THE CATHOLIC
UNIVERSITY
OF AMERICA

July 28, 2023

National Architectural Accrediting Board
107 S. West St.
Suite 707
Alexandria, VA 22314

Re: Catholic University of America, School of Architecture and Planning, Visiting Team Report

Dear NAAB Colleagues,

Please find below the Program's response to the Not Met/Demonstrated conditions in the Visiting Team Report.

5.2 Planning and Assessment

The six emphases cited in the APR are, in fact, the program's multiyear strategic objectives. The measurable attributes of each objective are cited below:

1. Recruit and retain Faculty and Staff to advance the mission through excellent teaching, research, and service.

The dean evaluates faculty teaching, research and/or practice and service performance on an annual basis using faculty testimony, student course evaluations, and course assessments to identify strengths, opportunities for development, and areas for improvement. The dean offers support for faculty member objectives that advance the school's mission and faculty careers.

Promotions, new faculty appointments and resignations are a means to maintain a vigorous faculty that is productive, continuously improving, and advancing careers. On a yearly basis, the program aims to promote 10% of its faculty and turnover 10% of its faculty. The record of promotions (CAP actions), hiring, and departures since 2015 can be found in **Appendix A**.

Faculty teaching performance is measured, in part, by instructor-related questions on student course evaluations. The program aims to maintain a mean of not less than 6.0 and the standard deviation of not greater than 1.0. The record of scores since 2015 can be found in **Appendix B**.

 2. Elevate the School's reputation and increase the employment opportunities for its students across the nation

The Program receives continuous anecdotal feedback on the professional trajectory of its Master of Architecture graduates, but it does not systematically survey all graduates. The program will raise

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funds in the coming year to conduct a Graduate Survey for discovering and documenting the employment history of its graduates in the first five years after graduation. This information will be used to inform decisions on curricular content.

The University conducts an Undergraduate Senior Survey that invites graduating seniors to respond to the question, "What is the choice that best describes your current plans for after graduation?" The program aims to achieve 40% return to graduate school (for a Master of Architecture Degree) and 50% employment.

The responses in Spring 2022 can be found in **Appendix C**.

3. Increase enrollment

The program aims to increase undergraduate enrollment by 10 students each year and to increase graduate enrollment by 5 students each year until total enrollment reaches 275 students, the number of available desks in the school. The Program worked closely with the University's Office of Enrollment Management, Dean of Undergraduate Admissions and Dean of Graduate Admissions to achieve above average enrollment numbers for the upcoming fall semester. The record of enrollment since 2015 can be found in **Appendix D**.

4. Increase alumni and philanthropic support

The program aims to increase the number of current-use donors by 10% annually (approximately 10 new donors per year), to increase the total current-use gift amount by 10% annually (approximately $4,500 per year), to book one new $100k endowment annually, and to book one very large gift ($1,000,000) every five years, by working in collaboration with the university's Office of Advancement. The Program's performance since 2015 can be found in **Appendix E**.

5. Increase and intensify the School's relationships with other institutions

The Program maintains a database of external experts that it invites to serve as guest jurors, public speakers, panelists, course instructors, Board of Visitors members, consultants and employers. It will continue to expand the list by 10% each year and to track its collaborations with individuals and institutions.

6. Meet all NAAB Conditions

This response is to achieve this objective.

5.4 Human Resources and Human Resource Development

5.4.1 Demonstrated

5.4.2 The program will recruit a new person to fill the position of NCARB/IPAL advisor. The person will be accessible to students on a regular basis, will ensure that students have resources to make informed decisions on their path to licensure, and will remain current on licensure

requirements. A staff member will support the appointed person in the submission of an annual IPAL report, in maintaining the IPAL Student Roster each semester, in updating NCARB on any program changes, and in advising NCARB of upcoming IPAL graduates.

5.4.3 Demonstrated

5.4.4 Demonstrated

5.5 Social Equity, Diversity, and Inclusion

5.5.1 The program employs the following human, physical and financial resources to advance diversity.

1. The Center for Cultural Engagement

The Center for Cultural Engagement (CCE) advances The Catholic University of America's commitment to a campus and a world that values every human being, and supports and celebrates their uniqueness, experiences, and contributions.

The center is staffed by two full-time professional staff (director and assistant director). A part-time Graduate Assistant and eight part-time undergraduate student coordinators provide additional staff support. The office's budget covers staff salaries, and includes $60,000 in annual programing costs.

The funds are allocated to run the following programs:
- Take Flight (first-gen support, including our summer pre-orientation program)
- Commuter Services
- Intercultural Education
- Cultural Events
- and other student support services and programs.

Last year, there were approximately 150 first-generation college students in the freshman class. This year, the number is approximately 180, but in general roughly 20% of the incoming freshman class is first-generation. The majority of those students are Hispanic and African American, but they come from all backgrounds.

Another body that advances diversity and inclusion efforts is the Sr. Thea Bowman Recommendations Coordination & Implementation Team. This group is headed by Prof. Veryl Miles from the Law School, Dr. Angela McRae (Associate Vice Provost and Director of the Center for Teaching Excellence), and myself. Through the CCE, Javier Bustamante, Director, supports the implementation of events and activities that engage and serve students. Dr. McRae works to support faculty and promote DEI best practices. Prof. Miles engages with deans, VPs, and other senior leaders, seeking to promote DEI practices that advance the university's efforts to be a more welcoming institution.
cultural.catholic.edu

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2. Disability Support Services

The Office of Disability Support Services (DSS) at the Catholic University of America provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community. DSS assists in creating an accessible university community, where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. DSS supports both the teaching and learning environments through partnerships and in-service training with students, faculty, and staff. DSS annually supports and serves approximately 600 students through formalized accommodations both inside and out of the classroom. DSS comprises a team of six full-time professional staff members, with additional graduate and undergraduate student staff that provide direct services to our registered students. The DSS Operation budget is approximately $700,000 annually.
dss.catholic.edu

3. The Guadalupe Project

Starting in 2022, Catholic University has increased its resources and support for pregnant and parenting students, staff, and faculty. This effort was launched by a committee of senior University leaders, all of whom devoted substantial time to the project over the course of several months. The effort continues to be led by the University's Deputy General Counsel, with plans in the works to hire a full-time Director for the family resource program during the upcoming academic year. As part of this project, we now make baby care items, including diapers and wipes, available free of charge through our on-campus food pantry to any student or employee who needs them; to date, we have distributed over 200 items. We have launched a maternity closet, making maternity and baby clothing available free of charge to students and employees. The University has also expanded its paid parental leave benefit for employees. At least two undergraduate student mothers in the School of Architecture have benefitted from the University's support in recent years and have successfully obtained their degrees.

