December 4, 2023

Constancio Nakuma, Ph.D.
Provost and Executive Vice Chancellor for Academic and Student Affairs
University of Colorado Denver
Lawrence Street Center
1380 Lawrence Street, 1400
Denver, CO 80204

Sent via email to provost@ucdenver.edu

Dear Provost Nakuma:

The Master of Architecture (undergraduate architecture degree + 60 graduate credit hours and undergraduate non-architecture degree + 105 graduate credit hours) program at the University of Colorado Denver application for Continuing Accreditation, including the visiting team Report (VTR), was reviewed during the November 2-4, 2023, 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 M.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," "not described," or "not demonstrated":

- **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," "not described," or "not demonstrated." Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. The Plan to Correct is due on or before June 30, 2024.

The program's accreditation term is effective January 1, 2023, and the program is scheduled for its next visit for Continuing Accreditation in 2031. This visit will be conducted under the provisions of the NAAB Accreditation Conditions and Procedures in effect at the time of the visit.

NAAB

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).

Described. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its strength in its relationship to the University of Colorado's four campus system covering a variety of settings and contexts, along with a variety of academic disciplines.

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.

Described. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its vision of Design as leading to better built environments, always conscious of the importance of all the Shared Values outlined.

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. In addition to traditional practice subject matter, the program provided evidence expanding course material to include instruction on soft skills, innovation in practice, and social equity as dimensions of sustainable design.

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 the prominence of design throughout the M.Arch program by means of course materials; student work; and through discissions with students, faculty and school leaders.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built 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 courses covering foundational technical knowledge addressing building performance. Studios take advantage of Denver's geographical location to address concerns of involvement in sensitive natural environments.

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 subject matter in an existing course, Introduction to Architecture, being further explored in two recently revised courses, History and Theory I and II. Surveys suggest that faculty sees an ongoing need to consider global and inclusive perspectives.

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.

Met. The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of the design studio sequence being revised to address research and innovation. Co-curricular activities, including lectures, conferences, and exhibitions foster a program wide conversation on these topics. Students report uncertainty as to their selection of research topics.

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 that students are given opportunities to experience leadership roles at a variety of levels, such as at the team, project, and community levels. Ongoing assessment address situational awareness, self-awareness, and awareness of equity issues, unconscious bias, and the role interpersonal skills play.
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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 a learning and teaching policy recently put in place. Assessment of the policy is ongoing and takes place primarily in meetings with student representatives, faculty meetings, and monthly departmental meetings that are open to all students. In conversations with members of the school community, there is a shared commitment to getting this right.

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.

Met. The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of required coursework that examines cultural and social context and how bult environments can support all people equitably. Additionally, co-curricular experiences include student organizations that focus on core and related issues on an ongoing basis, raising awareness and providing a forum for discussions.

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 several courses, as a collective, that address HSW issues ranging from regulatory considerations, project performance, and user wellness. Several adjustments have recently been made with the result of the faculty reporting all students having met this criterion.

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 ARCH 5410 Professional Practice being the primary opportunity for students to become aware of the complexity of practice and the architect's various roles. Faculty surveys show all students meet the criterion of SC.2 at the conclusion of this course.

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 three courses, in concert, addressing the complexity of this topic. This suite of course was recently revised to address regulatory influence on design and practice. Recent faculty suggestions include greater emphasis on practical exercises going forward.

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 a series of six required courses that combine to address this vast subject. Faculty assessment suggests the need to expose the students to a more holistic understanding of systems and associated documentation. Revisions based on recent suggestions are underway.

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 criterion. The program provided sufficient evidence of the general design process. The program needs to provide evidence of the student's ability to make design decisions based on user requirements, regulatory requirements, site conditions, overall accessibility (HSW) concerns, and consideration of the measurable environmental impacts of their design decisions. Student work failed to demonstrate building performance or any measurable environmental impact. Inconsistencies in learning outcomes were evident in the work and are to be addressed.

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 criterion. The program provided sufficient evidence of the general design process but needs to provide evidence of consistent student ability to address each of the SC.6 sub criterion. There needs to be consistent evidence of design decision making informed by environmental control systems, life safety systems, and measurable outcomes of building performance. Inconsistencies in work across sections of studio courses should be addressed. Evidence that faculty assessment of student work met or exceeded criterion SC.6 could not be verified by the visiting team in reviewing work from the same semester.

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 of the university's accreditation by Higher Learning Commission (HLC) as stated in the letter dated 7/16/2021.

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 of documents that verify compliance.

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 of having met this Condition by supplying supporting documents and through meetings with the associate chairs and an academic advisor. Criteria and policies are in place to equably make decisions regarding course completions/credits, admissions, and advanced standing.

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.

Described. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of administrative and governance processes being described in the APR and were consequently verified in meetings with administrators, faculty, staff, and students.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the program being actively engaged in self-assessment that informs continuous improvement focused on faculty and student success, curriculum, and on meeting NAAB Conditions. This was verified by the VT through supporting material and by way of discussions during the visit.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of a curricular assessment cycle that includes the following activities: Identify, Distribute, Integrate, and Assess. The Assess phase examines the curriculum and all courses in the program annually.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of appropriate and adequately funded human resources to support student learning and achievement. This was verified by the VT through supporting documents and in meetings with department administrators, faculty, college administrators, and staff.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of a commitment to social equity, diversity, and inclusion. Evidence includes the close monitoring of demographics; outreach initiatives; workshops on unconscious bias; intercultural competency and inclusive pedagogy; ongoing efforts to provide equitable and individualized support to all members of the program's community; and distribution of physical and financial resources to provide inclusive and equitable learning experiences and opportunities for professional growth. The department's Learning and Teaching Culture Policy establishes a commitment to diversity and inclusion.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the facilities and location of the school being a strength of the program, being proximate to lower Downtown (LoDo). There are plans underway to improve facilities which would include fabrication shops. Some areas occupied by the program are not fully accessible, and plans are in place to address this Condition.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The data provided by the program indicate the financial resources are adequate for the M.Arch. program.

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.

Demonstrated. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the Auraria (shared) Library providing information, information management, research services, facilities, equipment, collections, and other resources that adequately support the M.Arch. program in the CAP.

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 provided evidence of the exact (required) language from Appendix 2 of the NAAB Conditions for Accreditation appears in the university catalog, the college website, and the program 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 provided evidence of the required material being made available as follows: The Conditions for Accreditation 2009 Edition and the Procedures for Accreditation 2015 Edition that were both in effect at the time of the last visit, and the Conditions for Accreditation, 2020 Edition and the Procedures for Accreditation, 2020 Edition are posted on the Accreditation section of the department'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 of the CAP website having a robust Career Connections section that serves students, alumni, employers, and mentors. Through discussions with students there was consensus that support to obtain internships and information regarding advisement and career paths was strong.

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, of all accreditation reports and related documents described in a, b, c, d, e, h, I, and j (items f and g are not applicable) are available at the Accreditation section of the department'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 of public documentation of Admissions and Advising information is available in the Admissions section of the CAP website and at the Master of Architecture Admissions 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 NArAB-accredited degree program.

Met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of information being available on the Student Finances section of the university's website providing comprehensive information for all UCD students and prospective students about the cost of attendance.

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, 2024
APR	September 7, 2030

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: Christine Theodoropoulos, DPACSA, AIA, P.E., Site Visit Team Chair
       James Abell, FAIA, Site Visit Team Member
       Raúl Rivera-Ortiz, AIA, NCARB, Site Visit Team Member
       Marc Swackhamer, Professor and Chair