading discussions and votes on various initiatives. The School’s Faculty Council meets monthly to discuss these matters as well providing their own updates at monthly faculty meetings. Faculty members attend an annual faculty retreat where they evaluate assessment results, discuss what their programs have done in the past, and speculate on what might be tested in the future.

In addition to getting ongoing feedback from the Standing Committees, Student Organizations, Faculty Meetings and Annual Retreats, the program directors deploy a range of other means to assess the effectiveness of their own programs from their own faculty members teaching in the program and from our enrolled students. The School has a regularized process for faculty evaluation of student work throughout all programs, as well as fairly extensive evaluation of faculty performance curricularly, professionally, and academically (as outlined in Part I, Section 2.1 Human Resources). Student work is submitted via digital submission, evaluated based on established criteria, and retained for archives, exhibitions, and portfolios (see section 5.3 and narratives for further explanation of evaluation processes with examples of standardized forms used).

Both midterm and final review weeks are coordinated through the Dean’s Office to ensure that all faculty serve on other faculty’s reviews. This provides an observation-feedback loop. An end-of-the-year “EXPO” event and annual student-work publication, INDEX, provide excellent vehicles for holistic evaluation of all programs. In addition, each studio level holds a group grading session during which studio year coordinators and program directors evaluate the overall effectiveness of each semester, and individual student evaluations are retained by faculty. Classroom evaluations of course effectiveness and faculty performance are conducted for each class every semester by our students that are processed by the University. Student evaluations of faculty performance are a subject of discussion between the Dean’s Office, the appropriate discipline directors, and individual faculty members.

Examples of successful changes instituted from such processes include:

- Based on the ongoing, annual evaluation of diversity in the faculty ranks (by the Diversity Liaison, Program Directors, Associate Dean, and Dean), successful recruitment of over two dozen female and BIPOC faculty hires since 2020, which represents 25 of the 33 new hires.
- Based on ongoing feedback from faculty and students across the course of the Pandemic, the program directors of the B. Arch and M. Arch programs worked to adjust studio hours, zoom protocols and in-person events as folks returned to campus.
- After evaluating results from the 2021-2022 academic year, it was clear that the pandemic and remote learning had created a reduced level of skill in the student work. In response, we introduced a series of a dozen different 1-unit, 5-week visual studies workshops, each of which is focused on developing representational skills and techniques.

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.
Program Response:

Current Curricular Assessment Process
The process of assessing each program’s educational effectiveness adapts to ongoing shifts in administrative and program leadership within the School, to the changing nature of the profession and to updates in procedures and conditions from NAAB itself. It is the job of our program directors to constantly manage these dynamic forces each year. The current curricular assessment process is managed by the program directors in partnership with the School’s curriculum committee (served by faculty, staff and students), under the oversight of the Dean and Associate Dean of Academic Affairs.

The School of Architecture’s curriculum has been agreed upon and codified by the School’s Curriculum Committee, voted on by the faculty body, and reviewed by the University Committee on Curriculum (UCOC). UCOC’s recommendations are then reviewed and approved by the University Provost. Directors oversee the process of evaluating the current state of the curriculum, then recommend changes to be implemented for the following year. Evaluations are conducted through 1) one on one meetings with course coordinators and instructors; 2) assessment of semester-end portfolio submittals; 3) results of student course evaluations; and, 4) structured conversations with student leaders. Based on the results of these evaluations, further discussions occur with the School’s diversity liaisons, the Associate Dean, other directors, and finally, regular meetings with the dean. On occasion, a special task force may be assembled to examine issues unique to this program before initiating a full curricular review. Examples might include working with the History/Theory faculty, or the Building Science Faculty or the Professional Practice Faculty to coordinate the sequencing of their classes relative to the sequencing of design studios in any particular curricular framework.

Where substantive changes are needed, the program director must propose these to the School’s standing Curriculum Committee which in turn reviews and submits to the full faculty for a vote. The School’s standing Curriculum Committee is typically composed of at least 6 faculty members, two student reps (UG and G) and staff who assist in coordination with the University. The chair of the Curriculum Committee brings any proposal approved by the Curriculum Committee to each month’s faculty meeting for a full faculty vote. If the full faculty does not support a curricular proposal, then it is returned to the Curriculum Committee and program directors for further refinement and revision, before returning to the full faculty for approval. Once the faculty approves the proposal, it is sent to the University Committee on Curriculum (UCOC) for review and approval.

This general process is enhanced and refined at yearly faculty retreats (which include student invitees); end of the term reviews (which provide an overview of the studio curriculum); meetings by the Dean and school faculty representatives with the Board of Councilors and professional alumni (many of whom come to end of term reviews as well).

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

Program Response:
The program is in the midst of a developmental sequence for a new 2020 Conditions-based assessment process outlined below. Discussions for the conversion to NAAB’s 2020 Conditions commenced in the Spring of 2020. Upon receiving the new Conditions, a now recurring position of “NAAB Coordinator” was created to explore the program’s adoption of the new standards. From the outset, the School embraced the 2020 Conditions, and its Program and Student Criteria, as a formative structure from which to view, assess, and shape the trajectory of the School’s programs.
The fortuitous timing of the 2022 NAAB visit, will give the School the opportunity to take a first big look at both the programs, and the process we have created.

The following is the development timeline for the assessment procedures. It is a work in progress, and it will be important to consider the School’s current position in this sequence when reviewing the assessment plans for each narrative (see Section 3).

**NAAB Criteria-Specific Assessment:**

Timeline for Conversion to 2020 NAAB Criteria and Assessment Processes

The recent shift in NAAB’s Criteria for Accreditation provided an opportunity to revisit our own assessment process.

1. **Fall 2020 - Spring 2021, Survey:** Starting the Fall of 2020 courses were surveyed for course content relevant to each new NAAB criterion. The survey results yielded a narrative based overview of how each required course addressed 2020 Program and Student Criteria. The survey also yielded relative ‘strengths’ of each courses’ contribution to criteria. These files show the outcome of the preliminary survey
   a. B. Arch Program Criteria
   b. B. Arch Student Criteria
   c. M. Arch Program Criteria
   d. M. Arch Student Criteria

2. The survey also queried required course instructors on shared values.
   a. B. Arch Shared Values
   b. M. Arch Shared Values

3. **Spring Summer 2021, Analysis and Target Criteria:** Matrix yielded a per-course, per-criterion description of relevant course content. A compilations shown here:
   a. B. Arch Narrative Worksheet
   b. M. Arch Narrative Worksheet

Directors reviewed the results and using syllabi, discussions with faculty, and their own familiarity with the program and its goals, preliminary target NAAB criteria were developed for each required course of each program. The target criteria matrix provisionally assigned criteria to each course, with designations of ‘Primary’, ‘Contributing’, and ‘Non-essential’. This first assignment of criteria represented an over-prescription as instances of criteria were maintained, thus preserving the broad integration of NAAB criteria throughout the curriculum.

   B. Arch Preliminary Target Criteria
   M. Arch Preliminary Target Criteria

4. **Academic year 2021-2022, Implementation of Criteria:** In academic year 2021-2022 required-course faculty incorporated new criteria into their syllabi. In each syllabus, their NAAB statement contained a break out of each criteria addressed by the course. There were two parts to the breakouts: a descriptive summary of how each assigned criterion was addressed; and attributions to what course content addressed each criterion. Faculty were allowed to adjust criteria during the semester. This allowed a dynamic fine tuning of criteria. At this time protocol for course material collection was instituted.

5. **Spring 2022, Course Material Collection and Indexing:** With the creation of course material folders for each course, a course material index was created indicating what collected course material addressed which criteria. This not only identified evidence for the accreditation review, but also formed an evidentiary basis for a per-criterion assessment of each course (as well as a per-course assessment of each criterion): **Instructions for**
6. **Summer 2022, Assessment Metrics:** In each narrative, the assessment section provides a preliminary list of curricular metrics (derived in part from indexing) and non-curricular metrics for assessment purposes. These preliminary metrics provide a launch point for the larger criteria-specific assessment discussions that will occur in the academic year 2022-2023.

7. **Academic year 2022-2023, Assessment Metrics Refinement and Data Collection:** Assessment metrics will undergo dynamic refinement. It is anticipated that data sources, time expenditures, testing for successful means of data collection will affect the assessment metrics. It will also be during this period that the assessment process will be refined. Through workshops, task forces, or subcommittees, faculty, administrators, and invited participants will review processes and assessment metrics (see narrative specific assessments below). These efforts will refine processes and metrics in order to maximize the feasibility of execution and utility of data towards creating effective improvement plans.

8. **Assessment Plan Implementation** Assessments can be thought of as occurring at two different levels: that of the course, and that of the program

   a. **Per-course Assessment, Recommendations, and Implementation:** Each course will undergo a director’s review, this may include data noted in narratives, observations, reports from faculty and students, interviews, it may also include data related purely to program and course goals. NAAB criteria will be adopted as a lens for these reviews. The review will result in recommendations for improvement and will usually involve one or more working sessions between the director and faculty.

   **Assessment cycle for per-course assessment:** 1 Year

   b. **Program Assessment** This is a per-criterion assessment at the level of the program, and will include curricular and non-curricular assessment data. Collected data is aggregated and disaggregated for each criterion. Program-wide analysis will be performed for each criterion, and recommendations for improvement will be issued. Findings from this analysis will go into a Curriculum Assessment Report that goes to the Dean and the Curriculum Committee. Program directors may adjust recommendations based on subsequent feedback prior to implementation.

   **Assessment Cycle for Program Assessment:** 2 Years

9. **Implementation of Recommendations (Planned for Fall 2023):** Curricular adjustments will occur similar to the per-course adjustments. Non-curricular adjustments will involve consultation with the dean and relevant committees. The dean will be the lead on non-curricular adjustments.

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:**

The figure below outlines the general structure and flow of the curricular and per-criteria assessment and improvement process.

Figure 5.3.2.1
Assessment and Improvement Plan: Roles and Responsibilities

NAAB Coordinator
- Assessment Process Management
- Data Integration and Analysis
- Self-Study Reports

Program Directors
- Assessment Process Oversight
- Curriculum Improvement Plan
- Recommendations and Implementation

Dean and Associate Dean
- Assessment Review and Feedback
- Support and resources for program and student success

External Reviewers
- Planners, professionals, and student communities
- Invited peer review

Per Course or Area Assessments

Per-Course Curricular Assessments and Recommendations
- Coordinators
- Course Instructors
- Section/Assistant Instructors
- Students
- External Reviewers

Non-curricular Assessments
- Staff
- Various Committees

Curricular Approvals
- Curriculum Committee
- Voting Faculty

Assessment Oversight and Management

Review and Consult

Curricular Approvals (as required)
The Dean is responsible for the accomplishment of all NAAB related activities and tasks the NAAB Coordinator with their duties. Reviews the assessment reports and approves recommendations.

NAAB coordinator maintains, organizes, and communicates accreditation related criteria and requirements. Assists program directors with NAAB Criteria assessment processes and documentation, including overseeing assessment data collection and analysis. Works with directors on developing recommendations, and creating the Curriculum Assessment Report. Additionally the NAAB coordinator maintains and organizes student work archives for the purpose of accreditation.

Program Directors assisted by the NAAB Coordinator are responsible for the assessment process, including the generation of a Curriculum Assessment Report. They are responsible for the implementation of approved recommendations. Directors are responsible for Direct Curricular Assessments and are responsible for incorporating NAAB considerations in developing program pedagogy, goals, and changes and communicating these to faculty and coordinators.