4. Campus Activities

The students formed a chapter of NOMAS in the 2022/2023 academic year and will become a fully registered student organization this Fall pending their completion of all of the standard registration and training requirements that all student organizations go through at the beginning of the year. All student organizations are eligible to request funding from the SGA Treasury Board. NOMAS will have the ability to request funding for events, conferences, speakers, etc.

A record of student demographics can be found in **Appendix F**.

5.5.2 Demonstrated

5.5.3 Demonstrated

5.5.4 Demonstrated

5.5.5 Demonstrated

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6.5 Admissions and Advising

The Graduate Announcements describe the policies and procedures used by the Graduate Admissions Office to evaluate transcripts. The section, Admission to Graduate Study, can be found in **Appendix G**.

Courses that enroll students at varying levels are 'bound courses'. Current practice calls for instructors of 'bound courses' to expect a greater quantity and quality of work from upper level students. This expectation is communicated to the students in the classroom. In the future, the expectations will be codified and documented in the course syllabi.

When students require remedial assistance for courses they have not successfully completed, they are offered summer courses either within the University or within the consortium. Students may also request that a prerequisite course become a co-requisite course so that they may continue on a timely path towards graduation. Graduate students must earn a B- or higher to continue in the design studio sequence. Graduate students must earn a C or higher in non-studio and prerequisite courses.

Advanced standing in the graduate program is offered to all students who earn a Bachelor of Science in Architecture degree at CUA.

Students who transfer to the program from another institution are invited to consult a list of pre-approved courses to determine the courses that are transferrable to the program. Courses not on the list are evaluated within one week from the time the student submits a request for an evaluation.

6.6 Student Financial Information

6.6.1 Met

6.6.2 Cost estimate for specialized tools and materials is now more comprehensive and accurate. The information can be found at:

https://architecture.catholic.edu/admission/parents-faq/

The web page provides the following information:

What additional costs are involved for attending the Architecture School?

There are a few estimated additional costs for students in the Architecture program.
- **Laptop**: $1,000 - $3,000
- **Software**: It is recommended to have this software installed in the personal laptop, although all the school computers have it available for the student's use
  - AutoDesk - Free Student Version
  - Rhinoceros - $200

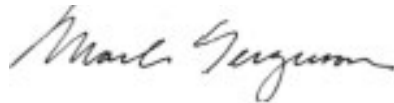## School of Architecture and Planning

- o SketchUp - Free Basic Version / $55 Studio Version
- o AdobeCloud - $20 /month
- **Analog supplies**: $200
- **Portable Drawing Board with Straightedge** (24" x 36" or larger): $150
- **Storage Trunk for Equipment, with lock** (Suggested size: 15" wide X 30" long X 12" high): $40
- **Printing**: Each student has a budget that should cover the whole semester. Additional printing will be charged to the student's account ($3.50 to $6.50 per large format boards, $0.10 to $0.39 per 8,5x11" sheets)
- **Models' materials**: Costs vary from instructor to instructor. It could be around $100 per semester.
- **3D printing**: The use of the 3D printers is free; the students only have to provide the PLA filaments for their model. The cost of this material can vary between $90 and $200 per model.
- **MetroCard for occasional travels**: $30/semester

This concludes our response to the Visiting Team Report. Thank you for your consideration.

Sincerely yours,

Mark Ferguson

Dean

School of Architecture and Planning

Cc: Office of the Provost

Encl: Appendix A
           Appendix B
           Appendix C
           Appendix D
           Appendix E
           Appendix F
           Appendix G

APPENDIX A

CAP Actions (Appointment at Rank)			
Walker, Nathaniel	Appointment as Associate Professor		Fall 2022
Montgomery, Jason	Appointment as Associate Professor		Fall 2022
Ferguson, Mark	Appointment as Ordinary Professor		Summer 2020
CAP Actions (Promotions in Rank)			
McCrery, James	Promotion to Associate Professor		Fall 2020
Andrasik, Patricia	Promotion to Associate Professor		Fall 2019
Kim, Hyojin	Promotion to Associate Professor		Fall 2019
Morshed, Adnan	Promotion to Ordinary Professor		Fall 2019
Bermudez, Julio	Promotion to Ordinary Professor		Fall 2017
Becker, Hollee	Promotion to Associate Professor		Fall 2016
Jenkins, Eric	Promotion to Ordinary Professor		Fall 2016
Guy, George	Promotion to Associate Professor		Fall 2016
CAP Actions (Tenure)			
McCrery, James	Appointment with Continous Tenure		Fall 2020
Ferguson, Mark	Appointment with Continous Tenure		Summer 2020
Andrasik, Patricia	Appointment with Continous Tenure		Fall 2019
Kim, Hyojin	Appointment with Continous Tenure		Fall 2019
Becker, Hollee	Appointment with Continous Tenure		Fall 2016
Hiring			
Walker, Nathaniel R.	Associate Professor	Tenure-Track	2022-08-20
Montgomery, Jason	Associate Professor	Tenure-Track	2022-08-20
Ohnstad, Tonya M.	Assistant Professor	Tenure-track	2022-08-20	Visiting Asst Prof from 2019-2021; Assistant Prof of Practice for AY21-22
Roman Andrino, Ana	Visiting Assistant Professor	Visiting	2022-08-20	Visiting Assistant Professor for AY 22-23 and AY 23-24
Ferguson, Mark	Ordinary Professor	Tenure-track	2020-07-01
Howard, Christopher J.	Assistant Professor	Tenure-track	2017-01-01
McCrery,II, James C.	Assistant Professor	Tenure-track	2016-08-20
Departures (Resignations, Retirements, Non-Reappointments)		**Rank**	
Bermudez, Julio	Retirement	Ordinary	12/31/2023
Cederna, Ann	Retirement	Ordinary	3/13/2023
Matthews, Georgeanne	Non reappointment	Assistant	8/19/2022
Puttock, Robin	Resignation	Assistant	6/10/2022
Reimers, Carlos	Non reappointment	Assistant	8/19/2020
Becker, Hollee	Retirement	Associate	6/30/2020
Gureckas, Vytenis	Retirement	Associate	12/31/2019
Gusevich, Miriam	Retirement	Associate	12/31/2019
Kabriel, Jay	Retirement	Assistant	12/31/2019
Levine, Julius	Retirement	Ordinary	12/31/2019
Meany, Judith	Retirement	Associate	12/31/2019
Jenkins, Eric	Resignation	Ordinary	9/1/2019
Kim, Hyojin	Resignation	Assistant	8/19/2019	was promoted to Associate, but left before the effective date
Guy, George	Resignation	Associate	8/19/2019
Boza, Luis	Resignation	Associate	9/19/2018
Grech, Christopher	Resignation	Associate	8/31/2017
Hostovsky, Charles	Non reappointment?	Assistant	8/31/2017

