NAAB

November 18, 2024

National Architectural Accrediting Board, Inc.

2023–2024 Board of Directors

President
Stephen Schreiber, FAIA, NCARB, DPACSA

President-elect
Jeffrey L. Day, FAIA, NCARB

Secretary
Carmina Sánchez-del Valle, Arch. D., DPACSA, R.A., CAAPPR

Treasurer
Michael Hricak, FAIA, NCARB

Past President
David Hoffman, FAIA, NCARB

Lisa Chronister, FAIA, AICP

Tian Feng, FAIA, FCSI

Janet L. Hansen, AIA, NCARB

Shillpa Kumar, AIAS

Mark Mistur, AIA

Yiselle Santos Rivera, AIA, NOMA

Enya Xu, AIAS

Cynthia Jones, PhD

Claire Dixon-Lee, PhD, RHIA, CPH, FAHIMA

Executive Director
Tanya A. Tamarkin
(ex-officio)

John T. McGreevy, Ph.D.
Provost
University of Notre Dame
300 Main Building
Notre Dame, IN 46556

Sent via email to mcgreevy.5@nd.edu

Dear Provost McGreevy:

The Bachelor of Architecture degree (165 credit hours) program at University of Notre Dame application for Continuing Accreditation was reviewed during the October 18-19, 2024, Board of Directors meeting of the National Architectural Accrediting Board (NAAB).

Based on the following review of the program, the NAAB Directors voted to grant the B.Arch. program an eight-year term of Continuing Accreditation with a Plan to Correct and require the program to address the following conditions noted as "not met":

- **PC.5 Research and Innovation**
- **PC.8 Social Equity and Inclusion**
- **SC.5 Design Synthesis**
- **SC.6 Building Integration**

The program is required to provide a Plan to Correct, which includes a narrative response with supporting documentation and evidence of compliance for each Condition noted as "not met." Programs with a Plan to Correct will have two years to demonstrate compliance with all Conditions for Accreditation noted to be out of compliance. The Plan to Correct is due on or before **June 30, 2025**.

The program's accreditation term is effective **January 1, 2024**, and the program is scheduled for its next visit for Continuing Accreditation in **2032**. This visit will be conducted under the provisions of the NAAB Accreditation Conditions and Procedures in effect at the time of the visit.

107 S. West St, Suite 707
Alexandria, VA 22314

T: 202.783.2007
naab.org

Program Review

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.
- 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.
- 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).

Met. *The program provided sufficient information to meet the requirements of this Condition. The program described its mission and context, which was verified during the site visit.*

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

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

Met. *The program provided sufficient information to meet the requirements of this Condition. The program described how it responds to each of the shared values and how it will continue to address each value as part of its long-range planning.*

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

3.1 Program Criteria (PC)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

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

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences ensure that students understand career paths in architecture and uses the results of this assessment to make improvements to the learning experience.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences instill 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 and uses the results of this assessment to make improvements to the learning experience.*

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

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences instill 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 and uses the results of this assessment to make improvements to the learning experience.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences ensure that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally and uses the results of this assessment to*

make improvements to the learning experience and uses the results of this assessment to make improvements to the learning experience.

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.

Not Met. *The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of how they are preparing students to engage and participate in architectural research to test and evaluate innovations in the field.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences ensure 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 and uses the results of this assessment to make improvements to the learning experience.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences foster and ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff and uses the results of this assessment to make improvements to the learning experience.*

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.

Not Met. *The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence that the criterion is assessed by the program on a recurring basis and must summarize the modifications made to its curricula and/or associated program structures and materials based on assessment findings.*

3.2 Student Criteria (SC)
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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student understanding of the impact of the built environments on human health, safety, and welfare at multiple scales, from buildings to cities and uses the results of this assessment to make improvements to the learning experience.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student understanding of 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 and uses the results of this assessment to make improvements to the learning experience.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student 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 and uses the results of this assessment to make improvements to the learning experience.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student 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 and uses the results of this assessment to make improvements to the learning experience.*

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.

Not Met. *The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence that students are able to synthesize all of the required components required by this SC in their design decisions.*

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.

Not Met. *The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence that students were able to integrate the required components of this SC, particularly building envelope details and calculations of measurable building performance in their design decisions.*

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

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it is part of an institution accredited by one of the listed institutional accrediting agencies.*

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.

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.

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.

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.

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.

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.

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.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it meets the curricular requirements for awarding this degree.*

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.

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.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it documents 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, that it has established standards for determining student achievement of those criteria and addressing gaps and has clearly articulated this process to prospective students.*

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.
- 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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The programs described administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.*

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.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that it has a planning process for continuous improvement that identifies multiyear strategic objectives, key performance indicators, progress towards its mission and objectives, strengths and challenges faced by the program, and the use of ongoing outside input from others. The program also demonstrated that it uses the results of self-assessment to advise and encourage continuous improvement.*

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. The program must identify:

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

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that it has a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.*

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.

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.

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

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrated that it has appropriate and adequately funded human resources to support student learning and achievement.*

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.

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.

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.

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.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates its commitment to diversity and inclusion among current and prospective faculty, staff, and students, including how this commitment is reflected in the distribution of human, physical, and financial resources, its plan for maintaining or increasing the diversity of its faculty and staff and students, EEOA policies and other DEI initiatives, and the resources and procedures that are in place to provide adaptive environments and support strategies for faculty, staff, and students with different physical and/or mental abilities.*

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

5.6.1 Space to support and encourage studio-based learning.
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.
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.
5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates how the program's physical resources safely and equitably support the program's pedagogical approach and student and faculty achievement.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrated that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.*

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.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrated that it has the appropriate all students, faculty, and staff have convenient and equitable access to architecture literature and information, appropriate visual and digital resources, and architecture librarians and other visual resource professionals.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program includes the exact language found in the* NAAB Conditions for Accreditation, 2020 Edition, Appendix 2*, in catalogs and promotional media, including the program's website.*

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)

Met. *The program provided sufficient information to meet the requirements of this Condition. The program includes the exact language found in the* NAAB Conditions for Accreditation, 2020 Edition, Appendix 2*, in catalogs and promotional media, including the program's website.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.*

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

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it makes the documents required by this Condition available to all students, faculty, and the public via the program's website.*

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

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it publicly documents all policies and procedures required by this Condition.*

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.
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 NArAB-accredited degree program.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that students have access to current resources and advice for making decisions about financial aid, including an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required for the full course of study.*

Listed below are the required program documents and due dates:

Document Due	**Date Due**
Program Annual Report	December 15 (annually)
Plan to Correct	June 30, 2025
APR	September 7, 2031

Please note public dissemination of the Architecture Program Report (APR) and the Visiting Team Report (VTR) is a condition of accreditation. These documents must be made public on the program's website in their entirety (Condition 6.4, 2020 *Conditions for Accreditation* and pp.15-16 of the 2020 *Procedures for Accreditation*).

Please feel free to contact us with any questions at accreditation@naab.org.

Sincerely,

Stephen Schreiber, FAIA, NCARB, DPACSA
President

cc: Maurizio Sabini, PhD, RA, Int'l Assoc. AIA Site Visit Team Chair
Hui Cai, Ph.D., Site Visit Team Member
John Senhauser, FAIA, Site Visit Team Member
Christine Snetter, Site Visit Team Member
Michael Boongaling, Site Visit Team Member
John Mellor, AIA, LEED AP, Director of Accreditation