

2020 Conditions and Procedures
Plan to Correct
for Continuing Accreditation

University of Houston
GD Hines College of Architecture and Design

Degree: Bachelor of Architecture [B. Arch.]

Degree: Master of Architecture [M. Arch.]

Date: 26 June 2024

NAAB

National
Architectural
Accrediting
Board, Inc.



Plan to Correct
(2020 Procedures)

Institution	University of Houston
Name of Academic Unit	GD Hines College of Architecture and Design
Degree(s) (check all that apply) Track(s) (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> Track: 160 semester undergraduate credit hours <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: Undergraduate degree with architecture major + 60 graduate semester credit hours Track: Undergraduate degree with non-architecture major + 99 graduate semester credit hours <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Year of Previous Visit	2022
Current Term of Accreditation (refer to most recent decision letter)	Continuing Accreditation (Eight-Year Term with a Plan to Correct)
Program Administrator	Dietmar Froehlich, Ph.D, RA Associate Dean
Chief Administrator for the academic unit in which the program is located (e.g., dean or department chair)	Patricia Belton Oliver, FAIA, ACSA Distinguished Professor Dean
Chief Academic Officer of the Institution	Diane Z. Chase, Ph.D. SVP for Academic Affairs and Provost
President of the Institution	Renu Khator, Ph.D. President
Individual submitting the APR	Dietmar Froehlich, Ph.D.
Name and Email Address of Individual to Whom Questions Should Be Directed	Dietmar Froehlich, Ph.D. dfroehlich@uh.edu



INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.
- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.



Plan to Correct Form

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p>PC.7 Learning and Teaching Culture</p>	<p>Program Narrative:</p> <p>B.ARCH. M.ARCH.</p> <p>Step 1: College Culture Statement: New Task force [faculty, staff, students] for AY 2023/24 had been formed, survey distributed, and meets to evaluate and work on the adjustment of the document last revised in Summer 2023.</p> <p>Once the newly revised Bylaws are approved by the Provost, the College Culture Task Force will be transformed into a Subcommittee of the Steering Committee.</p> <p>Step 2: Revised document will be presented to faculty/staff, students [STUCO/full student body] for review and comments/approval</p> <p>Step 3: Faculty was and will be asked to address the document in the first classes of fall and spring and have students acknowledge it by signing the document. Document is part of each syllabus and posted on the CoAD website.</p> <p>Faculty/staff/students sign acknowledgement at the beginning of each semester.</p> <p>Step 1: Rubrics: Rubrics for the effectiveness of the Teaching and Learning Culture to be developed by College Culture Task Force and subsequently included in every course assessment and academic interaction, College Culture Committee and/or Undergraduate and Graduate Committees will evaluate yearly.</p> <p>Fall 2023, a dedicated task force/working group from both the BARCH and MARCH faculty will focus on the development of rubrics for a deepening understanding of the effectiveness of the Teaching and Learning Culture. Building on the current course assessments, these will expand to develop an annual survey to all faculty, students, administration, and staff about the programs fostering/encouraging a positive and respectful environment. This will then be the topic of discussion in a joint Graduate Committee and Undergraduate Architecture Committee meeting to reflect, identify outcomes from this survey and followed up by implementing changes in modified teaching methods and our course content.</p>	<p>Start: Spring 2024 Completed by the end of Summer Semester 2024 – repeat every Academic Year.</p> <p>Presentation to faculty/staff/students at beginning of Fall Semester 24 [early September] – repeat yearly</p> <p>Start: Fall 2022 Repeats each semester</p> <p>Start: Summer 2023 / Completion Fall 2023 – update annually</p> <p>Start: Summer 2023; Completion Spring 2024; yearly update</p>