APPENDIX B

Instructor related questions from student course evaluation			
Students were asked to rate the instructors on a scale from 1 to 7 where 1 = Strongly disagree and 7 = strongly agree. Mean and median values of these rating are shown below.			
Fall 2015			
Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.3	1.2	7
The instructor was well prepared for each class	6.0	1.4	6
The instructor presented material in a clear and systematic manner	5.6	1.6	6
The instructor communicated a sense of enthusiasm about the course material	6.0	1.5	7
The instructor was responsive to the diverse learning needs and styles of the students	5.6	1.6	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.4	1.8	6
The instructor had a clear and realistic definition of good performance	5.6	1.6	6
The instructor was available outside of class to provide assistance	5.9	1.4	6
The instructor treated students with respect	6.2	1.2	7
I would recommend this instructor to a fellow student	5.7	1.7	6

Spring 2016			
Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.1	1.4	7
The instructor was well prepared for each class	5.8	1.6	6
The instructor presented material in a clear and systematic manner	5.6	1.8	6
The instructor communicated a sense of enthusiasm about the course material	6.0	1.6	7
The instructor was responsive to the diverse learning needs and styles of the students	5.5	1.8	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.2	2.0	6
The instructor had a clear and realistic definition of good performance	5.6	1.8	6
The instructor was available outside of class to provide assistance	5.7	1.6	6
The instructor treated students with respect	6.1	1.4	7
I would recommend this instructor to a fellow student	5.6	1.9	7

Summer 2016

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.7	0.9	7
The instructor was well prepared for each class	6.3	0.9	6
The instructor presented material in a clear and systematic manner	5.6	1.7	6
The instructor communicated a sense of enthusiasm about the course material	6.1	1.4	7
The instructor was responsive to the diverse learning needs and styles of the students	5.7	1.7	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.1	1.4	7
The instructor had a clear and realistic definition of good performance	5.7	1.8	6
The instructor was available outside of class to provide assistance	6.3	1.0	7
The instructor treated students with respect	6.8	0.4	7
I would recommend this instructor to a fellow student	6.1	1.5	7

Fall 2016

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.5	0.9	7
The instructor was well prepared for each class	6.3	1.2	7
The instructor presented material in a clear and systematic manner	5.9	1.4	6
The instructor communicated a sense of enthusiasm about the course material	6.3	1.3	7
The instructor was responsive to the diverse learning needs and styles of the students	5.8	1.6	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.8	1.5	6
The instructor had a clear and realistic definition of good performance	5.8	1.6	6
The instructor was available outside of class to provide assistance	6.0	1.4	7
The instructor treated students with respect	6.3	1.2	7
I would recommend this instructor to a fellow student	5.9	1.6	7

Spring 2017

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	5.8	1.7	7
The instructor was well prepared for each class	5.5	1.8	6
The instructor presented material in a clear and systematic manner	5.2	2.0	6
The instructor communicated a sense of enthusiasm about the course material	5.9	1.7	7
The instructor was responsive to the diverse learning needs and styles of the students	5.3	2.0	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.1	2.1	6
The instructor had a clear and realistic definition of good performance	5.3	2.1	6
The instructor was available outside of class to provide assistance	5.4	2.0	6
The instructor treated students with respect	5.7	1.8	7
I would recommend this instructor to a fellow student	5.2	2.2	6

Summer 2017

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.3	1.2	7
The instructor was well prepared for each class	6.2	1.3	7
The instructor presented material in a clear and systematic manner	5.8	1.7	7
The instructor communicated a sense of enthusiasm about the course material	6.0	1.6	7
The instructor was responsive to the diverse learning needs and styles of the students	5.8	1.8	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.0	1.6	7
The instructor had a clear and realistic definition of good performance	5.9	1.8	7
The instructor was available outside of class to provide assistance	5.7	2.1	7
The instructor treated students with respect	6.2	1.5	7
I would recommend this instructor to a fellow student	6.0	1.9	7

Fall 2017

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.4	1.2	7
The instructor was well prepared for each class	6.2	1.3	7
The instructor presented material in a clear and systematic manner	5.9	1.5	7
The instructor communicated a sense of enthusiasm about the course material	6.2	1.4	7
The instructor was responsive to the diverse learning needs and styles of the students	5.7	1.7	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.7	1.7	6
The instructor had a clear and realistic definition of good performance	5.7	1.7	7
The instructor was available outside of class to provide assistance	6.0	1.5	7
The instructor treated students with respect	6.2	1.4	7
I would recommend this instructor to a fellow student	5.8	1.8	7

Spring 2018

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.3	1.4	7
The instructor was well prepared for each class	5.9	1.6	7
The instructor presented material in a clear and systematic manner	5.7	1.6	6
The instructor communicated a sense of enthusiasm about the course material	6.1	1.5	7
The instructor was responsive to the diverse learning needs and styles of the students	5.6	1.8	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.6	1.9	7
The instructor had a clear and realistic definition of good performance	5.7	1.7	6
The instructor was available outside of class to provide assistance	5.6	1.8	6
The instructor treated students with respect	6.1	1.6	7
I would recommend this instructor to a fellow student	5.7	1.9	7

Summer 2018

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.6	0.6	7
The instructor was well prepared for each class	6.2	1.1	7
The instructor presented material in a clear and systematic manner	6.4	0.9	7
The instructor communicated a sense of enthusiasm about the course material	6.6	0.8	7
The instructor was responsive to the diverse learning needs and styles of the students	6.1	1.5	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.6	0.9	7
The instructor had a clear and realistic definition of good performance	6.0	1.5	7
The instructor was available outside of class to provide assistance	6.1	1.7	7
The instructor treated students with respect	6.3	1.4	7
I would recommend this instructor to a fellow student	6.0	1.7	7

Fall 2018

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.6	0.9	7
The instructor was well prepared for each class	6.5	0.9	7
The instructor presented material in a clear and systematic manner	6.2	1.3	7
The instructor communicated a sense of enthusiasm about the course material	6.6	1.0	7
The instructor was responsive to the diverse learning needs and styles of the students	6.1	1.4	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.9	1.5	7
The instructor had a clear and realistic definition of good performance	6.1	1.3	7
The instructor was available outside of class to provide assistance	6.1	1.3	7
The instructor treated students with respect	6.4	1.1	7
I would recommend this instructor to a fellow student	6.2	1.4	7

Spring 2019

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.4	1.2	7
The instructor was well prepared for each class	6.3	1.5	7
The instructor presented material in a clear and systematic manner	6.0	1.6	7
The instructor communicated a sense of enthusiasm about the course material	6.4	1.1	7
The instructor was responsive to the diverse learning needs and styles of the students	6.1	1.5	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.9	1.7	7
The instructor had a clear and realistic definition of good performance	6.1	1.4	7
The instructor was available outside of class to provide assistance	6.0	1.5	7
The instructor treated students with respect	6.4	1.3	7
I would recommend this instructor to a fellow student	6.1	1.6	7

