



November 28, 2022

Dr. Juan Sanchez  
Provost and Chief Academic Officer  
American University of Sharjah  
PO Box 26666,  
Sharjah, United Arab Emirates

*Via Email*

Dear Dr. Sanchez:

The Bachelor of Architecture program at the American University of Sharjah 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 with a Plan to Correct and require the program to address the following conditions not met:

- **5.3 Curricular Development**

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 to be out of compliance. 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, 2023.

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 impact of context and setting on program pedagogical development; the nature of its relationships with the college (CAAD) and university as a whole, particularly in regard to its multi-disciplinary opportunities, and the program's extensive regional and global learning opportunities were all well described.*

## **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 integration of each of the shared values:*

- *Design: Two curricular components (core principles & advanced study) with special focus on design thinking, safe design, humane design, equitable design, sustainable design and integrated design.*
- *Environmental Stewardship and Professional Responsibility: Integrated as part of the university master plan as well as in eight course offerings.*
- *Equity, Diversity, and Inclusion: EDI data reflects wide representation of national backgrounds, 50% female staff, support through the student and faculty handbooks, through recruitment policies and as part of the university mission statement.*
- *Knowledge and Information: Faculty creative efforts have been rewarded by ACSA as have student projects, vanguard work in fabrication and digital labs and pursuit of research grants and student competition opportunities round out the college's efforts.*
- *Leadership, Collaboration and Community Engagement: CAAD supports active collaboration with other AUS colleges, outside consultants, participation in outside sponsored studios and promotes leadership through Student Leadership Program.*
- *Lifelong Learning: CAAD encourages post baccalaureate graduate studies, supports post-baccalaureate fellowship programs pursuits with local entities, supports alumni driven lecture series and alumni participation.*



### **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 the availability of an assigned Internship Coordinator with resources to address the wide range of available career opportunities. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate future compliance need to be put in place.*

**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 the role of the design process in the built environment and processes for design integration. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 understanding the relationships between the built and natural environments and how these mitigate climate change and affect building performance and the need to incorporate resilience principles in student work. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 student immersion in the histories and theories of architecture in the context of diverse national and global forces as required. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 coursework and optional experiences in the lab that accommodate this requirement for research. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*



**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 student participation and leadership in multidisciplinary teams and the development of other collaboration skills in the context of complex problems through coursework offerings. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 an integrated learning and teaching culture via the interactions with the visiting team and manifested in the recently implemented “Learning and Teaching Culture” policy. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 satisfaction of this criterion in specific coursework and in local/regional projects which demonstrated the ramifications of design decisions in specific communities. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

### **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 satisfaction of this criterion in specific coursework which implements design consideration for health, safety and welfare requirements. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 satisfaction of this criterion in specific coursework which address understanding professional ethics, regulatory requirements and architecture business processes. Student project work also provided evidence of criteria compliance. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*



**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 compliance in specific coursework: Pro-practice and design studio. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 specific course outcomes and in student work that demonstrate compliance with this criterion. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 in student project outcomes of their ability to make design decisions utilizing skills aggregated from all studios and supporting courses. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

**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 through adequate supporting samples of student work, showing ability to integrate building systems, assemblies, performance requirements into representative projects. Assessment methods, data collection processes, benchmark establishment and analysis procedures to evaluate and improve future compliance need to be put in place.*

#### **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 being accredited by the Middle States Commission of Higher Education since 2004 and is listed on the MSCHE 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 in the AUS undergraduate catalog and the APR listing required Professional Studies courses, the required General Studies courses, courses offered as Optional Studies and those required for the Bachelor of Architecture.*

### **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 that adequate processes for evaluating students' prior academic coursework is in place, that evaluation of preparatory education experience meets accreditation criteria and that the implications and coursework requirements of associate/baccalaureate degree holders to complete a professional degree are clearly explained to program candidates.*