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	<p>In the Fall of 2023, the college formed the NAAB PC.7 Task Force made up of students, faculty, and administrators to assess the Learning and Teaching culture within the college. This task force, working in collaboration with the NAAB PC.8 Task Force, created a survey that addressed each point within our College Culture Statement as well as other questions that address broader issues related to the learning and teaching culture within the program. The survey contained both multiple choice questions to help provide a quantifiable response and comment boxes where respondents could provide short answers that help provide context to their response.</p> <p>In the Spring of 2024, this survey was shared with the students, faculty, staff, and administrators. 163 respondents completed the survey, with 146 of those respondents being students. While the majority of responses were positive, the survey reveals areas the college can improve in the future.</p> <p>Following the survey’s completion, the college’s student council organized a Town Hall meeting where the survey results and other issues could be shared and discussed in an open format. The chairs of the PC.7 and PC.8 task forces presented the results of the survey to the students and faculty in attendance and were available to answer questions from the students.</p> <p>Going forward, the survey results will be available to the committee tasked with authoring the College Culture Statement for the 2024/2025 Academic Year. In addition, the survey will continue to be refined and re-issued in the spring of 2025, creating a cycle of assessment and response that will allow the college to continue refining issues related to Teaching and Learning Culture in the future.</p> <p>Step 2: Survey: to be developed and distributed to faculty; after distribution of document in Fall 23 survey was launched in Spring 2024.</p> <p><u>Link to Supporting Evidence:</u> <input type="checkbox"/> SUPPORTING EVIDENCE - Plan to Correct 2024 https://uofh.sharepoint.com/:f/s/gdheoad/acreditationsdocs/EuHh89hA0WpMo1HY2FvxGyoBdh_sNclWqVWFodbhO-x9TQ</p> <p><i>Material documents developments regarding specific issues over the last year as well through meeting minutes, emails, etc.</i></p>	<p>Start: Fall 2023 Completion: Fall 2023</p> <p>Spring 2024</p> <p>15 April 2024</p> <p>Summer 2024</p> <p>Spring 2025 / repeat annually</p> <p>Spring 2024; repeat annually</p>


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<p>PC.8 Social Equity and Inclusion</p>	<p>Program Narrative:</p> <p>B.ARCH. M.ARCH.</p> <p>Step 1: Diversification of Faculty: Continuation of consultation with the UH office of Faculty Engagement and Development; assists in scouting prospects.</p> <p>Step 2: Increase of advertising positions inter/nationally.</p> <p>Step 1: Diversification of Curriculum: UGC/GRC The MARCH curriculum is overseen by the Graduate Committee which includes all coordinators and faculty teaching in the graduate program. Due to the intimate size, equal agency is given to all faculty and student body representatives. The Graduate Committee meets periodically across the academic year with dedicated meetings to be self-reflective and focused on specific issues. Engaging student and faculty feedback as the originating source of issues and responses, collective discussions are held and through dedicated working groups (task forces) proposals are developed for how to implement them. These are brought back to the collective for feedback, votes of support and then implementation. This is a cyclical and recursive process that perpetually revisits, examines, and improves the curriculum and degree program.</p> <p>The BARCH curriculum is overseen by the Undergraduate Architecture Committee which includes all coordinators teaching in the undergraduate program. The Undergraduate Architecture Committee meets periodically throughout the academic year with dedicated meetings to be self-reflective and focused on specific issues. Engaging student and faculty feedback as the originating source of issues and responses, collective discussions are held and through dedicated working groups (task forces PC.7 and PC.8) proposals are developed for how to implement them. These are brought back to the collective for feedback, votes of support and then implementation. This is a cyclical and recursive process that perpetually revisits, examines, and improves the curriculum and degree program.</p> <p>The Undergraduate Committee and the Graduate Committee evaluate and assess curricula on a regular basis [after each semester]. The diversification of the curricula of the UG and GR programs has been initiated in the Fall Semester 2022 and will continue in the coming semesters. The introduction of various Design Media courses in short and long sessions of the semester spans across Architecture, Interior Architecture and Industrial Design as all new courses can be taken by any student enrolled in these programs, UG and GR students alike.</p>	<p>Start: Spring 2022 - Ongoing as faculty lines become available</p> <p>Start: Spring/Summer 2022 Completion Fall 2025 - ongoing</p> <p>Start: Spring/Summer 2022 / Completion Fall 2024; ongoing process each AY</p>