Associated task forces and subcommittees are composed of instructors, coordinators, directors, and staff (where appropriate) will be designated specific NAAB criteria to study the selection of assessment metrics, their implementation, and effectiveness as informed by the goals set forth by the dean and directors. The make-up and number of task forces remains to be determined.

The Curriculum Committee reviews and forwards any significant curricular adjustments/changes to faculty for vote (scheduled faculty meeting), and reports on the assessment to the faculty as part of its duties.

Diversity of Voices in the Assessment Process
While the primary management of the assessment process resides in the Directors, NAAB Coordinator and Curriculum Committee, it is crucial that a diversity of voices are included in the process. Gaining insight from students (both active and alum), staff and external professionals as well as a diversity of gender and backgrounds all contribute to a more rounded and objective view of the curriculum.

Direct Curricular Assessments
Outside of criteria based efforts, directors participate in direct curricular assessment through discussions, course outcomes, student or faculty reporting. These assessments evaluate courses individually and result in direct recommendations to the faculty. Direct curricular assessments are separate from, but still informs, the more comprehensive curricular assessment process that results in a report.

Curriculum Assessment Procedures Document
Central to the curricular assessment general procedures/processes and course related assessment strategies. The document will be a living guide to the assessment process. This will include recommendations from the task force or subcommittee studying NAAB criteria.

Curriculum Assessment Reports
This report will document the goals of the program, utilizing narratives developed for the APR as a framework. Assessment metrics and processes developed by the taskforce will be used to collect data for analysis. Analysis will be utilized to extract both per-criteria and per-course evaluations. The report will describe the methods, metrics, and analysis as well as summarize the outcome and provide recommendations.
Frequency and Schedule of Assessments
The comprehensive curricular assessment process resulting in a Curriculum Assessment Report will occur on a biennial basis. Direct curricular assessment will be conducted at the end of each semester (once a year for each course) with feedback supplied for each coming year. Further substantive course assessments will coincide with updates and changes to NAAB criteria, and the transition of new program and school leadership. Annual reviews of course content and syllabi consistency will ensure that the overall process is streamlined.

Implementation of Changes and Adjustments
Minor changes are at the discretion of the program directors and should be implemented when necessary to align the intentions and goals of the curriculum with the actual content of the courses and pedagogy.

The implementation of substantive curricular changes begins once the faculty has voted on any proposals put forth by the Directors and approved by the Dean and the Provost's office.

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:
Faculty Workload and Compensation
The School of Architecture’s Organization and Procedures document outlines our various faculty profiles. All full-time tenured and tenure track faculty typically teach two courses per semester (four, annually), which translates to a workload distribution of 40% teaching, 40% research, and 20% service for tenured faculty and 40% teaching, 45% research, and 15% service for tenure track faculty. Full-time non-tenure track, Research, Teaching, Practice, and Clinical (RTCPT FT) faculty members teach three courses per semester (six, annually), resulting in a load of 80% teaching and 20% service. If a faculty member takes on a significant administrative role, that faculty member's teaching load is adjusted accordingly (or in some cases an additional stipend is arranged).

The School administration also undertook defining the "effort" of each course to standardize and make faculty loads more equitable across ranks and profiles. Similarly, a School “service percentages” document quantifying the percent effort for each type of service commitment was generated. A service component was also incorporated into each part-time faculty member’s load to ensure appropriate compensation for their work. Consideration was also given to providing most faculty with health care benefits if above 50% employment. Additional consideration is given to the TT faculty by giving them a semester teaching break in their third year.

One of the results is to provide a more fair and equitable distribution of work and compensation. The School is also providing yearly teaching / research stipends to faculty: $2000 (T), $4000 (TT), $1500 (RTCPT FT) – this number has changed over the years. These funds can be used to attend conferences, buy a computer, purchase books – almost anything that improves that individual’s teaching / research. The RTCPT FT funds are used specifically for teaching improvement.

The Faculty Council and Workloads & Policy Committee reviews these policies frequently and compares workload and compensation against comparables within the University and outside the School with other schools of architecture. These issues are of great importance.
with our faculty. We are actively trying to think of ways to balance workload and reward our faculty for good work. Teaching in the years of COVID has put a strain on our teaching by adding additional workload that was not anticipated, but we will bounce back from this semester. Conversely, the School has made gains in DEI for compensation for faculty and staff in the past five years.

Because many of our faculty members are involved in demanding external practices and funded research projects each year, the faculty discussed and approved a document outlining limits of external commitments (O&P Section 9.1.3 Restrictions on Outside Activities for Tenured and Tenure Track Faculty). Faculty can request an unpaid leave for a semester through the Dean’s Office and the Provost’s Office, if a particular project incurs demands beyond what can be balanced with a normal teaching load.

Tenured faculty members earn sabbatical leave privileges. For every six years of full-time service, a faculty member earns one year of leave at half salary or one semester of leave at full salary. Faculty sabbatical leaves are granted on the basis of a proposal that explains the nature of the work to be completed during the leave. Although rare, RTCP FT faculty may also apply for and receive a sabbatical.

We encourage faculty to be flexible with opportunities that can benefit their academic development and the future capabilities of the School in research and scholarly areas. Our tenure-track faculty and tenured faculty have occasionally received paid fellowships or distinguished visiting professorships at other universities over the past few years as well. Any case that required a leave for a semester was arranged through the Provost’s Office to ensure competitive value and equity of leave opportunities among our entire full-time faculty. The School will often “top-off” a faculty member’s salary if a fellowship stipend does not meet the faculty’s needs.

All of these have both direct and indirect impacts on our students. Overwhelmed faculty who also perceive that they are under-compensated are not good for morale. We have improved the situation since the last accreditation and are continuing working on implementing fair, equitable, and just policies that promote student and faculty achievement.

Additional Resources
Students are also benefiting from class sizes being kept at an appropriate level. The School has worked exceptionally hard to keep all courses with a premium student-to-faculty ratio, balancing the availability of the highest-qualified faculty member, the nature of the material offered, and the need for students to feel invested in the material presented. Often, rather than compromise the quality of a class by increasing its size, we offer a course during multiple semesters rather than just once per year. Class assistants aid the faculty as an additional resource for the students. The School does not use teaching assistants to teach any courses. We do have a competitive Citizen Scholar program; they do teach a few classes in their specialty. We would welcome ideas on how to incorporate qualified PhD and post-docs into classes.

Staff assistance is also available for both faculty and students, especially by our IT coordinator with classroom technology, hardware and software; and fabrication and shop staff assisting with student training in the use of fabrication and shop facilities.

Mentoring
There has been a large effort to increase the role of faculty-to-faculty mentoring across the University and within the School of Architecture in particular. From 2008 to 2015, USC partnered with the Andrew W. Mellon Foundation to further integrate mentoring practices through the university, which included the establishment of the Mellon Mentoring Forum, a University-wide committee with representatives from each School. USC also recognizes
faculty members across the university who have demonstrated a commitment to mentoring with the USC Mentoring Awards and the Provost’s Mentoring Award.

Each semester, the School hosts the Joseph and Rosemary Madl Tenure-Track Faculty Roundtable Dinner, where tenure-track faculty discuss their work with the full tenured faculty body to receive feedback on their tenure process. In addition, each tenure-track faculty member is matched with a primary and secondary tenured faculty mentor. That mentor may be selected to aid in research mentorship, promotion mentorship, teaching mentorship, or some combination of all 3 mentorships.

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:
Dating back to the Intern Development Program (IDP) and Summits being held annually, to the transition to the Architectural Experience Program (AXP) with Architect Licensing Advisors (ALA) holding bi-annual gatherings, USC has had at the head of these programs an individual involved in all things licensing related. The pedagogic space allocated to this part of the curriculum remains inadequate and out of balance with the enormity of its role in each of our accredited programs. USC intends to continue towards striking a balance between the discipline and the practice of architecture. Additionally, the two programs seek to better understand the dynamics of this aspect of the student experience. While in complete compliance with this requirement, the curriculum can better support those students whose career goals and objectives fall within the potentialities of a career in architecture.

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

Program Response:
The School is well known for its ties to the profession and the faculty have many opportunities to bring their connections back to the academic arena. The University and School have many programs to improve both staff and faculty.

University Programs for Faculty and Staff
The University offers a wide range of professional development workshops and seminars on an ongoing basis at several centers across campus for both faculty and staff. These include the Center for Excellence in Teaching, the Center for Excellence in Research, the WorkWell Center, academic leadership and development workshops, provost-funded annual advancement symposium and workshops, and the University’s Professional Development Department for career and protective services. The Office of the Executive Vice Provost, in conjunction with the University Committee on Appointments, Promotion, and Tenure (UCAPT), hosts a number of workshops for faculty each academic year to provide transparency and guidance on the tenure process.

Over the past five years, a small number of faculty have participated in a year-long program with the on-campus Center for Excellence in Teaching (CET) aimed at providing additional teaching skills. The program is by invitation only, and the School’s Dean has been asked to name only one or two faculty per year for this program. They return with skills to help other faculty members.
The University offers a robust program of voluntary learning opportunities to enhance employee skills and development for both staff and faculty including a certified coaching program, leadership consulting, business services training, as well as the employee tuition benefit. All employees also have access to TrojanLearn, USC’s learning platform, which includes a broad range of professional development courses in addition to USC-based training. TrojanLearn is the university’s learning platform, containing thousands of “learning assets” including courses, books, systems training, videos, certificate programs, curriculum, and more - including the comprehensive catalog of LinkedIn Learning coursework. There are informal events on campus for learning and the opportunity to get a USC degree using the tuition assistance benefit. Many programs are online and cater to a working professional.

Eligibility for Supplemental Faculty/Professional Development Resources
To encourage faculty research, the School of Architecture has experimented with a variety of faculty-research funding methods over the past 30 years. Currently, the School has retreated from the one-size-fits-all approach used in the past and is utilizing instead a tiered method dependent on profile type (RTPC FT/T/TT). Details of the faculty-research funding amounts have been provided earlier in this document. These reimbursements can be used for computer hardware, software, teaching-related books, and conference attendance. Faculty may also petition the Dean for additional money.

In 2020, the School launched an internal research grant program open to all faculty and students, who are invited to submit research proposals on both predetermined and self-generated topics. Faculty and students awarded funding subsequently present their research at the School’s annual research symposium.

In addition, the University provides a number of other incentive methods for faculty funding through the Office of Research, the Visions and Voices initiative, and Advancing Scholarship in the Humanities and Social Sciences, as well as through several smaller grant pools in various centers across the campus. Many of our tenure-track and tenured faculty, as well as some adjuncts, have been successful at receiving university support for their ongoing research.

Professional Development Opportunities
The School of Architecture hosts a number of annual events each year such as licensing-exam workshops, seismic seminars, and LEED workshops, most of which are organized and offered by our faculty for our faculty, alumni, and students as well as all interested non-USC professionals.

Given our Los Angeles location, faculty have access to a wide range of opportunities and resources for continuing education to remain current in their fields, including those provided by the AIA. As illustrated in our faculty CVs, even the most senior faculty continue to practice, conduct research, travel to conferences, and publish their results either in professional or academic journals. In addition to continuing education courses, the School has occasionally provided group tutorials to faculty on software and other aspects of the discipline that change quickly and require ongoing updates.