Summer 2019

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.3	1.0	6.5
The instructor was well prepared for each class	5.8	1.5	6
The instructor presented material in a clear and systematic manner	4.8	2.6	5.5
The instructor communicated a sense of enthusiasm about the course material	6.8	0.5	7
The instructor was responsive to the diverse learning needs and styles of the students	5.3	2.9	6.5
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.5	1.0	7
The instructor had a clear and realistic definition of good performance	5.3	2.4	6
The instructor was available outside of class to provide assistance	6.8	0.5	7
The instructor treated students with respect	6.8	0.5	7
I would recommend this instructor to a fellow student	5.3	2.9	6.5

Fall 2019

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.6	1.1	7
The instructor was well prepared for each class	6.4	1.2	7
The instructor presented material in a clear and systematic manner	6.2	1.4	7
The instructor communicated a sense of enthusiasm about the course material	6.5	1.1	7
The instructor was responsive to the diverse learning needs and styles of the students	6.0	1.5	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.0	1.5	7
The instructor had a clear and realistic definition of good performance	6.0	1.4	7
The instructor was available outside of class to provide assistance	6.1	1.5	7
The instructor treated students with respect	6.4	1.1	7
I would recommend this instructor to a fellow student	6.1	1.6	7

Spring 2020

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.5	1.0	7
The instructor was well prepared for each class	6.4	1.1	7
The instructor presented material in a clear and systematic manner	6.1	1.3	7
The instructor communicated a sense of enthusiasm about the course material	6.4	1.1	7
The instructor was responsive to the diverse learning needs and styles of the students	6.1	1.4	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.1	1.4	7
The instructor had a clear and realistic definition of good performance	6.1	1.4	7
The instructor was available outside of class to provide assistance	6.3	1.3	7
The instructor treated students with respect	6.5	1.2	7
I would recommend this instructor to a fellow student	6.2	1.4	7

Summer 2020

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.9	0.4	7
The instructor was well prepared for each class	6.7	0.6	7
The instructor presented material in a clear and systematic manner	6.4	1.2	7
The instructor communicated a sense of enthusiasm about the course material	6.8	0.6	7
The instructor was responsive to the diverse learning needs and styles of the students	6.3	1.3	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.5	0.9	7
The instructor had a clear and realistic definition of good performance	6.4	1.2	7
The instructor was available outside of class to provide assistance	6.5	1.0	7
The instructor treated students with respect	6.8	0.7	7
I would recommend this instructor to a fellow student	6.4	1.4	7

Fall 2020

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.6	0.9	7
The instructor was well prepared for each class	6.5	1.1	7
The instructor presented material in a clear and systematic manner	6.2	1.3	7
The instructor communicated a sense of enthusiasm about the course material	6.5	1.0	7
The instructor was responsive to the diverse learning needs and styles of the students	6.0	1.5	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.9	1.5	7
The instructor had a clear and realistic definition of good performance	5.9	1.6	7
The instructor was available outside of class to provide assistance	6.2	1.3	7
The instructor treated students with respect	6.6	1.1	7
I would recommend this instructor to a fellow student	6.1	1.6	7

Spring 2021

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.7	0.8	7
The instructor was well prepared for each class	6.4	1.0	7
The instructor presented material in a clear and systematic manner	6.2	1.2	7
The instructor communicated a sense of enthusiasm about the course material	6.5	1.0	7
The instructor was responsive to the diverse learning needs and styles of the students	6.2	1.3	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.0	1.4	7
The instructor had a clear and realistic definition of good performance	6.1	1.4	7
The instructor was available outside of class to provide assistance	6.3	1.2	7
The instructor treated students with respect	6.5	1.0	7
I would recommend this instructor to a fellow student	6.2	1.3	7

School of Architecture and Planning

Summer 2021

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.4	1.5	7
The instructor was well prepared for each class	6.4	1.5	7
The instructor presented material in a clear and systematic manner	6.4	1.5	7
The instructor communicated a sense of enthusiasm about the course material	6.6	1.5	7
The instructor was responsive to the diverse learning needs and styles of the students	6.5	1.5	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	6.4	1.5	7
The instructor had a clear and realistic definition of good performance	6.5	1.5	7
The instructor was available outside of class to provide assistance	6.6	1.5	7
The instructor treated students with respect	6.6	1.5	7
I would recommend this instructor to a fellow student	6.6	1.5	7

Fall 2021

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.5	1.0	7
The instructor was well prepared for each class	6.2	1.3	7
The instructor presented material in a clear and systematic manner	5.9	1.6	7
The instructor communicated a sense of enthusiasm about the course material	6.4	1.2	7
The instructor was responsive to the diverse learning needs and styles of the students	5.8	1.7	7
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.5	1.9	6
The instructor had a clear and realistic definition of good performance	5.6	1.9	6
The instructor was available outside of class to provide assistance	5.9	1.6	7
The instructor treated students with respect	6.4	1.3	7
I would recommend this instructor to a fellow student	5.8	1.8	7

Spring 2022

Questions	Mean	Standard deviation	Median
The instructor had a thorough understanding of the course content	6.2	1.4	7
The instructor was well prepared for each class	5.9	1.5	7
The instructor presented material in a clear and systematic manner	5.4	1.9	6
The instructor communicated a sense of enthusiasm about the course material	6.1	1.5	7
The instructor was responsive to the diverse learning needs and styles of the students	5.5	1.8	6
The instructor provided timely and detailed feedback on tests, reports, and other assignments	5.2	2.1	6
The instructor had a clear and realistic definition of good performance	5.6	1.6	6
The instructor was available outside of class to provide assistance	5.4	1.8	6
The instructor treated students with respect	6.5	1.1	7
I would recommend this instructor to a fellow student	5.6	1.8	6

School of Architecture and Planning

APPENDIX C

292/293=99% Response Rate

1. What is the choice that best describes your current plans for after graduation?	N	%
1. Full-time Employment	158	54.11%
2. Attending graduate school full-time	55	18.84%
3. Seeking employment	22	7.53%
4. Part-time Employment	11	3.77%
5. Employed and attending graduate school	9	3.08%
6. Other (Please specify)	6	2.05%
7. Seeking admission to graduate school	6	2.05%
8. Seminarian/Priest	6	2.05%
9. Volunteering service	5	1.71%
10. Missionary service	4	1.37%
11. Part-time Internship	2	0.68%
12. Self-employed	2	0.68%
13. Attending graduate school part-time	1	0.34%
14. Full-time internship	1	0.34%
15. Managing home or rearing children	1	0.34%
16. Member of a religious community	1	0.34%
17. Military service	1	0.34%
18. Not Seeking	1	0.34%
TOTAL	**292**	**100.0%**