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	<p>Introductory, intermediate, and advanced Design Media courses have been introduced.</p> <p>Topics in Design Media, in Design History, in Design Practice and in Design Technology are offered as 1, 2 or 3 CRH courses, during regular and/or short sessions for ARCH/INAR/INDS, both as UG and GR sections.</p> <p>Core courses and electives in the GRAD/M.ARCH program have been realigned to increase diverse topics and opportunities to enroll in these courses.</p> <p>Design media and interdisciplinary courses added</p> <p>Step 2: Analysis of courses and adjustments / new courses where necessary.</p> <p>Each of the Directors and Coordinators is tasked with completing a comprehensive study of existing courses, identifying priority areas for new courses, and developing recommendations. These issues are collectively discussed in the Graduate Committee which includes all coordinators and faculty teaching in the graduate program. Due to the intimate size, equal agency is given to all faculty and student body representatives. The Graduate Committee meets periodically throughout the academic year with dedicated meetings to be self-reflective and focused on specific issues. Engaging student and faculty curricular feedback as the originating source of issues and responses, collective discussions are held and through dedicated working groups (task forces) proposals are developed for how to implement them. These are brought back to the collective for feedback, votes of support and then implementation. This is a cyclical and recursive process that perpetually revisits, examines, and improves the curriculum and degree program.</p> <p>These issues are collectively discussed in the Undergraduate Architecture Coordinators meeting which includes all coordinators of the Undergraduate Architecture program BArch. Due to the substantial size of the program, equal agency is given to all coordinators in attendance, who represent their respective faculty. When necessary or recommended, student body representatives are invited to attend these meetings and participate in task forces or subcommittees. The Undergraduate Architecture Coordinators and the Undergraduate Committee meet periodically throughout the academic year with dedicated meetings to be self-reflective and focused on specific issues. Engaging student and faculty curricular feedback as the originating source of issues and responses, collective discussions are held and through dedicated working groups (task forces) proposals are developed for how to implement them. These are brought back to the collective for feedback, votes of support and then implementation. This is a cyclical and recursive process that perpetually revisits, examines, and improves the curriculum and degree program.</p>	<p>Start: Summer 2022 Completion Fall 2024 - ongoing</p> <p>Start: Fall 2022 Completion Fall 2024 - ongoing</p> <p>Start: Spring 2023 Completion Fall 2024 - ongoing throughout semesters</p>




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	<p>Step 1: Implementation of DEITF recommendations:</p> <p>College Culture Subcommittee / DEI committee tasks will be moved to Steering Committee; in progress needs Faculty and Provost's approval for changing the Bylaws – see state definition/summary of SB 17.</p> <p>The agenda of the former DEI Task Force/Committee has been integrated into the new version of the Bylaws and DEI issues have become part of the Steering Committee's responsibility – it is now the College Culture Committee, a sub-committee of the Steering Committee that will be responsible for the annual evaluation and revision if necessary. They will also review and assess the success of the implementation of the content and goals into the curriculum and day-to-day business of the college. The new bylaws have been voted on by the faculty [2 May 2023, 95% approval] and now have to get the approval of the Provost's Office before they can go into effect.</p> <p>Step 2: Survey and Assessment of existing conditions:</p> <p>In the Fall of 2023, the college formed the NAAB PC.8 Task Force made up of students, faculty, and administrators to assess the Learning and Teaching culture within the college. This task force, working in collaboration with the NAAB PC.7 Task Force, created a survey that addressed each point within our College Culture Statement as well as other questions that address broader issues related to the learning and teaching culture within the program. The survey contained both multiple choice questions to help provide a quantifiable response and comment boxes where respondents could provide short answers that help provide context to their response.</p> <p>In the Spring of 2024, this survey was shared with the students, faculty, staff, and administrators. 163 respondents completed the survey, with 146 of those respondents being students. While the majority of responses were positive, the survey reveals areas the college can improve in the future.</p> <p>Following the survey's completion, the college's student council organized a Town Hall [15 April 2024] meeting where the survey results and other issues could be shared and discussed in an open format. The chairs of the PC.7 and PC.8 task forces presented the results of the survey to the students and faculty in attendance and were available to answer questions from the students.</p> <p>Going forward, the survey results will be available to the committee tasked with authoring the College Culture</p> <p>Statement for the 2024/2025 Academic Year. In addition, the survey will continue to be refined and re-issued in the spring of 2025, creating a cycle of assessment and response that will allow the college to continue refining issues related to Teaching and Learning Culture in the future.</p>	<p>Fall 2023</p> <p>Fall 2024 – dependent on Provost's Office schedule</p> <p>Completion: Spring 2024</p> <p>Fall 2024 Completion: Fall 2024 - ongoing/yearly</p>