Our current IDP coordinator is long-term adjunct faculty Michael Hricak, FAIA, who teaches in our Professional Practice sequence. He has attended all recent IDP coordinator training sessions and has actively created alliances with IDP coordinators of other Southern California schools, so as to cross-pollinate strategies and increase visibility of this important aspect of our students’ professional education.

Each semester, the School teams with events that supplement the studio-based curriculum. There are official School lectures, as well as workshops and events focused on issues that the Dean or the various program directors feel are important to bring to our campus each
semester. Spring break is often used as a time for creative endeavors, especially with the students. The Architectural Guild also sponsors professional based content for the student including mock interviews, portfolio review, site and office visits, and lectures on professional practice.

**Professional Development Outreach**

The School supports the efforts of faculty to provide professional development to those both outside and inside (faculty, students, and staff) the University. Three examples are the summer short course in heritage conservation, NotLY, and BIM BOP.

For 29 years, the **Summer Short Course in Heritage Conservation** has offered online lecture sessions and field-based learning opportunities about the fundamentals of the discipline in an intensive two-week format. The course is taught by a team of practicing professionals in fields ranging from conservation and engineering to economics and law. The Summer Short Course can be taken in a variety of formats – individual sessions, topical clusters, or as a complete course. It is devoted to the conservation of the historic built environment. This course has been designed for students, design professionals, community leaders, preservationists, planners, and developers seeking a greater understanding of heritage conservation concepts in a contemporary context.

**NotLY: Not Licensed Yet**

NotLY seeks to help young people in architecture successfully transition from the university to the profession. This all-volunteer group founded by Noble and Kensek has coordinated nearly 500 classes to more than 20,000 attendees. Always free-of-charge and open to everyone, the primary focus is on organizing architecture licensing study sessions and programs. As of summer 2022, there are just over 2400 members of NotLY in the southern California region. NotLY has received awards from the ACSA, the Academy of Emerging Professionals, and the AIA California Council. Between 1996 and 2006, while the number of graduates from architecture programs increased, the annual number of newly licensed architecture in California fell by more than half compared to the previous decade. In an attempt to counter this trend, “NotLY” was formed in 2007 as a support organization for unlicensed individuals.

**BIM BOP**

For the past 16 years, the BIM symposium has highlighted the Building Information Model as a core concept in the building industry. Its participants range from students to architects, contractors, facility managers, engineers, software representatives, and visionaries. Although mainly southern Californian in composition when held in-person, the conference has recently grown with virtual coverage internationally. Past events have focused on the rise of BIM in the AEC industry, sustainable design, fabrication and construction, analytics, parameters and customization, practical BIM, visual programming, women in BIM, and other exciting topics. Summer 2022 sessions included lectures about digital twins and extended reality including VR and AR and visionary short presentations.

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:**

**Student Advisement**

The School of Architecture Office of Student Services is staffed by 2 full-time academic advisors, 2 part-time work-study students (who provide clerical assistance and general support), and 1 other Student Services staff member with the title Student Programs Advisor (who supports our Global Studies programs, the administration of departmental scholarships...
and traveling fellowships and commencement activities) all of whom are under the supervision of the School’s Student Services executive director, who reports to the dean. The staff supports the whole student in their pursuit of academic excellence as well as their personal growth and success as individuals as an architecture major or minor. The academic advisors also provide information about and assistance with financial aid and general University policies and programs, and act as liaisons between students and other University offices to resolve problems.

The Student Services Office and staff are available Monday through Friday from 8:30 a.m.-5:00 p.m. either in-person or via Zoom. Students are encouraged to make appointments; however, they are also welcome to seek out an advisor on an, as-needed basis. The Student Services staff also coordinate: new student orientation and commencement; departmental financial assistance/scholarship programs; global studies and acts as a general resource for University policies and procedures related to academic records, registration, course scheduling, and financial aid; and provides ad hoc reporting. Graduate students also gain signatures from their advisor on CPT/OPT forms for internships, and the thesis-recording process mandated by the University.

**Advisement for B. Arch Students**

All new undergraduate students are asked to participate in a new student orientation. The School of Architecture’s academic advisors will give a presentation about academic expectations as well as assisting in the 1st-semester registration process. During this time, students will be introduced to the Online Academic and Student Information System (OASIS), which houses all pertinent information related to a student’s degree program of study. They are requested to review the information each semester to ensure its accuracy (see: [http://arch.usc.edu/naab/SampleOASIS-STARS.pdf](http://arch.usc.edu/naab/SampleOASIS-STARS.pdf)).

During the 1st semester of study, the academic advisors will schedule 2 appointments with each new undergraduate student. The 1st appointment will be during the 1st 3 weeks of classes (the University’s drop/add period) to check in on not only their academic progress but also their adjustment to University life. Next, the advisors will schedule appointments during weeks 10–12 to review the next semester’s registration plans.

During each advisement meeting a Student Advisement Sheet is completed by the advisor and a copy is given to the student (see: [http://arch.usc.edu/naab/SampleAdvisementSheet.pdf](http://arch.usc.edu/naab/SampleAdvisementSheet.pdf)). The Student Advisement Sheet is the primary tool used by the advisor for evaluating student progress. All B. Arch. degree requirements are listed, and completion of each required course and elective is indicated by comparing transcripts of the student’s work to the program of study. A student and advisor can easily plot the student’s current progress and future plans on the Advisement Sheet, and it can be updated in successive advisement sessions so that a running history of the student’s progress is maintained. This Advisement Sheet is stored electronically in the University’s mainframe Advisement Database. This system also allows the student’s advisor and other relevant University officials to make notes or comments.

Through the University-wide Advisement Database, departmental advisors are required by the University’s dean of Academic Records to record mid-semester standings in the Grading and
Roster System (see: http://arch.usc.edu/naab/Midterm_Grade_Instructions.pdf). Students flagged as being at-risk are immediately contacted by School of Architecture advisors, who will ask the student to come in for an appointment to strategize and establish next steps and plans for improvement or the possibility of having to withdraw from a course.

Any student earning less than a passing grade in an Architecture course is also notified by the instructor, using the Notice of Unsatisfactory Progress form, by the end of the 9th week of classes. Students are informed of their current grade in the course as well as reasons for the low grade and encouraged to discuss the grade with the instructor as soon as possible. The warning by the 9th week gives the student and instructor time to evaluate the student’s prospects for successfully completing the course so that the student can decide to either continue in the course or withdraw. The deadline for a student to withdraw from a course with a mark of “W” is the end of the 12th week of classes.

Final grades for required courses are reviewed at the end of each semester. Any student not meeting the minimum grade requirement in one of the required Architecture courses is contacted about the need to repeat the failed course and meets with their academic advisor to plan a program of study. The student and advisor review the remaining degree requirements and plot a program of study that will allow the student to make up for any deficiencies and, whenever possible, complete all degree requirements within their original time frame.

**Advisement for M. Arch Students**

The M. Arch. program +2 students are advised of their professional degree progress by both the director and the associate director of the M. Arch. program, who work in concert with the academic advisors in Student Services. The associate director is directly responsible for the analysis of transcripts upon acceptance to the program and setting up an academic plan to ensure that each student fulfills all NAAB criteria through their basic course requirements, their advanced requirements, and the general education requirements. The associate director meets individually with students several times a semester, before registration and throughout the semester for general questions. The School has built a streamlined Advisement Database for our graduate students, as the University does not provide such centralized services for graduate programs. This helps tremendously in communication between the Student Services advisors, the M. Arch. director and associate director, and the individual student.

Advisement takes place throughout the student’s academic career. Incoming students receive program information and general advisement from the academic advisor in small groups of 5 –15 students at orientation sessions prior to their first enrollment. Students are encouraged to consult with the academic advisor anytime they have questions about any aspect of their degree. During an advisement session the advisor and student review the student’s academic transcripts and do a check of degree requirements. A review of previous advisement records is also done to highlight any potential problems that have yet to be resolved. Students can use their USC NetID and check their own degree progress on the OASIS at any time. As coursework is applied toward a student’s academic record, audits are performed by the Student Services advisors twice a year to ensure that graduation progress is on track; an advisor will report to the students and program director any cited problems, including GPA minimums and number of required vs. elective course differentials. These reports indicate which degree requirements have been met, which are in progress with the student’s current registration, and which are remaining. Additionally, the associate director of the M. Arch program is given two course releases each academic year to allow time to provide support to the students.

Students who fall below a 3.0 GPA will receive an academic warning letter. Students who fail to raise their GPA above 3.0 after one semester, are placed on academic probation, and receive a notice via letter. Warning and probation letters must be returned signed and are
followed by a meeting with the program director and/or associate director. Students who do not make satisfactory academic progress toward the degree may be subject to disqualification from the program. A working threshold for disqualification is when GPA calculations indicate that students will be unable to raise their GPA to satisfactory levels within the remaining regular degree period. Discretion is exercised for extenuating circumstances. In the Fall semester, the academic advisors review degree progress reports for students who are in their second-to-last semester and anticipate completing their degree in the Spring semester. Degree requirements not met are highlighted, and a program of study for the final semester is planned.

Additional Services
The University provides extensive additional student services through the Student Affairs Office

- **Student Services**
  - Career Center
  - Student Accessibility Services
  - International Services
  - Kortschak Center for Learning and Creativity
  - Residential Education
  - Student Equity and Inclusion Programs
  - Student Basic Needs
  - Student Judicial Affairs & Community Standards (SJACS)
  - Undocumented Trojans Online Resource Center
  - Veterans Resource Center
  - First Gen Plus Success Center
  - Hazing Prevention

- **Support and Advocacy**
  - Trojans Care for Trojans (TC4T)
  - Relationship & Sexual Violence Prevention Services
  - Counseling & Mental Health
  - Campus Support and Intervention

- **SCampus (Student Conduct Code & Policies)**

Campus Support & Intervention (CSI) is an office within Campus Wellbeing and Crisis Intervention who assist current students, faculty, and staff in navigating complex issues. CSI connects with members of the USC community when they need support in achieving their academic, professional, and/or personal goals. See: https://campussupport.usc.edu/.

The newly retitled Office of Student Accessibility Services https://osas.usc.edu/about/our-purpose-and-practice/ (formerly Disability Services and Programs) serves the university community through ensuring equal access, removing disability related obstacles, supporting civil rights, and increasing education and awareness on behalf of students with disabilities. Students that want or require additional assistance with course work or study skills have free access to support services. The University provides services through the USC Kortschak Center for Learning and Creativity. At the center students can receive tutoring services in a variety of subjects (e.g. Math, Physics) and learning assistance with specific skills such as time management, note taking, and exam preparation.

Distinguished faculty, staff, graduate students, and volunteers from multiple academic programs focus on providing for individual student needs. The Writing Center offers students one-on-one tutoring to assist with essays and papers for classes. The Writing Center will help students to improve their writing skills and is available for students at all academic levels. In addition to academic support, students who need help with interpersonal issues or crises may
receive one-on-one or group counseling through the Student Health Center’s Counseling Services.

**Class Assistants**

All course instruction is provided by full- or part-time faculty, yet many paid class assistantships are made available to our graduate students (and some undergraduates) to assist these faculty. CAs provide critical administrative support to the faculty as well as the students. These are very popular paid positions, where a mentorship relationship between faculty and student can be formed that can help train some students toward a potential future career in the professoriate.