APPENDIX D

Enrollment														
	Fall 2015	Spr 2016	Fall 2016	Spr 2017	Fall 2017	Spr 2018	Fall 2018	Spr 2019	Fall 2019	Spr 2020	Fall 2020	Spr 2021	Fall 2021	Spr 2022
ARCH-BSARC	183	179	162	155	151	151	155	162	150	162	149	146	149	149
ARCH-MA1.5	16	9	8	5	4	3	3	2	1	21	19	27	44	22
ARCH-MARC2	35	29	34	28	28	23	25	14	34	11	37	10	3	1
ARCH-MARC3	12	11	14	12	8	6	9	8	11	10	12	10	10	9
ARCH-MCRP	9	8	7	5	4	3	4	1	2	0	0	0	1	1
ARCH-MSD	10	9	2	3	3	3	2	1	1	1	0	0	0	0
ARCH-MSFM	8	5	5	6	7	9	7	7	4	1	0	1	0	0
ARCH-ND	0	1	0	0	1	1	0	0	0	1	0	0	0	0
ARCHSTU-BA	0	1	8	10	11	11	10	10	16	12	12	11	7	8
CRS-BS	0	0	1	1	2	3	3	3	2	2	1	0	0	0
ENVSTU-BS	0	0	0	1	3	3	2	1	3	5	5	4	3	3
MARC15MSNZ	0	0	0	0	0	0	0	0	0	0	0	0	0	3
MARCH2MCRP	2	3	4	3	4	4	3	2	2	1	1	0	0	0
MARCH2MSFM	1	0	2	2	2	2	3	4	3	0	1	0	0	0
MARCH2MSSD	15	16	7	7	6	7	3	3	5	2	3	3	4	2
MARCH3MCRP	1	1	1	1	1	1	1	1	0	0	0	0	0	0
MARCH3MSSD	8	5	2	0	2	3	2	0	0	0	0	1	2	2
MCRP/MSFM	1	1	1	0	0	0	0	0	0	0	0	0	0	0
MCRP/MSSD	0	0	1	2	4	4	4	3	3	3	2	0	0	0
MSSD/MSFM	0	0	0	0	0	1	0	0	0	1	0	0	1	0
REDEV-CERT	0	0	1	1	0	0	0	0	0	0	0	0	0	0
SUSTD-CERT	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Total	**301**	**278**	**261**	**243**	**241**	**238**	**236**	**222**	**237**	**233**	**242**	**213**	**224**	**200**

School of Architecture and Planning

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APPENDIX E

	School of Architecture & Planning		
	FY16-FY23 (May 1, 2015 - April 30, 2023) Giving Analysis		
	As of 7/17/2023		

Revenue by Fiscal Year

FY	Amount
2016	$ 211,031.43
2017	$ 520,538.72
2018	$ 702,848.34
2019	$ 206,379.68
2020	$ 483,185.45
2021	$ 306,647.64
2022	$ 3,444,380.22
2023	$ 441,406.14
TOTAL	**$ 6,316,417.62**

Current-Use Giving by Fiscal Year (Revenue)

FY	>$5,000	<$5,000	TOTAL
2016	$ 170,955.00	$ 40,076.43	$ 211,031.43
2017	$ 469,400.00	$ 40,946.06	$ 510,346.06
2018	$ 369,114.91	$ 48,689.43	$ 417,804.34
2019	$ 155,000.00	$ 41,410.93	$ 196,410.93
2020	$ 226,999.80	$ 37,550.69	$ 264,550.49
2021	$ 275,870.00	$ 30,777.64	$ 306,647.64
2022	$ 3,350,476.70	$ 43,903.52	$ 3,394,380.22
2023	$ 250,226.89	$ 42,762.10	$ 292,988.99
TOTAL	**$ 5,268,043.30**	**$ 326,116.80**	**$ 5,594,160.10**

Endowed Giving by Fiscal Year (Revenue)

FY	>$5,000	<$5,000	TOTAL
2016	$ -	$ -	$ -
2017	$ 10,192.66	$ -	$ 10,192.66
2018	$ 10,044.00	$ -	$ 10,044.00
2019	$ 9,968.75	$ -	$ 9,968.75
2020	$ 218,634.96	$ -	$ 218,634.96
2021	$ -	$ -	$ -
2022	$ -	$ -	$ -
2023	$ 105,000.00	$ 3,810.00	$ 108,810.00
TOTAL	**$ 353,840.37**	**$ 3,810.00**	**$ 357,650.37**

Endowed Giving by Endowment Type (Revenue)

FY	New Pre-Endw.	Existing Endw.	New Endw.
2016	$ -	$ -	$ -
2017	$ -	$ 10,192.66	$ -
2018	$ -	$ 10,044.00	$ -
2019	$ -	$ 9,968.75	$ -
2020	$ -	$ 218,634.96	$ -
2021	$ -	$ -	$ -
2022	$ -	$ -	$ -
2023	$ 3,810.00	$ -	$ 105,000.00
TOTAL	**$ 3,810.00**	**$ 248,840.37**	**$ 105,000.00**

Current-Use Giving by Fiscal Year (# of Revenue Gifts)

FY	>$5,000	<$5,000	TOTAL
2016	5	88	93
2017	10	131	141
2018	15	190	205
2019	7	153	160
2020	8	96	104
2021	6	124	130
2022	15	126	141
2023	21	106	127
TOTAL	**87**	**1014**	**1101**

Endowed Giving by Fiscal Year (# of Revenue Gifts)

FY	>$5,000	<$5,000	TOTAL
2016	0	0	0
2017	1	0	1
2018	1	0	1
2019	1	0	1
2020	1	0	1
2021	0	0	0
2022	0	0	0
2023	1	7	8
TOTAL	**5**	**7**	**12**

Endowed Giving by Endw. Type (# of Revenue Gifts)

FY	New Pre-Endw.	Existing Endw.	New Endw.
2016	0	0	0
2017	0	1	0
2018	0	1	0
2019	0	1	0
2020	0	1	0
2021	0	0	0
2022	0	0	0
2023	7	0	1
TOTAL	**7**	**4**	**1**

NOTES:

*$200,000 bequest intention recorded in FY18. Designation is Dean's Discretionary Fund - School of Architectur

