

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. (p.9)

Team Findings: Met Not Met Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program demonstrates how its curriculum, structure, and other experiences address this criterion. Address the extent to which the program effectively assesses student learning related to each part of this criterion, does this on a recurring basis, and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.9)

Team Findings: Met Not Met Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program demonstrates how its curriculum, structure, and other experiences address this criterion. Address the extent to which the program effectively assesses student learning related to each part of this criterion, does this on a recurring basis, and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.9)

Team Findings: Met Not Met Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program demonstrates how its curriculum, structure, and other experiences address this criterion. Address the extent to which the program effectively assesses student learning related to each part of this criterion, does this on a recurring basis, and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.9)

Team Findings: Met Not Met Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program demonstrates how its curriculum, structure, and other experiences address this criterion. Address the extent to which the program effectively assesses student learning related to each part of this criterion, does this on a recurring basis, and makes

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improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.9)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program demonstrates how its curriculum, structure, and other experiences address this criterion. Address the extent to which the program effectively assesses student learning related to each part of this criterion, does this on a recurring basis, and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (Guidelines, p. 10)

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. (p.10)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program provides evidence that the student learning outcome(s) associated with each part of this criterion have been articulated and assessed on a recurring basis. Address the extent to which the program effectively assesses student learning related to each part of this criterion and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.10)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program provides evidence that the student learning outcome(s) associated with each part of this criterion have been articulated and assessed on a recurring basis. Address the extent to which the program effectively assesses student learning related to each part of this criterion and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.10)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program provides evidence that the student learning outcome(s) associated with each part of this criterion have been articulated and assessed on a recurring basis. Address the extent to which the program effectively assesses student learning related to each part of this criterion and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p.10)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program provides evidence that the student learning outcome(s) associated with each part of this criterion have been articulated and assessed on a recurring basis. Address the extent to which the program effectively assesses student learning related to each part of this criterion and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

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. (p. 12)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program provides evidence that the student learning outcome(s) associated with each part of this criterion have been articulated and assessed on a recurring basis. Address the extent to which the program effectively assesses student learning related to each part of this criterion and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit and student work.

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. (p. 12)

Team Findings: Met Not Met Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Describe the extent to which the program provides evidence that the student learning outcome(s) associated with each part of this criterion have been articulated and assessed on a recurring basis. Address the extent to which the program effectively assesses student learning related to each part of this criterion and makes improvement to its approach or curriculum in response to that assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit and student work.

4—Curricular Framework (Guidelines, p. 13)

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 (Guidelines, p. 13)

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)

Team Findings: Met Not Met Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: This analysis must identify the evidence or the source of the evidence the team used to make the assessment.

4.2 Professional Degrees and Curriculum (Guidelines, p. 13)

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. (p.13)
- 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. (p.14)

- 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. (p.14)

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.

Team Findings:

Met

Not Met

Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: This analysis must identify the evidence or the source of the evidence the team used to make the assessment.

4.3 Evaluation of Preparatory Education (Guidelines, p. 16)

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.

Team Findings:

Met

Not Met

Not Yet Met (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1 page total.

5—Resources

5.1 Structure and Governance *(Guidelines, p. 18)*

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.

Team Findings:

Described

Not Described

In Progress (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1 page total.

5.2 Planning and Assessment *(Guidelines, p. 18)*

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.

Team Findings: **Demonstrated** **Not Demonstrated** **In Progress** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a brief summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1/2 page total

5.3 Curricular Development (Guidelines, p. 19)

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.

Team Findings: **Demonstrated** **Not Demonstrated** **In Progress** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a brief summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1/2 page total.

5.4 Human Resources and Human Resource Development (Guidelines, p. 19)

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.

Team Findings: **Demonstrated** **Not Demonstrated** **In Progress** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit.

5.5 Social Equity, Diversity, and Inclusion *(Guidelines, p. 20)*

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.

Team Findings:

- Demonstrated Not Demonstrated In Progress *(for programs seeking initial or continuing candidacy)*

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1/2 page total.

5.6 Physical Resources *(Guidelines, p. 21)*

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.

Team Findings: Demonstrated Not Demonstrated In Progress (for
programs seeking initial or
continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. The team must verify that the program effectively responds to every subcondition. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1/2 page total.

5.7 Financial Resources (Guidelines, p. 21)

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.

Team Findings: Demonstrated Not Demonstrated In Progress (for
programs seeking initial or
continuing candidacy)

2022 Team Analysis:

Instructions: Write a brief summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1 page total.

5.8 Information Resources (Guidelines, p. 22)

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.

Team Findings: Demonstrated Not Demonstrated In Progress (for
programs seeking initial or
continuing candidacy)

2022 Team Analysis:

Instructions: Write a brief summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the team confirmed evidence provided by the program through interactions during the site visit. Limit: 1 page total.

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 (Guidelines, p. 23)

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.

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.

6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

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)

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.

6.3 Access to Career Development Information (Guidelines, p. 23)

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.

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.

6.4 Public Access to Accreditation Reports and Related Documents (Guidelines, p. 23)

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

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.

6.5 Admissions and Advising (Guidelines, p. 24)

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

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.

6.6 Student Financial Information (Guidelines, p. 24)

- 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 NAAB-accredited degree program.

Team Findings: **Met** **Not Met** **Not Yet Met** (for programs seeking initial or continuing candidacy)

2022 Team Analysis:

Instructions: Write a summary of the program's response to this criterion based on material provided in the APR and information gathered during the visit. NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.

V. Appendices

Appendix 1. Conditions Met with Distinction

(Instructions: List number and title; include comments that describe the basis for the team's assessment)

For Reference Only

Appendix 2. Team SPC Matrix

Instructions: The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

For Reference Only

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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Team Chair

Frank Lloyd Wright, AIA
Team Member

Mary Louise Bethune, AIA, LEED AP
Team Member

Jane Doe, Assoc. AIA
Team Member

Jan Smith
Non-Voting Team Member

For Reference Only