For undergraduates, the Office of the Provost also offers a special program called the Undergraduate Research Associates Program (URAP) to encourage faculty to engage undergraduates within their ongoing academic research work. The Office of the Provost funds about 50 faculty proposals each year. See: https://undergrad.usc.edu/faculty/urap/. Several faculty have successfully applied to programs such as this (including others offered by the Center for Excellence in Teaching, Teaching with Technology grants, etc.) over the past years to fund undergraduate and graduate students in their research.

**Additional Student-Targeted Support**

The Dean works with each discipline head to establish a program-specific budget to cover extra activities to supplement the ongoing work within the classroom. Significant funds have been allocated toward support for digital fabrication material costs each year, guest lecturers, several film series, GASA/AIAS mentorship programs, social events, faculty coordination meetings, meals for faculty and reviewers at final reviews and midterms, various special task forces looking at issues that need quick attention, and entries into the various student competitions.

**The USC Architectural Guild**

One of the most powerful membership opportunities is provided through our own USC Architectural Guild, a unique professional and alumni organization composed of the professional community locally, nationally, and internationally. For 64 years, the Architectural Guild has offered informal mentorship to any USC Architecture student interested in contacting USC Architecture alumni or Guild members. The School has a full-time Guild staff person on campus who assists in this process. The Guild puts on several informal and formal events each year, providing opportunities for students to meet established professionals and discuss their own pursuits after graduation, including Career Week/Firm Fair, which occurs each Spring semester on campus. During Career Week, the School and its Guild partners offer a full host of events and programs targeting the entry of our students into the profession, including interview opportunities, office tours, résumé workshops, and more. On the final day of Career Week the School holds a Firm Fair, where dozens of offices send representatives to campus for students to meet and exchange information. See: https://arch.usc.edu/mentorship; https://arch.usc.edu/career-week; https://arch.usc.edu/architectural-guild-charrette

The Architectural Guild, Architecture Advancement and Student Services steward the traveling fellowships available to our B. Arch students in their 3rd or 4th year of undergraduate study and M. Arch. graduate students. Here is a list of annual awards:

- **Avi Efraim Gesundheit Traveling Fellowship (3rd Year)**
- **Anthony A. Marnell II Scholarship (5th Year)**
- **Gesundheit Family/Architectural Guild Traveling Fellowship (Graduate)**
- **The Jaime and Susan Gesundheit Graduate Travel Fellowships (M. Arch)**
- **William and Neoma Timme Traveling Fellowship (Undergraduate)**
- **George H. Mayr Traveling Fellowship (3rd and 4th Year)**
Graduation Awards
Each Spring, the program directors and discipline heads determine a number of awards for graduating 5th-year students in the B. Arch program and graduating M. Arch students. These are the most prominent:

- The Robert Allen Rogaff Award is given to a student whose outstanding 5th-year degree project is deemed by the faculty as the most promising in advancing Architectural Delineation.
- The Raymond S. Kennedy Award is given in recognition of an outstanding 5th-year degree project that represents creative innovations in the presentation of architectural problems.
- The Thomas Byerls Award is given in recognition of an outstanding 5th-year degree project that engages social and community service.
- The Faculty Project Award is given in recognition of a 5th-year degree project that represents an outstanding resolution of a creative architectural premise.
- The 5th-Year Independent Research Award is given in recognition of exemplary research and scholarship on a written topic.
- The 5th-Year Faculty Award is given in recognition of positive contribution to the studio culture.
- The Studio Design Award is given to the undergraduate student who demonstrated design excellence throughout the 5-year professional degree with the highest design GPA.
- Master of Architecture Outstanding Design Research Award
- Master Of Architecture Outstanding Innovation In Directed Design Research Award
- Master Of Architecture Outstanding Mastery In Directed Design Research Award
- The Faculty Award for Excellence in Design is given to the student who demonstrated consistent excellence throughout the Master of Architecture degree program.

Internships
For close to 40 years the School has facilitated paid internships with many of Southern California’s leading firms. Internships allow talented and hard-working design students to work with top professionals, gain important work experience, and lessen financial burdens. Internships provide firms the opportunity to preview emerging talent and to involve enthusiastic students in building projects while fostering important mentorships.

USC Graduate Architecture Spring Break Externship Program was launched for its inaugural year in the Spring of 2022. This program placed 27 M. Arch students with 21 design firms in Los Angeles for 1 week externships during spring break. Each student is asked to prepare a short presentation documenting their experiences to share at a public event on campus. Students were able to gain valuable experience and insights.

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:
Under the leadership of Dean Milton Curry, the School of Architecture redefined our identity as an institution of Citizen Architects dedicated to recognizing the impacts of structural discrimination on the physical and social fabric of our society and developing the professional and intellectual capital to teach, learn and work to achieve greater equity and inclusion. The School has invested in these efforts by developing and accomplishing a [USC School of Architecture Five Year Diversity + Inclusion Plan](#), creating a leadership position dedicated to DEI across the School, by increasing the diversity of our students, faculty and staff and by developing and funding programs to expand diversity and inclusion in our school and support organizations.

In 2017-18, the School began implementation of its Five Year D+I Plan addressing each population at our School: students, faculty, staff, alumni and external supporters (both on campus and in the region). The Diversity Liaison (DL), a member of the Dean’s leadership team, coordinates many varied activities across the School, participates in full time and part time faculty searches, and seeks to develop curricular and pedagogical responsiveness on the part of academic program directors in diversifying and decolonizing curriculum. Typically, the Diversity Liaison managed approximately $80K of expenditures per year towards faculty training, student mixers, student organization support, high school mentorship partnership with East Los Angeles College, tuition scholarships for local high school students in our summer program, and an annual faculty/student DEI award. The DL works closely with the Student Services staff to develop student recruitment tools and application reviews to ensure reviews of the whole applicant. The Diversity Liaison serves as a representative of the School of Architecture in University wide DEI meetings and initiatives. Parallel to these efforts, the School under Dean Curry has sought to address broader questions of access and increasing the pipeline of talented students into the profession. In 2021, the School established A-Lab, a semester-long high school program housed within the School of Architecture, available to juniors within the Los Angeles Unified School system. A Citizen Architect fellowship program was also launched, supporting two fellows to teach in this program and at the School each year.

In 2020, the ACSA honored two of our faculty members who have worked on these initiatives with the ASCA’s Architectural Education Award in Diversity Achievement. We are honored to have received this national recognition for our efforts. At present, the Diversity Liaison is leading an inclusive process to develop the second 5-year DEI Strategic Plan which will create sustainable practices to support students, faculty and staff and advance principles of equity and inclusion. Our Liaison has also worked with faculty, staff and students to develop an updated classroom and studio culture policy document (see [Studio Culture Document](#)).

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:**

At the time of our last visit in 2013, we reported our tenure and tenure track faculty consisted of 28 members, 12 of which were women and/or people of color (POC). Since 2014, we have hired 6 tenure track faculty - 5 of which were female and/or people of color. During this same period of time, we have hired 3 tenured faculty and one dean - all were female and/or POC. Through these hires, we also significantly increased the number of tenured or tenure track faculty identified as LGBTQ+. The result of our most recent director search for the Master of Heritage Conservation program will add an additional Latinx senior woman to our faculty. She will join a diverse leadership group of program directors — of the 6 directors, 5 are POC and...
three are women. The School’s three associate deans are either female or POC; and our Interim Dean is female.

In the last few years 5 members of our faculty have retired, and 1 member has passed away, and several others were recruited by other institutions; at the present time, our tenure and tenure track faculty consist of 23 members, 12 of which are women and/or POC. With approximately 2 additional retirements in the next 2 years and a new dean’s search, the School is poised to renew its tenured/tenure-track faculty ranks. The School will continue to be dedicated to recruiting, interviewing and hiring the best person from a truly diverse list of potential candidates. Each search committee collaborates with our school’s Diversity Liaison, always seeking ways to both increase the number of diverse applicants in each search pool and to expand the measure of excellence to account for more diverse measures of impact.

In terms of part time faculty diversity, our school is located in one of the most active and innovative communities of architects and designers in the country. We have a significant number of part time faculty who increase the diversity of our faculty each year. Each hiring cycle is seen as an opportunity to increase diversity within all areas of the curriculum. Since 2020, the M. Arch and B. Arch programs hired 33 new part time faculty, 25 of which have been women and/or POC.

Our staff has been highly diverse and provides a model of inclusion for the school community. Our current staff is two-thirds female and almost 75% Black, Asian American, Latinx or people of mixed race or other populations with limited representation in Architecture.

Our student population has been majority female for a number of years and is growing more diverse each year. In our last Annual Report in 2021, we stated that of our 373 B. Arch students: 219 are female (58%) and 86 are domestic white (23%); and of our current 179 M. Arch. students: 94 are female (52%) and 38 identify as domestic white (21%). And we reported of our 88 FT and PT faculty: 31 are female (35%) and 62 identify as white (70%).

So, while we have made improvements in our tenured and tenure track faculty proportions relative to our student body, our next Dean will inherit the challenge of increasing our female and POC faculty, across the entirety of the faculty body. We must also increase our efforts and resources to attract and retain diverse faculty in a period in which demand far outstrips the number of highly qualified and experienced candidates. We are in a highly competitive market with three other accredited programs in the immediate vicinity.

For additional details refer to Goal 3: Expanding Faculty Diversity in the Five Year Diversity + Inclusion Plan.

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:

The School has produced transformative change in its undergraduate population since the last accreditation cycle, with increased representation amongst BIPOC student cohorts: doubling enrollment of Black American students to 8%, and reaching 25% Latinx, and 24% Asian. 65% are female, and 22% are international. The School has not yet achieved this level of success with our graduate student population. Efforts are underway to recruit larger numbers of domestic students to diversify the grad population which skews heavily international, predominantly from Hongkong and Mainland China. The School has embarked upon a rich array of programs to create and maintain an inclusive school community and
continue to advance its student diversity goals. For additional details, refer to Goal 2, Students in the Five Year Diversity + Inclusion Plan.

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:
USC is an Equal Opportunity Employer in this last cycle the University has developed a wide range of offices, task forces, programs and initiatives to increase diversity, equity and inclusion across the university. University resources include the following:
- **Office of Equity and Diversity (USC):** This office works with faculty, staff, visitors, applicants, and students assisting with barriers such as sexual harassment, discrimination, and Affirmative Action.
- **Provost Diversity and Inclusion Council:** The Provost’s Diversity and Inclusion Council is currently composed of fifteen members of the campus community, including a chair, a co-chair, and representatives from faculty, staff, and the graduate and undergraduate student communities.
- Founding of the USC Race and Equity Center - research center that studies racial equity in educational and other institutions, and develops scalable and adaptable models of success. More information can be found at https://race.usc.edu/
- The Office of Equity and Diversity / Title IX is a centralized point for reporting, investigation and resolution of EEO/TIIX issues.
- Founding of the USC Office of the Ombuds: this office provides individual consultations for faculty, students and staff who have concerns or require mediation related to employment, discrimination or other issues.
- Provost Support for faculty DEI: $50,000,000 dedicated as matching funds to hire and retain faculty diversity.
- First-Generation College Student Task Force: The First Generation College Student Task Force at USC serves to advocate and educate the USC community on First Generation College Student issues. The task force is comprised of USC faculty and staff. To see a list of members please click here.
- First-Generation Parent Program Committee: This committee coordinates the annual First in the Family reception, the Parent First workshop, and potential initiatives to better serve the first generation parent population. To see a list of members please click here.
- First-Generation College Student Gathering Committee: This committee coordinates fall and spring semester gatherings to share and present information to staff and faculty on first-generation college student issues, updates, and the best practices. To see a list of members please click here.
- Data and Assessment Planning Committee: This committee focuses on first generation student data and university-wide strategic planning. To see a list of members please click here.
- First-Generation College Student Summit Committee: This committee plans and coordinates the annual first-generation college student summit.
- First-Generation College Student Union: This is a student organization opened to all first-generation college students. To see a list of members please click here.