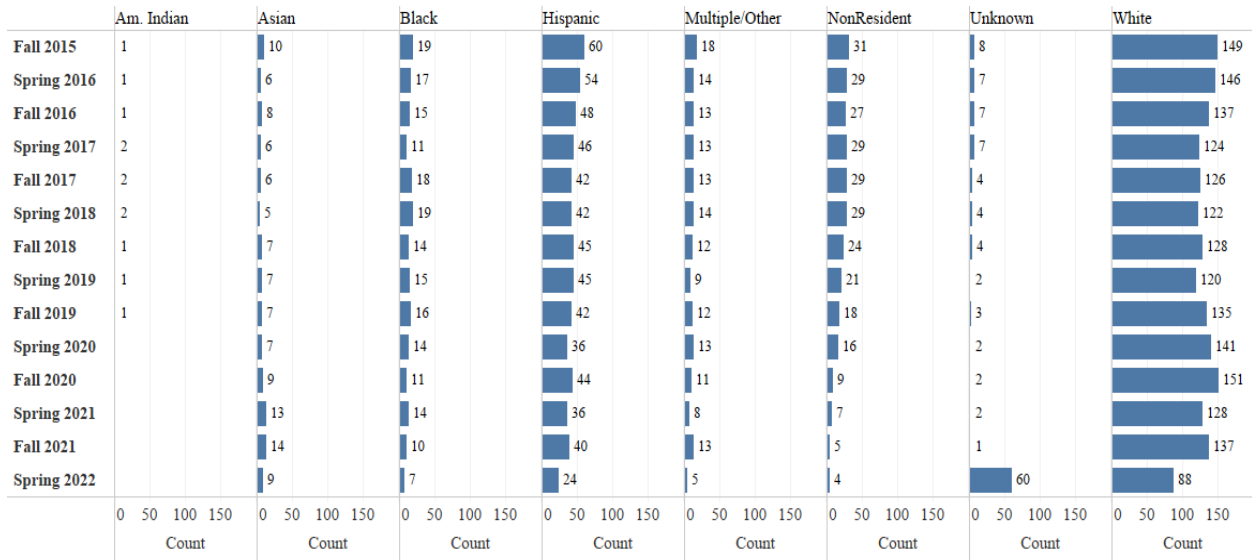*Two Gift-in-Kind donations processed in FY23 totaling $39,607.15

School of Architecture and Planning

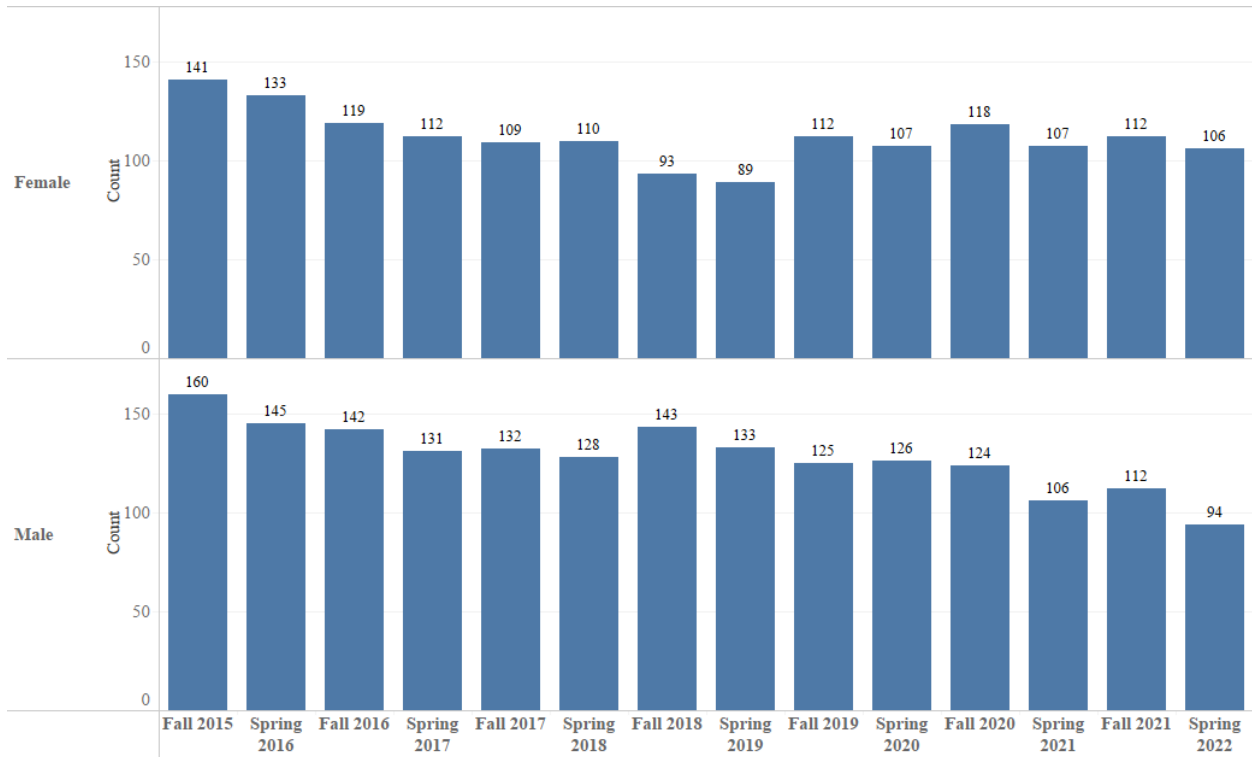620 Michigan Ave., N.E. | Washington, DC 20064 | 202-319-5188

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General overview Ethnicity 2015- 2022

	Am. Indian	Asian	Black	Hispanic	Multiple/Other	NonResident	Unknown	White
Fall 2015	1	10	19	60	18	31	8	149
Spring 2016	1	6	17	54	14	29	7	146
Fall 2016	1	8	15	48	13	27	7	137
Spring 2017	2	6	11	46	13	29	7	124
Fall 2017	2	6	18	42	13	29	4	126
Spring 2018	2	5	19	42	14	29	4	122
Fall 2018	1	7	14	45	12	24	4	128
Spring 2019	1	7	15	45	9	21	2	120
Fall 2019	1	7	16	42	12	18	3	135
Spring 2020		7	14	36	13	16	2	141
Fall 2020		9	11	44	11	9	2	151
Spring 2021		13	14	36	8	7	2	128
Fall 2021		14	10	40	13	5	1	137
Spring 2022		9	7	24	5	4	60	88

General overview Gender 2015- 2022

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Female	141	133	119	112	109	110	93	89	112	107	118	107	112	106
Male	160	145	142	131	132	128	143	133	125	126	124	106	112	94

School of Architecture and Planning

APPENDIX G

<u>2022-23 Graduate Announcements - The Catholic University of America</u>

Admission to Graduate Study

The Catholic University of America admits students regardless of race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, physical or mental disability, political affiliation, status as a veteran, or any other basis protected by applicable Federal and District of Columbia laws, and does not discriminate against students or applicants for admission on any such basis in the administration of its educational or admissions policies or in any aspect of its operations.

The University has an obligation to ensure that students admitted into its academic programs are fully prepared and qualified to engage with a reasonable expectation of success. This is especially true of students for whom English is not their first language and students who have been educated abroad.

The Office of Admissions and the various academic units of The University involved in admissions decisions will comply with The University policy regarding minimum English proficiency using the standards and procedures outlined in this policy. Individual schools or departments may prescribe additional requirements that can be found in the appropriate section of the Announcements.

