



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

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

info@naab.org | 202.783.2007 | www.naab.org

November 28, 2022

Dr. Joseph Szakas
Vice President for Academic Affairs and Provost
University of Maine at Augusta
Office of the Provost
46 University Drive
Augusta, ME 04330
szakas@maine.edu

Via Email

Dear Dr. Szakas:

The Bachelor of Architecture program at the University of Maine at Augusta application for Continuing Accreditation, including the Visiting Team Report (VTR), was reviewed during the October 27-28, 2022, 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.

The program's accreditation term is effective January 1, 2022, and the program is scheduled for its next visit for Continuing Accreditation in 2030. This visit will be conducted under the provisions of the NAAB Accreditation Conditions and Procedures in effect at the time of the visit.

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).

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its unique mission and connection to both the university and broader regional Maine community.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of a holistic approach to sharing and assessing all six values through curricular and non-curricular activities. Opportunities for mission-based engagement between students and the community typify the approach to this condition.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its approach to and assessment of ensuring students understand the paths to becoming a licensed architect. The team verified the evidence through document review and student interviews.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of how it instills the role of the design process. The team verified the evidence in the studio sequence through coursework review and self-assessment documentation.



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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its approach to ecological knowledge and responsibility. The team verified the evidence through coursework review and self-assessment documentation.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program’s approach to history and theory. The team verified the evidence through coursework review and self-assessment documentation including recommendations for improvement.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its approach to and assessment of research and innovation. The team verified the evidence through review of course and self-assessment documentation including performance versus benchmarks.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its approach to leadership and collaboration. The team verified the evidence through review of course and self-assessment documentation as well as student and faculty interviews.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program’s approach to learning and teaching culture. The team verified the evidence in its interviews with faculty and students as well as a review of the policy and associated annual review.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program’s approach to and assessment of social equity and inclusion. The team verified the evidence through review of course and self-assessment documentation including performance versus benchmarks.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program's approach to health, safety, and welfare in the built environment. The team verified the evidence through review of course syllabi, instructional materials and grading matrix as well as the self-assessment documentation including performance versus benchmarks.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of how the program ensures students understand professional practice. The team verified the evidence through review of course syllabi and instructional materials as well as the self-assessment documentation including a recommended course re-alignment.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program's approach to ensuring students understand the regulatory context. The team verified the evidence through review of course syllabi, instructional materials and grading matrix as well as the self-assessment documentation including performance versus benchmarks and proposed improvements.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program's approach to and assessment of technical knowledge. The team verified the evidence through review of course syllabi, instructional materials and the self-assessment documentation.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its approach to design synthesis. The team verified the evidence through review of course syllabi, instructional materials, student work and self-assessment documentation including recommendations for improvement.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its approach to and assessment of building integration. The team verified the evidence through review of course syllabi, instructional materials, and student work as well as the self-assessment documentation including performance versus benchmarks. Further verification was completed in student interviews.



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)

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its accreditation by NECHE which was verified on the website.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the curriculum structure for its professional degree, verified through document review.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its process for evaluating preparatory education, which was verified through a review of the website, student files and policy documents.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its structure and governance that allows for improvement and change. The team verified the evidence through document review and site visit interviews.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided ample evidence of its approach to planning and assessment. The team verified the three-year cycle including a robust assessment and continuous improvement process through document review and site visit interviews.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its curricular development which was verified by the team through the review of documents and site visit interviews.

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.



The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of appropriate and adequately funded human resources. The team verified the evidence through staff, faculty, and staff interviews as well as document review.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its commitment to diversity and inclusivity. The team verified the approaches through policy review and meetings with students and faculty.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of adequate physical resources to support the program and its pedagogical approaches. The team verified this evidence in the virtual tour and review of facility plans as well as meetings with students and faculty,

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of appropriate institutional support and financial resources. The team verified this evidence through meetings with the administration, faculty and staff.



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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of student, faculty and staff access to architecture literature and information. The team verified this through the virtual tour and meetings with various stakeholders.

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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of, and the team verified, the required statements on the 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)

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of access to NAAB Conditions and Procedures, verified on the program 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.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of student access to career development information. The team verified the evidence through a review of course documents and online resources.



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

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of public access to all required accreditation reports and related documents. The team verified this information on the 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

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its admissions and advising policies and procedures which the team verified on the program's website.

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 NAAB-accredited degree program.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the financial information that students receive with respect to expenses and financial aid; the team verified this evidence online.



Listed below are the required program documents and due dates:

Document Due	Date Due
Program Annual Report	December 15 (annually)
APR	September 7, 2029

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 Section 3.11, 2020 *Procedures for Accreditation*).

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

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architecture education.

Sincerely,

David L. Hoffman, FAIA, NCARB
President

- cc: John Edwards, Assoc. AIA, LEED AP-BD+C, Site Visit Team Chair
- Jeffrey Day, FAIA, Site Visit Team Member
- Deborah Suzan Huff, AIA, Site Visit Team Member
- Amanda Cohen, Site Visit Team Member
- Eric Stark, AIA, Professor of Architecture