School of Architecture Programs and Initiatives
Progress for Students:

- Reduced student class expenses focusing on digital platforms and reduced fee software subscriptions (lower costs for all students)
- Added Global Studies / Career Services staff position in Student Services to support students who have not experienced long term travel away from home;
- School wide Anti-Aggressions and Implicit Bias workshop in SP 2021;
- Held 4 Student Town Halls to discuss structural racism, democracy and space;
- Developed Anti-Discrimination/title IX reporting procedures to assist students;
- Citizen Architect Fellows program initiated to provide teaching experience for emerging faculty.
- USC Architecture students received Arts in Action grants to provide architecture and design workshops for local high school students.
- School of Architecture students have engaged in initiatives to work with community groups to solve issues of houseless populations in Los Angeles.
- USC Architecture Guild provided mentoring to numerous students;
- Increased Summer Scholarships for Summer Exploration programs, by partnering with 5 local non-profit arts programs and local LAUSD high school;
- Developed targeted and curated outreach and information sessions in high-performing high schools with high URM populations, and conducted outreach to schools in Latin and South America;
- Instituted an admissions review - with emphasis on the whole applicant including creative potential, critical thinking, diverse perspectives; with increased emphasis on leadership, aptitude, curiosity and resilience. These processes resulted in more qualified URM applicants recommended for admission.
- Creation and funding of annual DEI student research awards.
- School funding for student organizations including NOMAS and SAWA
- Created student emergency fund resources to assist students affected by COVID or other financial stress.
- Endowment for Global Studies to provide resources for undergraduates to reach 100% participation in global studies programs.

Progress for Faculty:

- DEI Benchmark Survey on teaching, research and public service;
- Faculty have made significant progress in re-tooling their courses to include more contributions from women, minorities, indigenous people and global perspectives outside the traditional canon;
- Increased diversity on semester final design studio juries by inviting more Black, Latinx, Indigenous and POC faculty and professionals;
- Faculty increased DEI perspectives in studio courses by developing options for research in historic Black American neighborhoods and to address the needs of disabled populations;
• With donor funding established the Landscape Justice Initiative to position and implement work in areas of Environmental, Spatial and Climate Justice. This platform provides a vehicle and support structure both for community partnerships.

• Faculty participation in USC Race & Equity Leadership series and Arts Equity anti racist training.

• Development of School faculty hiring guidelines to provide recommendations on casing a wide net, conducting outreach and evaluating candidates.

• Tenure Track hires primarily women and underrepresented populations in architecture and design.

• Creation of a Faculty Council to formulate policies and practices related to faculty equity and agency.

• Creation and funding of faculty DEI research awards.

• Participation in the initial Deans DEI Initiative Mellon Fellowship – 2 year program for early academics to build teaching and research best practices and a strong academic network of colleagues and mentors.

Progress for Building Inclusive Culture:

• Collaborating on workshops and initiatives with 5 other USC Art Schools (Dance, Theater, Art/Design, Cinema and Music) to conduct Arts Equity events, design collaborative courses and provide a forum for smaller arts schools to discuss DEI issues.

• Participating in USC’s Culture Journey initiative to support the university’s 6 Unifying Values, and hosting a series of workshops for staff and others to implement and achieve the values at the school level.

• Developing revised Studio Culture and School Culture Document to integrate the principles of Citizen Architects into our community foundations.

• Conducted discussions with students on DEI issues related to discrimination, employment and student concerns.

• School lecture series have highlighted diverse academics and professionals across the disciplines.

• School has adopted a land acknowledgment at public and various school events recognizing the indigenous ancestors of the territory.

• Greater diversity in the composition of school support organizations – USC Architecture Guild and Board of Councilors.

• USC School of Architecture has established a partnership with Getty Research Institute (GRI) to acquire the Paul Revere Williams archives; and is in the planning phase of a large retrospective of Williams’ work and life with the GRI and LACMA.

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:

USC and the School of Architecture are committed to providing full accessibility to our campus, our classrooms, labs, and offices. The USC’s Associate Provost for Institutional and ADA Compliance works with each school to ensure regulatory compliance, access and
accommodation.

Under Section 504 of the Rehabilitation Act, the university provides academic adjustments and auxiliary aids for students with disabilities through Office of Student Accessibility Services (OSAS; https://osas.usc.edu). Faculty or staff work with the university disability accommodation coordinator, and/or the human resource representative at the school level, and/or associate dean for academic affairs, depending on the nature of accommodation being requested. At the university level both the Kortschak Center for Learning and Creativity (https://kortschakcenter.usc.edu/) and the Campus Welling & Education center serve both faculty, staff, students and parents: https://cwe.usc.edu/what-we-do.

Our teaching and educational support spaces in the Watt and Harris complex are in accordance with ADA requirements as checked by the Los Angeles Department of Building and Safety, L.A.’s Building Department. If any particular accommodations are required, room assignments for the class or cohort will be adjusted as a whole in order to provide inclusive access. Other accommodations, including equipment, room modifications, will be provided as needed. Over the past years, we have continued to increase ease of access by adding several ramps into the main Watt Courtyard and automatic doors throughout the facility. Three areas yet to be renovated to full compliance are: the basement level Photo Lab in Watt Hall; one portion of a joint studio in Harris Hall; an office used by the information technology staff for storage.

Since the last visit, many new technological upgrades have occurred throughout the campus leading to greater accommodation to various learning needs. Many university classrooms, including the School of Architecture’s main lecture hall Harris 101, offer a closed caption or hearing aid enhancement technology. USC Blackboard, in conjunction with the USC Libraries, have recently added text to speech software for students with learning. For a full description of many typical accommodations, see: Accommodations in the Classroom - Office of Student Accessibility Services

Additionally, when needed, the School’s HR representative and Associate Dean for Academic Affairs work with any parent requiring a lactation facility. We have numerous times designated a private, safe, sanitary office with a refrigerator within the School for this purpose on an as needed basis. In the last few years, besides several sets of female and male designated bathrooms in both Harris and Watt Hall, we have designated several all-gender facilities as well.

During the Covid-19 Pandemic, extra funding both at the university and school level was provided to accommodate home technology needs of students, staff and faculty. When the campus opened up again after the Pandemic in the fall of 2021, the university started a new program called “embedded counselors,” placing mental health staff throughout the campus to increase visibility and ease of access. The School of Architecture provided an office space for two such counselors in Harris Hall (Room 209) for this community centered service.

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:

The USC School of Architecture is housed primarily in 2 buildings—Watt Hall and Harris Hall, both located on the southern edge of USC’s 229-acre main campus. Both are shared with USC’s Roski School of Art and Design. The two schools were joined at one time several decades ago, and both schools continue to coexist as neighbors. Each school oversees its own separate set of facilities, while sharing the Helen Topping Architecture and Fine Arts Library, several external...
courtyards, the woodshop facilities, bathrooms, and elevator. The university runs a café in Harris Hall (though it is currently shut, awaiting a remodel).

The main office and dean’s suite for the School of Architecture are located on the 2nd floor of Watt Hall (WAH 203). The Faculty and Staff lounge/kitchen mail/copying facilities are across the corridor (WAH 209A); and a board room is located on the ground floor of Harris Hall (HAR 110). The approximately 22 staff members working in the area of administration, development, accounts, student services, or facilities, each have designated office space in either Watt or Harris Hall. The facility plans show the facilities that are exclusive to the School of Architecture, and those shared with Roski and the Fisher Art Museum.

5.6.1 Space to support and encourage studio-based learning.

Program Response:
A student’s experience in either the M. Arch program or the B. Arch program centers around their use of their personal studio space each term. The School has designated approximately 30,548 square feet of our facilities to studio space for students (AY 2021-22) in Harris and Watt Halls, producing an average of 48 square feet per student across all of our programs (with actual sq. footages ranging from 37 sqft/student to 56 sq ft/student). During most terms, there is at least one group of students abroad, positively increasing the proportions. Every enrolled student in our accredited programs is provided a studio desk, storage module and chair, plus wall surface for informal pin-ups. Robust wireless network access is available across campus.

Over the years, the School has experimented with the desk designs, from ones which are lower, allowing for better ergonomics for computation, and more recently ones which are simpler and more flexible, to allow for collaboration with peers, as will be evidenced as the Team tours the facilities. To fully mitigate plotting and printing costs, all plotting and printing services are free to all students. In AY 2022-23, (10) plotters have been located in a recently renovated basement space (WAH B7, the Clipper Lab), and (8) others are located in each studio space to provide back up printing. The School also provides for common use (19) computers and (10) 11x17 printers throughout the studios.

Each studio area (comprising approximately 3 studio sections) is provided with 2-3 large monitors, one or more 11x17 black and white laser printers, as well as some portion of the 19 school computers. The School’s large monitors have been incorporated into the studio as a medium for desk crits and presentations. It has promoted more spontaneous discussion of digital media and has increased the efficiency of production and communication. For Fall 2022, the School will deploy (39) 70-inch monitors and (4) 40-inch monitors. All monitors are mounted on wheeled stands, providing a mobility that allows for sharing and flexibility of use.

From a sustainability perspective, the programs incorporate a dual strategy of providing plotting/printing, as well as large scale digital monitors that continue to encourage producing physical drawings, while avoiding paper waste. Locations of plotters, printers, monitors etc. for AY2022-23, listed here.

Digital Hardware and Software: The School considers this as part of its “digital facilities”, and acknowledges that it is an essential part of our infrastructure. To see more about this critical element see Digital Hardware and Software supplement. See also software location guide for school computers.

Many of our studios take advantage of using our outdoor courtyards for reviews. In 2022-23, the School is upgrading the Harris Courtyard with better night time lighting, permeable pavers, built-in furniture, and an open air learning pavilion for meetings and small gatherings.
Known Needs:
The School has continued issues with the quality of temperature control over the central-plant-based air-conditioning in Harris 205 and 215. This is mostly apparent when the weather is exceptionally warm.

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 School uses lecture halls, classrooms, and seminar spaces to meet its non-studio teaching needs. The chart, Assigned teaching spaces for the School of Architecture (SOA) provides a breakdown of assigned teaching spaces for AY 2022-23 as an example. The majority of our traditional teaching occurs within Watt and Harris Halls in five spaces: HAR 101 (remodeled and recently upgraded by the university), our WAH-B1 (“Watt One”), and our four smaller classroom spaces: WAH 212, HAR 115, and HAR 102.

Classes requiring a computer lab are assigned to the university space WPHB36 which has 34 stations. If a faculty member needs robust online capacity, they are assigned to the DEN lab in the School of engineering.

Seminar size class or breakout sections are often assigned one of the four “corner spaces” on the 3rd floor of Watt Hall (WAH 312, 324, 339, 351), or one of our gallery/flex spaces.