Application Submission and Requirements

The application for admission may be submitted online at http://cardinaladmissions.catholic.edu. Application materials may be requested at http://cardinaladmissions.catholic.edu or by contacting Graduate Studies Office at (202) 319-5247. The academic deans of the various schools make decisions on graduate applications based on the recommendations of the admissions committees. Admission is granted only for the semester to which one applies. Those failing to register for the semester for which they have received acceptance must reapply for admission, unless permission for a one- or two- semester deferral is obtained from the dean of their school and notification is sent to the Office of Admissions. Deferral of admission does not guarantee deferral of scholarship.

Admission to study does not imply admission to candidacy for a degree, which is granted only after completion of required courses or examinations. Admitted students are required to submit a nonrefundable enrollment deposit to hold his or her place in the class. The deposit is credited toward tuition and fees upon matriculation.

By provision of the Academic Senate, no member of a Faculty in the ranks of Assistant Professor, Associate Professor, or Ordinary Professor, and no Officer of Administration (as specified by name in the Announcements of the University) will be admitted to a graduate degree program. Interpretation of this rule and authorization of exceptions to it are within the jurisdiction of the Graduate Board.

If at any point during the admission or attendance period, materials are found to be altered or falsified, the Office of Admissions reserves the right to expel an applicant or student.

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The following materials should be submitted directly to the Office of Graduate Admission, The Catholic University of America, 620 Michigan Ave., N.E., Washington, D.C. 20064 unless submitted electronically.

A. Completed Application and Nonrefundable Application Fee

The application fee typically is waived only in the following cases:

1. Catholic University undergraduates, while maintaining continuous enrollment;
2. Catholic University graduate students applying for an advanced graduate degree, while maintaining continuous enrollment.

B. Official Transcripts of All Undergraduate Coursework and Postsecondary Studies

Applicants for graduate study are expected to have earned, or to be near completion of, a bachelor's degree from an accredited institution. Their records should indicate that they are prepared to pursue advanced study and research in the field or fields in which they intend to specialize. Applicants who have received a bachelor's degree from a non-accredited institution or who have completed an educational program equivalent to a bachelor's degree may be admitted if their undergraduate scholastic records indicate superior ability in the field in which they intend to specialize.

In order to expedite the processing and evaluation of admissions, unofficial transcripts may be submitted. However, final, official transcripts and documentation of degree conferral are expected to be submitted as soon as possible. Official transcripts and documentation of degree conferral must be sent directly from the Registrar of the school(s) previously attended and should show degree(s) earned, courses completed toward the degree, grade earned in each course, and the basis of grading in effect at the institution. Where available from the school(s) issuing the transcript(s), all transcripts should be sent electronically to the Office of Admissions.

Except for an applicant in their final year of study, an applicant with unofficial documents will be provisionally admitted if they meet all other admission requirements. An applicant who is in the final year of studies may be admitted fully; however, documentation of the degree conferral will be required in order to complete the registration for courses. This documentation should be official and submitted directly by the institution granting the degree. Any student who fails to submit the required documentation will be blocked from registering until such documentation is received.

C. Official Letters of Recommendation

Letters should be requested from officials or faculty members of institutions previously attended who are acquainted with the applicants' ability for graduate study. Employment supervisors may serve as recommenders when appropriate. Most schools require three letters; please refer to the school requirements for details.

D. Standardized Examinations

Most schools require the submission of standardized test reports such as the Graduate Record Examination (GRE), Miller Analogies Test (MAT), and the Test of English as a Foreign Language

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(TOEFL). Please refer to the appropriate school for details.

Official score reports, no more than five (5) years old, must be submitted directly to The Catholic University of America by the testing service; these test scores cannot be attached to the online application, and student copies or photocopies will not be considered official.

- For information about the GRE, please visit www.gre.org or contact GRE-ETS, P.O. Box 6000, Princeton, NJ 08541-6000. CUA's test code for the GRE is 5104.
- For information about the MAT, please visit www.milleranalogies.com or contact Pearson, PSE Customer Relations-MAT, 19500 Bulverde Road, San Antonio, TX 78259-3701. CUA's test code for the MAT is 1042.
- For information about the TOEFL, please visit www.ets.org/toefl or contact TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151. CUA's test code for the TOEFL is 5104.

E. Statement of Purpose

Certain schools have specific guidelines for the preparation of the statement. If not specified, applicants should address the following in a statement of approximately 500-750 words:

- State your purpose for undertaking graduate study in your chosen field. Include your academic objective, research interests and career plans. Also discuss your related qualifications, including collegiate, professional and community activities, and any other substantial accomplishments not already mentioned on the application form.
- How would you describe your ability and commitment to undertake graduate education at this time?
- What are your proposed career goals?
- What influenced your decision to apply to The Catholic University of America?

Additional Requirements

Specific schools may have other requirements such as an early application deadline, the submission of additional materials such as a writing sample, portfolio, audition or interview. Please review the appropriate school entry for details.

International applicants and those who have studied outside the U.S. should carefully consult the International Student Admission policy below.

International Student Admission

A. Application Method

Because of the delays that often occur in obtaining and evaluating credentials, prospective international students should submit complete applications for admission well in advance of the beginning of the semester for which they are applying.

Applications should be submitted to the Office of Admissions no later than July 1 for the fall

School of Architecture and Planning

semester (classes beginning in August) and November 1 for the spring semester (classes beginning in January).

A. Required Credentials for International Candidates

International applications are considered complete when the Office of Admissions has received the following:

1. The completed online application and nonrefundable application fee.

2. A certified, translated copy of transcripts of all previous education equivalent to secondary and postsecondary education in the United States. All transcripts issued from outside the United States must be certified by a recognized evaluator of international educational records (such as WES or AACRAO), even if in the English language.

3. Credential Evaluation of any non-U.S. degrees.

   a. Applicants for graduate programs who hold undergraduate degrees from foreign institutions of higher education must provide, as part of the application process, a degree equivalency evaluation from a reputable credentials evaluation service recognized by The University. This ensures that applications are given full consideration by University officials who may not be familiar with the education program of that specific institution.

   b. More information can be found at https://www.catholic.edu/admission/graduate/application-process/international- students/index.html.

4. Evidence of sufficient proficiency in the English language to participate in the academic program.

   a. All students, regardless of U.S. immigration status, from countries and areas where English is not the common, spoken language must demonstrate a practical understanding of spoken and written English to benefit from instruction, study and examinations in that language.

   b. For graduate programs, the mechanisms for establishing sufficient English language proficiency and the standards used are established and administered by the Office of Admissions in partnership with the Vice Provost and Dean of Graduate Studies and the appropriate school deans.

   c. The University typically does not require individuals who have received a bachelors or graduate degree from an accredited U.S. institution of higher education to demonstrate English proficiency. Students who do not demonstrate a sufficient level of competency in the English language may be advised to continue their language study before reapplying for admission. At the discretion of the Office of Admissions and the appropriate school dean, students with a borderline level of proficiency may be conditionally admitted to an academic program provided that the appropriate school dean's office and Admissions has agreed upon an initial plan

to improve the student's language competencies. The student's ability to continue in the academic program is contingent upon the successful fulfillment of the terms of the initial academic plan.