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	<p>This Fall 2024 dedicated task forces/working groups (PC.7 and PC.8) from both the BARCH and MARCH faculty will develop a curriculum strategic plan for the further integration of diversity, equity, and inclusion. They will continue to analyze existing courses and how they contribute to this curricular responsibility and will develop a specific plan to integrate issues of race, equity, inclusion, and social justice in courses in the BARCH and MARCH curricula. This will be presented through faculty discussions and implemented as an outcome of those conversations.</p> <p>Step2: Parallel to Step 1 Continuation of implementation of recommendations according to priority and feasibility</p> <p>TT Faculty hired 2022: Interior Architecture – 2 TT Assistant Prof. / Female Industrial Design – 1 TT Assistant Prof. / Female Architecture – 1 TT Assistant Professor / Female</p> <p>TT / PENTT Faculty hired 2024: Interior Architecture – 1 TT Assistant Prof./Director / Female HTC – 1 TT Assistant Prof. / Female Architecture – 1 TT/PFF Assistant Prof. / Male; 1 TT Associate Prof. / Male 2 PENTT Assistant Prof. / Male</p> <p>Adjunct Faculty diversity increased</p> <p><u>Link to Supporting Evidence:</u></p> <p> SUPPORTING EVIDENCE - Plan to Correct 2024</p> <p>https://uojh.sharepoint.com/:f/s/gdhcoad/acreditationsdocs/EuHh89hA0WpMo1IY2FxxGvoBdh_sNclWqVWFodbhO-x9TQ</p> <p><i>Material documents developments regarding specific issues over the last year as well through meeting minutes, emails, etc.</i></p>	<p>Start: Spring 2022 - Ongoing as faculty lines become available</p>
SC.6 Building Integration	<p>Program Narrative:</p> <p>B. ARCH.</p> <p>Step1:</p> <p>Building strength for completion of the SC.6. at the Arch 4510 level, the ARCH 3501 Architecture Design Studio VI has been added to accomplish the SC.6. The faculty teaching team, under the direction of</p>	<p>Start: Summer 2023; Completion: Summer 2024</p>

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	<p>the Intermediate Level coordinator and in collaboration with the simultaneous ARCH 3328 Technology 4 course will include in the common syllabus the requirements to demonstrate evidence of measurable environmental impacts of design decisions required of each student.</p> <p>The ARCH 4510 Integrated Architectural Solutions faculty teaching team under the direction of the Comprehensive Level coordinator will specify in the common syllabi the specific evidence of measurable environmental impacts of design decisions required of each student. Student work will continue to be evaluated using established rubrics at midsemester and at the end of the semester.</p> <p>Step2:</p> <p>The evidence was defined during Summer 2023 and completed by Fall 2023 in order to be specified in the syllabi for Spring 2024 ARCH 3501/3328 courses as well as in preparation for the Fall 2024 ARCH 4510 studio. The ARCH 4510 Integrated Architectural Solutions faculty teaching team evaluated data from the Fall 2023 benchmarks and assessment outcomes to improve the assessed performance of the students for the Fall 2024 classes. ARCH 3501 teaching team evaluated data from the Spring 2024 benchmarks and assessment outcomes to improve the assessed performance of students for the Spring 2025 semester.</p> <p>The learning objectives of the ARCH 3501 and ARCH 4510 studios seek to reinforce and repeat various approaches to environmental analysis as an integral part of the design process. Each studio introduces students to a range of analytical tools, theories, and methodologies to assess their studio projects and translate environmental and climate data into design solutions and iterative design processes.</p> <p>In the ARCH 3501 studio in collaboration with the ARCH 3328 Technology 4 curriculum, students used their studio projects to conduct the following environmental analysis which the students used to iteratively affect their massing and envelope design. Evidence for the following studies was represented both visually and numerically:</p> <p>Step3: Evidence for the following studies was represented both visually and numerically: <u>Benchmarking and Precedent Review</u>: Climate analysis, Codes and Green Building Standards using tools such as Climate Consultant, the CBE Clima Tool, IECC/ASHRAE codes, and 2030 Challenge tools</p>	<p>Repeat the process for Fall 2024/Spring 2025 ongoing.</p>