The School has six flex-spaces which are reserved for reviews and pinups – Upper Rosendin (WAH 300, Lower Rosendin (WAH 217), Lindhurst Gallery (WAH 214), and two more limited hallway areas on the second floor of Watt Hall and one in the basement level. Connected both vertically through an open atrium and horizontally to Harris Hall through a second floor bridge, the Rosendin and Lindhurst galleries form the core of Watt Hall for our community. The central location of these review spaces help expose all students and faculty circulating within Watt Hall to ongoing reviews and discussions on a regular basis.

Additionally, review space can be reserved in the Verle Annis Gallery (HAR 125 when A-Lab is not in session) and in the Becket Board Room (HAR 110). Students can also reserve numerous classrooms across the campus and at the central student center for study groups or organization meetings. At the end of the year, the final review and exhibition event called “EXPO,” uses cleared out studios opening the entire second floor of Watt Hall for this celebratory and public event.

Digital Facilities
See 5.6.1 Above

Fabrication Facilities
Wood and Metal Shops (MBC 100). The School shares our wood shop facilities with the Roski. The space and us is overseen by a full-time staff member/director, and assisted by a full-time faculty member for welding. The woodshop has almost everything needed to work in wood, including Compound Miter Saw; Downdraft Table; Bandsaws – 3; Disc Sanders – 2; Panel Saw; Table Saw; Thickness Planer; Jointer; Drum Sander; Vert. Edge Belt Sander; Wood Shaper; Drill Presses – 2; Scroll Saw; Lathe; Finger Break; Jump Shear; and HAAS mill. The metal shop contains several MIG welders, a TIG welder, a drill press, a roller/break, grinders, chop saws, and more. As safety is of primary concern, the School offers ongoing training opportunities for students at the start of each semester (including an online tutorial posted on Youtube). Certain tools, such as the table saw, require additional training sessions. The Shop director limits the total number of occupants to 15 students at a time working in the shop under supervision.
Digital Fabrication Labs: The School provides laser cutting, 3-D Printing and CNC milling. These facilities are overseen by another staff member. The digital fabrication technology is located in numerous spaces throughout the School. Students can sign up for slots as needed throughout the term.

- The Laser Lab is located in HAR 215a and contains (3) 150-watt Universal lasers cutters 18"x32." Students reserve time to use these laser cutters.
- The 3-D Printing Lab is located in WAH B12 and contains: Projet 660 Pro full color powder; (1) Objet 30 Prime Resin; (2) uPrint +se FDM ABS; 2 x Form3 resin; (1) Solidscape Max 2 wax; (13) Flashforge Creator Max FDM ABS or PLA (in Studios).
- The CNC Lab is located next to the Woodshop (MBC 100) and contains: (1) Techno LC 4896 CNC for wood, foam and plastic; (1) Haas DM1 CNC for metal. These have a build area of 4’x8’x10”.
- The Robotics Lab is located in both the shop yard and shop (MBC 100). It includes: (1) Kuka KR120 large industrial 6 axis robotic arm; (1) Kuka Agilus small industrial 6 axis robotic arm.

The regular use of these technologies is on a first come, first served basis (students sign up here: Facilities & Fabrication | USC School of Architecture); yet each term there are also certain topic studios and electives offered each year that connect more directly. Some examples include:

- In 2014, USC Architecture ran an alumni-sponsored design-build research studio, allowing the students the opportunity to design and then fabricate to real scale a pedestrian bridge, creating a partnership with Autodesk Technology Centers, delving into logistics, advanced computational design, robotic fabrication. The resultant Arroyo Bridge was completed in mid-2021. It has won multiple design and engineering awards, including the AIA and the ACSA.

- In 2016 USC Architecture ran the dedicated design-build homeless studio sponsored by MADWORKSHOP, a design-education non-profit. The School (faculty and students) partnered with the LA Mayor’s Office of Economic Opportunity, the Los Angeles Department of Building and Safety and the Hope of the Valley Rescue Mission. For this work the studio received a World Changing Ideas Award from Fast Company Magazine. The project was documented in the book *Give Me Shelter: Architecture Takes On the Homeless Crisis*, published in 2018.

- The digital fabrication and furniture design seminars (Arch 581 and Arch 481) provide additional gateways to hands-on, full-scale fabrication each semester. These courses deploy all modes of fabrication technologies such as 3D-printing, welding, robotics, CNC machining, vacu-forming, moldmaking and woodworking. These are very popular electives, which make a direct impact on our students ability to think 3-dimensionally and to deepen their sense of materiality.

Local Historic Resources as Opportunities:
In addition, the School of Architecture maintains long term arrangements allowing ongoing access for faculty and students at two historic properties: The Freeman House (Frank Llyod Wright, Hollywood Hills) and the Gamble House (The Greene and Greene Brothers, Pasadena). These facilities are used for faculty and student research projects, advanced material studies, heritage conservation elective courses, and field trips for drawing courses.

Known Needs:
- Though significant resources have been given to the upgrade of the Verle Annis Gallery recently (to house the new high school program in the morning), to create a digital output center (in the Clipper Lab), and to increase technologies within the
studios (through the use of large scale monitors), our four other school operated classrooms need attention—both in terms of new technology and in some cases light control. The Space and Technology Committee has started working with the University personnel on a proposal to upgrade our four primary teaching classrooms (Watt B-1, Harris 102, Harris 115, Watt 212). We hope this is a key priority of the next Dean.

- It is often difficult to make progress on issues that fall between university responsibility and school responsibility. The current and future use of the Shop by Roski and Architecture students is currently being compromised by a lack of progress in addressing its decade old noise and dust abatement problem. The system is undersized for its extensive use. Though much research has been conducted, and a plan formulated, progress is stalled due to the fact that cost of any construction at the University is disproportionately high—with the estimates near $1m for upgrades.

- There is desire to increase the level of design-build and overall fabrication at the School – yet the shop area in general has reached capacity—faculty and students are not fully able to use some of the robotic technology at the School due to a lack of dedicated space. There is a lack of air-conditioning in the CNC milling lab, prohibiting the use of this technology during very hot periods.

- Additionally, the School also has discussed the construction of spray booths numerous times. But appropriate locations have not been able to be found. Currently spray painting is banned to promote a healthier work environment.

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:
Faculty Offices: All full-time faculty (approximately 22 tenured/tenure track faculty and 14 RTCP faculty) have offices in either Harris or Watt Hall (each approximately 100 sq/feet). Typically, most are on the third floor of Watt Hall, with a few in Harris, and a few shared between 2 RTCP faculty. Part-time faculty have access to the discipline-specific corner offices on the third floor of Watt, as well as the faculty lounge facilities (Charlie & Helen Lee Family Faculty Center) located on the second floor of Watt Hall — this suite includes two desktop computers, printers, and copying facilities and a kitchenette.

Faculty Research Spaces: Faculty working in the traditions of the humanities use their own offices and university library resources to great effect. Building science research finds space to conduct empirical research three areas of our facilities: the basement offices of WAH B-1, WAH B9-A, and the 3rd floor MBS corner on the 3rd floor of Watt Hall, Room 314 (where there is a shake table, load table, and some test equipment). Our design or art orientated faculty tend to use their own professional office spaces located off-campus to conduct their research, though some design faculty have arranged to use the fabrication facility adjacent to the woodshop to produce large scale prototypes and full-scale design build solutions, on a case-by-case basis. On occasion, the development office has assisted in finding funding to support some specific faculty related research conducted in off-campus studios (such as most recently with a landscape faculty member’s large scale hydraulic, augmented reality-enhanced, model of the Los Angeles River).

Faculty to Student Mentoring/Advising Spaces: Full-time faculty can use their own offices for office hours, mentoring and advising. Part-time faculty tend to use the outdoor courtyard tables in Watt or Harris courtyard, the exterior garden spaces on the 3rd floor of Watt, and other exterior locations around our facilities to meet with students. After 2020, many faculty now hold office hours via Zoom.
Known needs: The Space and Technology Committee in the past has looked at providing extra sun control 3rd floor Watt Hall. The faculty offices on this side of the building do experience significant heat gain in the afternoon; and are also detrimentally impacted by the shop area’s sound.

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

**Program Response:**
Discussions on digital tools, on-line learning, fabrication equipment, support services, software are integrated in facilities discussions in 5.6.1 and 5.6.2 above.

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:**
**Abroad Programs Facilities Overview:**
The teaching facilities for each of our semester-long overseas programs are housed *in situ.* The Barcelona Program partners with La Salle University and has access to their studios, library, digital monitors and white boards; and its students take classes at a premier language school, Oxford House, in Spanish and Catalan. The Italy Program occupies the infrastructures of the European Cultural Academy in Venice and the University of Rome 3. The Asian Architecture Landscape and Urbanism Program partners with a number of institutions such as the University of Tokyo, Meiji University, University of Hong Kong, and ETH Zurich Future Cities Laboratory in Singapore to provide studio facilities. The Paris Summer Program, the School of Architecture partners with the ENSAPB or École Nationale Supérieure d’Architecture de Paris Belleville. More information on such facilities and resources can be provided on request.

**Physical and Digital Facilities Staff:**
Both the physical and digital facilities of the School are central to achieving our school’s mission each and every day. The physical facilities of Watt and Harris Hall are overseen by an arts and facilities manager to whom several arts laboratory specialists report. White provides direction, supervision, and support to the arts laboratory specialists who run the specific areas of facilities, digital fabrication, and woodshop. Each coordinator is responsible for managing the coordination of his shops, including management of supplies, scheduling, maintenance, budget, and student workers hired to assist and/or train under him. For the past decade, a faculty member has acted as an additional member of this team, with specializations in CNC fabrication, furniture design, robotics, and welding. There are separate designated staff in charge of the School’s Information Technology, web services, and the photo lab. The key supervisors responsible for the physical and digital facilities respectively, serve on the Space and Technology Committee, allowing faculty and student engagement in establishing priorities for our physical and virtual facilities, as well as offering long-term planning suggestions.

**Emergency Preparedness Plan**
An emergency preparedness plan for the School of Architecture has been developed and tested in cooperation with the USC Office of Fire Safety and Emergency Planning. The
School of Architecture has trained and maintains a Building Emergency Response Team (BERT) consisting of staff and faculty, and maintains emergency preparedness kits containing first aid and various emergency supplies. The BERT team is trained to assist with building evacuation and management of the emergency evacuation meeting area. Several BERT team members have received basic first aid training through the University and are certified by the American Red Cross in CPR. The School of Architecture periodically conducts full-scale evacuation drills. All incoming students receive an emergency preparedness briefing and an emergency preparedness flier during orientation periods. Signage is posted that outlines basic procedures. Additional preparedness and first aid training is offered through the Office of Fire Safety and Emergency Planning to students, staff, and faculty on a university-wide level. See: http://emergencyprep.usc.edu/.

Known Needs:
There is a general lack of storage facilities within the School – which impacts establishing efficient solutions for storing large materials (such as the end of the year review display systems which we have been rebuilding every year). The lack of onsite storage puts tremendous stress on the shop yard (where most materials get stored until use).

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:
- NAAB Prompt: A description of the institutional process for allocating financial resources to the professional degree program.

Annual Budget (School-Level):
Allocating resources to the degree program is accomplished through the annual budget and planning process. The university uses a Revenue Center Management budgeting system (RCM). The amount and nature of schools’ revenues vary based on the school size, its undergraduate and graduate populations, and the nature and scale of its research, clinical, and other activities. In all cases, schools control the revenues they generate under RCM, subject to “taxation” for strategic initiatives and common or shared overhead costs. RCM enhances accountability by allowing decentralized decision-making and linking schools’ academic and operating decisions with their financial impact.