University English Language Proficiency Minimums

Source of Evaluation	Acceptable Standard	
TOEFL (Test of English as a Foreign Language)	Paper:	550
	Computer:	213
	Internet:	80 (20 in each category)
IELTS	6.5	
Duolingo	105	
ELS (English Language Service)	Completion of level 112	
PTE Academic	58	
Catholic University's Intensive English Program	Completion of level 100 course and cumulative GPA of 3.0 plus "adequate" evaluation by the Director of Program	

- For information about the TOEFL, please visit https://www.ets.org/toefl. Catholic University's test code for the TOEFL is 5104.
- For information about the IELTS, please visit https://www.ielts.org.
- For information about Duolingo, please visit https://www.duolingo.com
- For information about ELS, please visit https://www.els.edu.
- For information about PTE Academic, please visit https://pearsonpte.com.

English-Speaking Countries – No TOEFL, IELTS, Duolingo Required

Anguilla	Antigua and Barbuda
Australia	Bahamas
Barbados	Belize
Bermuda	British Virgin Islands
Canada (except schools in Quebec)	Cayman Islands
Grand Turks and Caicos Islands	Grenada
Guyana	Ireland
Jamaica	Montserrat
New Zealand	Saint Kitts and Nevis
Saint Vincent and the Grenadines	Singapore
South Africa (English-speaking schools)	United Kingdom
United States (except Puerto Rico)	U.S. Virgin Islands

English-Speaking Countries/Regions Evaluated on a Case-by-Case Basis

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Please note: These countries/regions list English as an official or national language, but a majority of the population in that country or region may not speak English. A TOEFL, IELTS, or Duolingo score may be required based on the transcripts submitted by the applicant, the school they attended, and the language of instruction.

Botswana	Burundi
Cameroon	Canada (French-language schools in Quebec)
Dominica	Gambia
Ghana	Kenya
Lesotho	Liberia
Namibia	Nigeria
The Philippines	Rwanda
Saint Lucia	Sierra Leone
South Africa (non-English-speaking schools)	Swaziland
Tanzania	Trinidad and Tobago
Uganda	Zambia

All Other Countries/Regions – TOEFL, IELTS, or Duolingo Required

Notwithstanding the above, note that English proficiency requirements for satisfactory participation in a particular program can vary considerably from one course of study to the next, and individual programs may in some instances impose higher proficiency minimums.

B. Conditional Admission of Students with Borderline English Proficiency

A student who cannot document that he or she meets the standards indicated above may be admitted conditionally if the Request for a Waiver Form is initiated in the school dean's office and approved by all relevant administrative offices.

C. Additional Requirements for Issuance of Immigration Documents for F-1 or J-1 status

International students who need to have immigration documents issued by the University on their behalf must be able to document their financial ability to cover the costs of their studies in the U.S. These costs include tuition, living expenses, health insurance, fees, and other costs associated with living and studying in the U.S.

Provisional Admission

Provisional admission may be granted to an applicant who is missing one or more required documents, such as official GRE scores, but who is otherwise deemed suitable for admission. Such applicants may be requested to secure a notarized statement concerning their academic career from an authoritative source.

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Provisional admission is normally granted for one (1) semester, and provisionally admitted students must complete the requirements of their admission before being admitted as regular students. If the provisions of admission are not completed within one (1) semester, The University reserves the right to withdraw students from future semesters.

Conditional Admission

Conditional admission may be granted to an applicant with strong academic credentials but who is in need of strengthening a specific body of knowledge through prerequisites which do not apply toward the completion of their degree. Conditional admission may also be granted to an applicant whose record may indicate academic deficiencies or concerns, but may show promise of success in other areas of evaluation. Conditionally admitted students must successfully complete the requirements of their admission normally within one semester before being changed to regular student status. If the conditions of admission are not completed within one semester, then the University reserves the right to withdraw the student from future semesters.

Students with Disabilities

Disability services, designed to support and encourage the integration of students with disabilities into the mainstream of The University community, are provided through the Office of Disability Support Services (DSS). To be eligible for services at The University, students must register with DSS and submit documentation of disability. Recently admitted students are encouraged to contact DSS beginning June 1 to begin the registration process. For more information on services or documentation requirements and registration procedures, please contact the Office of Disability Support Services at 202-319-5211, TTY 202-299-2899, e-mail cua-disabilityservices@cua.edu, or visit the DSS Web site at https://dss.catholic.edu.

Admission of Non-Degree Students

An applicant who does not wish to pursue a degree program at The Catholic University of America but who wishes to follow courses independently or in a program required for a certificate, either for credit or as an auditor, may apply for admission as a non-degree seeking student. Standard tuition and fees apply to students who take courses as non-degree or audit status. The application must be accompanied by the specified application fee and supported by official transcripts of all previous postsecondary education. In lieu of a transcript, a properly qualified student who is working toward a degree at another institution may submit written authorization for temporary enrollment at this University from the cognizant dean of that institution.

In the case of an applicant who has received a bachelor's degree from a non- accredited school or who is deficient in preparation, admission as a non-degree seeking student may be granted. After three courses are completed with a grade of B or better, students may apply for degree seeking status. By law, a student visa can be issued to an international applicant only for the purpose of enrolling in a full course of study that will lead to the attainment of a specified educational or vocational objective, as defined in The Code of Federal Regulations at 22 CFR Part 62 and 8 CFR Part 14. The application of an international student as a non- degree student will be evaluated

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according to these criteria.

Admission as a non-degree student is limited to a single semester or summer session, unless renewed by the dean of the school for registration in subsequent consecutive semesters or summer sessions. No fee is charged for such renewal. A non-degree student who does not enroll in consecutive terms or who enrolls in a different school must submit a new application for admission, which must be accompanied by the application fee.

A non-degree student who wishes to be considered for admission to a degree program must submit the application and supporting documents ordinarily required for admission to the degree program. Since the mere accumulation of courses will not satisfy degree requirements, one should consult the appropriate dean or department chair before enrolling. A non-degree student may take up to a maximum number of nine graduate credits.

Readmission

A student who has withdrawn from the University, or who is presumed to have withdrawn because of failure to maintain continuous enrollment, must apply for readmission. An application for readmission is subject to the same scrutiny as an application for original admission. The student may be required to adhere to degree requirements adopted since original matriculation or to special requirements imposed as a condition of readmission, such as repetition of certain examinations or courses. A student who has been withdrawn for more than ten (10) years may not be eligible for readmission.

A student who is readmitted will incur a readmission fee upon registration.

The Catholic University of America complies with requirements regarding readmission of veterans as set forth in Executive Order 13607, *Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members.*