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	<p>benchmarking. COTE Top Ten awarded projects are the pool for students to study precedents.</p> <p><u>Solar and Daylight Analysis:</u> Computational simulations in Climate Studio, a Rhino plugin that utilizes Radiance, are the platform for solar and daylight. Daylight metrics include point-in-time illuminance simulations, spatial daylight autonomy (sDA), annual sunlight exposure (ASE), and useful daylight illuminance (UDI). Glare analysis and HDR imaging are also introduced.</p> <p><u>Thermal and Energy Analysis:</u> Climate Studio is also used for thermal analysis. Utilizing Energy Plus based simulations, students develop a full energy model assessing whole building Energy Use Intensity (EUI), heating and cooling loads, comfort, space air temperatures, as well as Photovoltaic Panels sizing.</p> <p><u>Narrative + Environmental Section:</u> One environmental section (2d or 3d) that summarizes all the environmental strategies accompanied by one short narrative summarizing their analytic work during the semester.</p> <p>Step 4:</p> <p><u>Assessment:</u> The ARCH 3501 studio projects, working in tandem with the ARCH 3328 environmental and climate analysis assignments resulted in a successful integration of data-driven environmental analysis into the studio projects. Students learned skills and techniques required to assess the above analytical methods and applied them to their studio massing, envelope, and daylighting design. In the self-assessment for the ARCH 3501 studio, faculty indicated that 95% of students demonstrated competency in the “Site Massing with Solar Orientation / Sustainability” Learning Objective which requires “Documentation of the sun path on the site and the impact of the massing on solar patterns on the site and within the building. Apply a sun shading strategy across one portion of a south-facing wall and one portion of a west-facing wall, documenting and analyzing the sun shading strategy” (see assessment spreadsheet). The expectations of the ARCH 3501 studio and ARCH 3328 course helped students engage with this learning objective to think critically about the environmental and climatic performance of their projects. We will continue to implement this approach and assess the outcomes with finer grain of resolution in the future studios. For example, we are interested in assessing the efficacy of the environmental analysis assignments at each stage of the design process, as opposed to only at the end of the semester for the final deliverables. We will implement a mid-term and final assessment process in both the Fall ARCH 4510 studio and Spring ARCH 3501 studio.</p>	<p>Repeat the process for Fall 2024/Spring 2025 ongoing.</p>

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	<p><u>Link to Supporting Evidence:</u></p> <p> SUPPORTING EVIDENCE - Plan to Correct 2024</p> <p>https://uojh.sharepoint.com/:f/s/gdhcoad/acreditationsdocs/EuHh89hA0WpMo11Y2FvxGyoBdh_sNclWqVWFodbhO-x9TQ</p> <p><i>Material documents developments regarding specific issues over the last year as well through meeting minutes, emails, etc.</i></p>	
5.6 Physical Resources	<p>Program Narrative:</p> <p>B.ARCH. M.ARCH.</p> <p>Step 1: Security: UHPD was asked to hold active shooter seminars regularly, ideally at the beginning of semester. - Hybrid [in person and live streaming] Training conducted in atrium of Architecture Building at beginning of Fall Semester.</p> <p>https://www.uh.edu/police/safety-security/active-shooter/</p> <p>Step 2: Security: Security cameras were installed that cover all entrances, stairways/elevators, atrium floor and loading dock.</p> <p>UHPD officers asked to check the building more often during after-hours; additional monitors planned on all floors and the Keeland Design Lab for emergency announcements [depending on budget].</p> <p>Step 3: Building access: All colleges have daytime access. After-hours access to the CoAD building is only via swipe-card. Building locked for non-swipe-card owners [students, faculty staff of COAD] over the weekends and from 9 pm until 7 am Monday through Friday.</p> <p>Step 4: Students are continuously advised to lock up their valuables and not leave them out in the open [on the desks] as their responsibility in an open access building. To be reiterated each semester.</p>	<p>AY 2024/25 - UHPD Active Shooter training scheduled for 09 September 2024 – to be repeated annually</p> <p>More monitors to be added over the next two years / 2024-26, dependent on budget [budget cuts university -wide this year]</p> <p>Start: June 2024 / ongoing</p> <p>Start: each semester / ongoing</p> <p>Start: each semester / ongoing</p>

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	<p>In addition to larger storage areas, over 600 lockers are available for students.</p> <p><u>Link to Supporting Evidence:</u> <input type="checkbox"/> SUPPORTING EVIDENCE - Plan to Correct 2024</p> <p>https://uofh.sharepoint.com/:f/s/gdhcoad/acreditationsdocs/EuHh89hA0WpMo11Y2FxxGvoBdh_sNclWqVWFodbhO-x9TQ</p> <p><i>Material documents developments regarding specific issues over the last year as well through meeting minutes, emails, etc.</i></p>	