Deans’ annual budget proposals must consider the university’s strategic priorities and must ensure resources are allocated in an efficient and effective manner. At USC, schools are asked to budget to a surplus. The surplus remains with the school and may be drawn down by the dean, in consultation with the provost, for agreed upon school priorities. As part of the budget process, each academic center/school will construct a budget (built through discussions and planning sessions with each program director, admissions director, and appropriate staff) at the start of each new year. The dean will then review their revenue forecasts with the Office of Budget and Planning (OBP) in early March.

While COVID-19 has led to significant enrollment declines at many other colleges and universities across the country, the University of Southern California has shown a steady performance throughout this period. Considering the challenging conditions, the organization has sustained strong enrollment targets and healthy financial projections and budget results. Below exhibit 5.7.1.A. provides the budget for FY 2021.

Exhibit 5.7.1.A
The left side of Exhibit 5.7.1.A summarizes our use of unrestricted funds in FY 2021. The right side summarizes our total revenue and expense allocations for FY21 – now including income from our restricted endowments, with increased allocation of funding to meet increased expenses and student aid during the Pandemic. In FY 2021, the USC School of Architecture was provided pre-approved reserve funding of $1.3 million from the University Provost Office to provide support for strategic investments and support for student aid during a pandemic year, allowing us to both strategically meet the needs of our students and balance our annual budget.

Long Range Planning (School-level):

To anticipate any significant shifts in revenues and expenditures, the University requires each dean to project their budgets out over three consecutive years. Beginning with FY23, the university has initiated a comprehensive five-year planning and resource allocation process. The budget narratives are updated each year and are part of a framework within which changes are made on an annual basis. Schools were expected to consider the following elements:

- Building and growing educational programs (existing and new program growth or elimination, quality metrics, financial perspectives including revenues, tuition assumptions, cost of delivery, space and technology needs, and role of philanthropy in meeting revenue targets.)
- Building and growing research and scholarship
- Hiring - staff and faculty.
- Budget Process Analysis

Together the annual budget process, traditional three-year budget projections and the new five-year planning cycle ensure the appropriate allocation of resources to the School and each of its programs.

Program Specific Income/Expenditures (B. Arch and M. Arch):

As shown in Figure 5.7.2, 575 of our 685 students are enrolled in either the B. Arch program or M. Arch program. Because the number of students working towards a first professional degree in architecture constitute such a large majority of our student population, the fiscal priorities of these two programs in large part define the fiscal priorities of our entire school, driving the decisions around allocation of resources and expenditures each year by proportion.
<table>
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<th>Year</th>
<th>B. ARCH</th>
<th>BSAS</th>
<th>M. ARCH</th>
<th>M.AAS</th>
<th>MBS</th>
<th>MLA+U</th>
<th>MHC</th>
<th>MHC+MLA</th>
<th>MHC+UP</th>
<th>MLA+UP</th>
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<td>3</td>
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**Figure 5.7.2 USC School of Architecture Enrollment Numbers (AY 2021-22)**

B. Arch and M. Arch students access and use of all facilities; are supported by all of our staff; and are taught by nearly all of our faculty who most likely teach in one of these two programs; and all benefit from passionate dialogues with students from our other programs (Heritage Conservation, Landscape and Building Science) if they choose to serve on one or more of our student organizations.

• NAAB Prompt: *Descriptions of the expense and revenue categories over which the program has either control or influence.*

Each academic unit at USC has control or influence over its two most significant revenue categories, tuition revenues from enrollment in its courses and development funds. The Dean will work with our school’s Chief Financial Officer to balance expenditures (faculty and staff compensation, relevant programmatic costs, and space/facilities utilization, for instance) with available revenue. The Dean is to work with individual program directors, as well as the School’s elected Faculty Council, to establish both short term and long term priorities to achieve greater levels of access and excellence. As the School of Architecture is not structured by departments, most key resources are considered “shared” – staff support, facilities, lecture series, communications, fabrication and IT resources. To ensure each program has flexibility within this system of shared resources, our program directors submit to the Dean both an AYI report and a program specific budget outlining their priorities for the coming year. Once those program budgets are approved then, program directors work with the Budget Office to expend those funds to meet the needs of their students. Such funds go to support museum entries on field trips, social bonding events, material purchases for certain courses, outside speakers for studios, exhibition support for EXPO, honorarium for final review jurors.

• NAAB Prompt: *A description of the scholarship, fellowship, and grant funds available for students and faculty.*

**Student Financial Support**

Student financial support is treated differently for undergraduate students in our B. Arch program and graduate students in our M. Arch program. There are 80 designated scholarship funds at the School established by donors. The School’s endowments for scholarship totals $8.584M and provides annually $765,547 in gift aid annually of which 65% supports graduate students and 35% undergraduates. In addition to scholarship endowments, the School allocates an average 20% tuition award from the School’s overall budget to close to approximately 80% of the graduate students annually equally approximately ($3.30M).
Undergraduate Level – B. Arch:
USC administers one of the largest financial aid programs in the United States and works with families to meet 100 percent of the USC-determined financial need for students who meet all deadlines and eligibility requirements. USC is need-blind in its admission process. Ability to pay, or a student’s interest in financial aid, has no bearing on admission decisions.

In terms of need-based financial aid, the School contributes an annual 31.5% toward the University’s shared financial aid program. Undergraduate financial aid includes grants, merit scholarships, loans, and federal work-study. It can be awarded according to a student’s and family’s financial need (need-based) or without regard to need. Need-based financial aid may come from the federal government, the state, or the institution. Some funds, such as grants, scholarships, and federal work-study, do not need to be repaid. Based on the 2020-2021 cohort of students, 70.9% of all USC undergraduates received some source of aid at the average amount of $46,825. For our B. Arch students, 72.7% received some source of aid at an average of $50,872. 21.5% of all undergraduates are Pell Grant recipients. 32.5% of the B. Arch students receive Pell Grants.

During the Pandemic, USC received a total of approximately $103 million in federal HEERF support, of which $56 million was allocated directly to student funding (about 54%, well above the federally mandated minimum of 50%). In addition, most of the institutional portion of HEERF was used to replace the lost revenue from dining/housing due to refunds issued to students (in a sense also student funding).

The University also created a Student Basic Needs fund and website to meet unexpected student crises during the pandemic in terms of food insecurity, housing insecurity, and overall financial insecurity. It also provided other COVID-19 related resources, including technology needs for remote learning. All students, including Architecture students, were eligible for needed support. Though the early impact of the pandemic has been ameliorated, the Student Basic Needs initiative continues to support students in need.
In terms of merit based support, SOA B. Arch students are eligible for several merit-based awards throughout their enrollment. During the admissions process, the SOA’s Admissions Committee members interview approximately (12) 1st-year (freshman) applicants for the (3) University-level merit scholarships—the full-tuition Trustee scholarship, the half-tuition President scholarship, and the 1/4-tuition Dean’s scholarship. The University’s allocations allow for the enrollment of (1) Trustee, (2) Presidential, and (1) Dean’s scholarships. Along with these very selective scholarships, the School distributes several designated awards each year. After the freshman year, all continuing students are encouraged to apply for the School’s endowment-based merit scholarships designated for B. Arch students. Additionally, upper-division B. Arch students may compete for (6) $5,000 endowment-based traveling scholarships each year, as overseen by the Development/Guild staff.

Graduate Level – M. Arch:
In addition to university-determined need-based aid (low-interest federal loans and federal work-study) provided to qualifying graduate students, the School of Architecture provides substantial tuition awards to the majority of all incoming students. In 2021, the average percentage of award amounts for M. Arch students was 20% per year.

Cross-Program Targeted Support:
To level the playing field, in the School of architecture, all B. Arch and M. Arch students have their own desks (no hot desks), can plot and print for free, and purchase Adobe Creative Suite at a much-reduced cost ($70/year rather than $240/year if purchased individually). Both the University and the School makes available loaner laptops for emergency use.

Faculty Support:
Faculty and Research Programs Endowment totals $29.85M, generating $1.095M in annual support. As mentioned in Section 5.4.1, each faculty member is given access to $2000 (tenured), $4000 (tenure track), $1500 (RTPC FT) to cover conference costs, research support and teaching materials. There are 131 unique funds established by donors for faculty and research.

• NAAB Prompt: A summary of any pending reductions or increases in enrollment and plans for addressing these changes

At the present moment, there are not expected reductions or significant increases in the enrollment numbers for either the M. Arch or the B. Arch programs. Over the past five years, the B. Arch program has held a relatively stable enrollment pattern. There has been some overperformance in yields in the program, resulting in some downward adjustment of the number of transfer students accepted. There has been some fluctuation across all of our master degree programs since the start of the pandemic and uncertainty for our international students generally; yet we have been able to manage these fluctuations in the M. Arch program by adjusting our resources and expected expenditures accordingly.

• NAAB Prompt: A summary of any pending reductions or increases in funding and plans for addressing these changes

There are no planned reductions or increases in funding at this time in B. Arch freshman enrollment targets, M. Arch +3 enrollment targets, and the M. Arch +2 enrollment targets. We will continue to monitor and adjust to any fluctuations in grad populations in the M. Arch program as needed; and based on the past five years, we do not anticipate at the present time any significant shift in the undergraduate admission numbers. In terms of longer-term forecasts, the School as a whole anticipates modest growth in our overall budget between now and the next visit due to increased fundraising under a new dean and increased tuition yields in several of our other non-
professional degree programs at both the undergraduate and graduate level.

- **NAAB Prompt: A summary of any changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes**

The School has not significantly altered our funding model since the last visit; nor does it plan on any changes to funding models at this time. The program continues to be tuition revenue driven with a majority of revenues coming from undergraduate and graduate tuition. School revenues also include grant and foundation funding, and philanthropic donations.

- **NAAB Prompt: A summary of any planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or endowments)**

In the University's comprehensive capital campaign resulting in $7.2B (2010-2020), USC Architecture campaign closed $39M in philanthropic gifts, while cumulative fundraising has achieved $77.4 Million in endowed and current use grants, gifts and sponsorships for academic priorities, faculty support, scholarships, fellowships, and student support.

Fundraising priorities include undergraduate and graduate student aid; global studies program and fellowship support; research centers and program; capital renovations; pre-college, A-Lab Architecture High School Program and DEI initiatives; Paul Revere Williams Archive Initiative; and materials technology support. The link to the Priorities illustrates the general priorities to which fundraising could be focused. This Link: Table of Donor Fund Account chart, illustrates fund amounts by type.

Since 2019 the School’s development team has been engaged in campaign planning, feasibility studies, leadership/board campaign development, including the formation of the Advancement Committee of the Board of Councilors, and the production of the case for support outlining vision and philanthropic priorities. University and school budget issues, leadership changes, and COVID, have impeded the launch of major fundraising initiatives between SP2020 and present. In lieu of a comprehensive campaign start, the School has been successfully embarking on “mini” campaigns for key initiatives, e.g. global studies, scholarship, graduate student aid, A-Lab High School Program, Verle Annis Gallery and Harris Courtyard renovations, Paul Revere Williams Archive. All long-term fundraising goals are focused on investing in students, faculty, facilities, research, and programs.

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

**Program Response:**
The Helen Topping Architecture and Fine Arts (AFA) Library is an important on-site resource for the faculty and students at the School of Architecture. While not all schools at USC have an in-house library, the School of Architecture designed and built the current facility in 1974 to ensure that the School’s relationship with the USC Libraries can be optimized. Its location with Watt Hall assures that immediate access is available to students and faculty. The head librarian is knowledgeable about the print and electronic collections, and helps students with their research projects and studio precedent problems. In several courses, the head librarian will be a regular guest lecturer to engage in the course during targeted times of research to help with research methods. The collections hold architecture-related material, fine arts, photography, media, and other material for access across disciplinary boundaries. Faculty provide input into the ongoing connection between the library and the curriculum.
The Helen Topping Architecture and Fine Arts (AFA) Library is part of USC Libraries’ 18 libraries and information centers. This link talks more about the library including its schedule. The library is handicapped accessible. In addition USC Libraries provides accessibility services if needed.

During the academic year, the AFA Library is open 66 hours per week (Mondays through Thursdays, 9:00 a.m. to 10:00 p.m.; Fridays, 9:00 a.m. to 5:00 p.m.; Sundays, 12:00 p.m. to 6:00 p.m.). During the summer, it is open 40 hours per week (Mondays through Fridays, 9:00 a.m. to 5:00 p.m.). These hours have been designed around architecture students’ use patterns and are adequate to serve that population. For students needing additional library hours, the Leavey Library is open 24/7 during academic sessions. Several other libraries, including the Science and Engineering Library, which is located near AFA, is open until 2:00 a.m. during finals week.

Research Collection and Services
The AFA Library has approximately 70,000 volumes of books and bound journals, and around 1100 documentary videos. It has a Reserves area, a special collections room, and a small reading room for viewing these materials. Approximately 1/3 of the collection within the AFA Library is composed of architecture books and DVDs. There are also several thousand books on architecture-related topics located in the off-campus library. These materials can be paged by students and faculty and brought to campus within 24 hours.

The USC Libraries electronic resources are available 24/7 to all faculty and students. Among the many resources, the following are of interest in architecture: HOMER, the USC Libraries book catalog, which includes e-books; the Avery Index to Architectural Periodicals; JSTOR (academic journals, including some in architecture history); ARTStor (over 1 million images); and ProQuest (theses, dissertations, historic and contemporary newspapers). The USC Libraries, part of a global network of research libraries, have an active interlibrary loan and document delivery service, which provides books and journal articles not held at the University within a quick turnaround time.

USC Libraries collections include over 4.5 million volumes, almost 123,000 serial titles, 6.5 million microforms, close to 4 million items of visual materials, 49,000 linear feet of manuscripts and archives. Included in these statistics are 758,000 electronic books and 84,000 electronic journal titles. In addition, the USC Digital Library provides online access to 318,000 images of items from the collections of the USC Libraries and their partner institutions.

The collection of books, journals, and DVDs in the AFA Library is at the appropriate level to support the School of Architecture’s undergraduate and master’s programs.

Facilities and Equipment
There are approximately 105 reader seats in the AFA Library. The AFA Library has 4 public-use PCs (each with flatbed scanners) for students and faculty that provide web access and Microsoft Office. The PCs also have standard-size flatbed scanners.

A recent improvement has been the increase of shelving capacity through replacing fixed stack shelving with rolling units. Areas currently under development in the AFA Library are a.) purchasing more materials on the architecture of the Middle East and Asia, particularly traditional architecture, b.) updating the collection of technical literature, and c.) developing a plan to build archival collections of important graduates.

The collection of books, journals, and DVDs in the AFA Library is at the appropriate level to support the School of Architecture’s undergraduate and master’s programs.
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:**
The AFA Library has 2 full-time-equivalent positions: head librarian, who reports to the dean of USC Libraries, and 1 staff member, who reports to the head librarian. In addition, the AFA Library employs the equivalent of 2.5 full-time-equivalent student workers.

The head librarian also provides electronic and chat reference services, 1-on-1 in-person research help for drop-ins or by appointment, orientations to groups, and information literacy and research sessions to courses by faculty request. The head librarian has prepared architecture-related subject pages that function as aids for researchers. They are linked from the USC Libraries website, Fair Use: Using Images in Papers, Theses, and Dissertations: [http://libguides.usc.edu/fair_use](http://libguides.usc.edu/fair_use). The webpage for the AFA Library is found here: Architecture & Fine Arts Library.
6—Public Information
The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

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

Program Response:
The following Statement on NAAB-Accredited Degrees can be found at this link: https://arch.usc.edu/NAAB-accreditation.

Statement on NAAB-Accredited Degrees
In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

University of Southern California School of Architecture offers the following NAAB-accredited degree programs:

NAAB-ACCREDITED DEGREE PROGRAMS:
Bachelor of Architecture (160 undergraduate credits), Link to B. Arch requirements
Master of Architecture, Advanced Standing (pre-professional degree + 64 graduate credits) Link to M. Arch requirements
Master of Architecture (non pre-professional degree + 102 graduate credits) Link to M. Arch requirements

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)
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:
The links below are found on a common website page titled ALUMNI RESOURCES. These are also linked from various other locations:

USC Architecture Jobs Board, Posts full-time, part-time and internship opportunities for students.
USC Architecture Alumni Alert e-Newsletter
Integrated Path to Architectural Licensure Initiative (IPAL)
Not Licensed Yet (NOTLY) Facebook Group
Join the USC Trojan Network
USC Alumni Career Services
Complimentary or Discounted Career Counseling with USC Career Center

Additionally these sites are linked from various relevant points within the ARCH.USC.edu websites:

USC Architectural Guild
Guild Mentorship: https://arch.usc.edu/mentorship
Career Week: https://arch.usc.edu/career-week
AIA Los Angeles Job Listings
AIAS Toward an Evolution of Studio Culture
American Institute of Architecture Students
Architect.com Jobs
The Architect's Newspaper Job Board
The American Institute of Architects
Association of Collegiate Schools of Architecture
The Emerging Professional's Companion
Instructions on How to Establish an NCARB Record
Integrated Path to Architectural Licensure Initiative
National Council of Architectural Registration Boards
The NCARB Handbook for Interns and Architects
Research opportunities and jobs
Research Opportunities
Traveling Fellowships / Global Opportunities

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 relevant items can be found on the Accreditation Reports and Related Documents page at this link: https://arch.usc.edu/accreditation-reports-and-related-documents.

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:
Application forms and instructions
USC School of Architecture Admission Guidelines is an informal document describing the admissions process Link Here.

Bachelor of Architecture
This link Apply is the launch point for other pages related to the B. Arch application process. Its links include: Our Admission Process, First Year Students, Transfer Students, International Students, Undergraduate Admissions, Undergraduate Apply.

Master of Architecture
This link connects to the Office of Graduate Admissions, “Apply” page, with internal links for domestic and international applicants. USC School of Architecture's Graduate Admissions page and M. Arch Application pages cover processes and qualification for the degree.

Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing. See Master of Architecture above. For forms and a description of the process for evaluating the content of a non-accredited degrees, see: Advisement and Academic Services | USC School of Architecture

Bachelor of Architecture
Links to financial aid requirements, forms and information:
Plan Now, Plan Now Brochure, Net Price Calculator, Commitment to Affordability, Investing in Your Future Brochure, Financial Aid Videos, Tuition and Fees

Master of Architecture
Links to financial aid requirements, forms and information
Prepare for Your Investment, Graduate Admissions- Explore, Investing in Graduate Education Brochure, Graduate Tuition and Fees - Financial Aid

Explanation of how student diversity goals affect admission procedures

Program Response:
See 5.5.3, “...plan for maintaining or increasing the diversity of its students ...”

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:
Undergraduate financial aid, managed and administered by the USC Office of Financial Aid, includes grants, scholarships, loans and Federal Work-Study. Need-based financial aid may come from the federal government, the state, or the institution. USC works with families to meet a student’s full USC-determined financial need, subject to review of the student’s financial aid application and the family’s finances. Nearly two-thirds of USC undergraduate students receive financial aid, in the form of merit scholarships, need-based grants, Federal Work-Study and student loans.

Need-Based Financial Aid: Basic Requirements All applicants to USC can apply if they:
- Are a U.S. citizen, eligible noncitizen (such as permanent resident, refugee or asylee), or undocumented person meeting certain criteria;
- Possess a valid Social Security number (if required); and
- Are registered with the Selective Service System (if required).

Although international students are not eligible to receive federal or USC need-based financial aid, they may be awarded merit scholarships and/or other departmental awards. Additionally, international students may apply for some private loans, typically with a qualified co-signer who is a U.S. citizen. Prospective undergraduate students may learn about Cost and Financial Aid as they learn about admission to the university here: USC Undergraduate Admission.

The “Preparing for USC” materials are designed for students, as young as 8th grade, who are thinking about their future in undergraduate education. The concept of financial aid as well as the Net Price Calculator are introduced. See: Prepare for USC | USC Undergraduate Admission Preparing for USC by USC Enrollment Services - Issuu USC Net Price Calculator.

The USC Office of Financial Aid offers extensive information on their website. See: Undergraduate Prospective Students - USC Financial Aid.

UNDERGRADUATE
Undergraduate students and their families are informed about investing in their future at USC through printed materials and videos. See: Investing in Your Future by USC Enrollment Services - Issuu Financial Aid Videos

The USC Office of Financial Aid https://financialaid.usc.edu/graduates/prospective/students.html also offers extensive information on their website for graduate students.
GRADUATE
Prospective graduate students may learn about Cost and Financial Aid as they learn about admission to the university: Explore – USC Graduate Admission.

Graduate students and their families are informed about investing in their future at USC through printed material: Investing in Your Graduate Education by USC Enrollment Services - Issuu.

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:
Prospective undergraduate students are provided information about the estimated cost of attendance in general admission publications as well as the USC Financial Aid website.
Links:
First-Year Undergraduate Applicants, (Meet USC or Intro to USC Brochure)
Undergraduate Transfer Applicants, Prospective Students
Continuing Undergraduate Students
Graduate Applicants
Continuing Graduate Students

The USC School of Architecture includes information about Tuition and Fees within the Admissions drop down menu of the website https://arch.usc.edu

Undergraduate: Undergraduate Tuition & Fees | USC School of Architecture
The information provided parallels that of the USC Office of Financial Aid. The USC Undergraduate Estimate of Costs links to their website for the most up-to-date information.

Financial Aid, Tuition and Fees questions are answered in the Undergraduate Admission section of the website Undergraduate Admissions FAQ | USC School of Architecture.

The Student Programs Advisor within the Student Services staff coordinates the administration of the School’s donor-supported scholarships for undergraduate students. During the spring semester, continuing students are asked to apply for the 42 endowed scholarships. Merit-based awards ranging $3,000-$10,000 are awarded to both domestic and international students.

Graduate: Graduate Tuition & Fees | USC School of Architecture
Information is provided about departmental merit-based scholarships as well all resources offered by USC Financial Aid. The USC Graduate Estimate Costs link to their website for the most up-to-date information.

Financial Aid, Tuition and Fees questions are answered in the Graduate Admission section of the website FAQ | Graduate Admissions | USC School of Architecture.

The departmental admission letter also includes information for students awarded a merit scholarship regarding the amount of their tuition award as well as the estimated cost of attendance.