## **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 describing the overall AUS governance structure as well as the Department of Architecture organization in the APR. The APR also provides evidence of the governance structures in both the department and the university described in the Faculty Organization Plan. Evidence was also provided describing the AUS undergraduate Student Council, its responsibilities and support functions.*

### **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 evidence in the APR and to the Visiting Team that 1) Three designated entities have responsibility for integration into the ASU Strategic Plan and department planning and assessment, 2) Performance indicators exist and are used for rankings, faculty awards, placement of graduates in firms and in graduate programs, retention rates and other metrics, 3) Processes exist for continuous improvement, receipt of commentary by outside professionals, assessment of course outcomes linked to departmental outcomes as well as completing outside stakeholder surveys, 4) Strengths, challenges and opportunities are monitored and tracked including curricular revision, scholarly output, digital resources, student recruitment, energy saving and waste reduction, advising and mentoring, 5) Outside input is encouraged including participation by external critics, formal and informal interaction at venues outside of the department with practitioners and project collaboration with outside firms.*

### **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 did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence in the APR of various assessment vehicles (course self-assessment, surveys for assessing program outcomes, student course evaluation, faculty performance reviews, etc.). The program needs to provide evidence of the implementation of a system of curricular review including assessment points, assessment methods, benchmarks and data collection and analysis to support subsequent program improvement. This critical connection has not yet been implemented by the program.*

### **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 policies for appropriate time allocation for teaching, research and service. The APR identified that the*





*functions of an Architect Licensing Advisor are accommodated by the Pro-Practice faculty however required participation by an individual in NCARB training programs is a requirement to satisfy this criterium. The APR describes opportunities for structured, continuing faculty development, availability of sabbaticals and funding for travel to present accepted papers. The APR notes that training courses are available for staff many of which are offered by university service entities. Student support services are described in the APR and are provided at all tiers within the university. Among the offerings are career counseling, specific BArch academic advice, mentorship by faculty, appointed individual advisors, university psychological wellbeing counseling and academic support services for those facing challenges.*

## **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 1) Broad diversification of nationalities, increasing number of female faculty, accessible access to department buildings and equitable distribution of financial resources for all students 2) The presence of specific initiatives to increase faculty diversity (female), 3) Policies and efforts to recruit a broad range of nationalities and increase the female student population and seeking participation from diverse ethnic backgrounds, 4) The existence and use of the AUS Faculty Handbook advocating for a community that celebrates diversity, 5) The functions and existence of the AUS Academic Support Center which assist those with disabilities and learning challenges.*

## **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 to demonstrate adequate physical resources: 1) The program has a generous amount of studio space,*



*2) A wide range of meeting rooms, lecture halls, informal gathering areas, study rooms, computer labs, shop/maker spaces and technical equipment facilities, 3) Adequate meeting rooms for staff, dedicated offices and designated meeting rooms, 4) Specialized resources for video conferencing, remote collaboration software/hardware, a new library delivery system.*

### **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 in the APR that demonstrated adequate financial resources are available for current program support as well as for the next two years.*

### **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 through the APR and the Visiting Team's remote facility tour that adequate resources, access to those resources (physically and digitally), and librarian and staff assistance are demonstrated.*

## **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 by providing the required information on their website through a valid URL.*



## 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 by providing the required information on their website through a valid URL.*

## 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 career development services and information and placement assistance at the college level. As noted in 5.4.4. additional services are available. Graduates have access to databases of potential employers providing internships and permanent employment. At the university level, the Career Development Unit and Office of Advancement and Alumni Affairs also provide resources which support the requirements of this criteria.*

## 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 meeting these criteria on the program's website through a valid URL.*



**6.4 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 meeting these criteria through information provided in the on-line AUS Undergraduate Catalog which addresses admission requirements and decisions, policies, and procedures for evaluation of secondary certificates, placement tests, admission categories, etc. The Office of Enrollment Management/Undergraduate Admissions is responsible for evaluation and admission of applicants.*

**6.1 Student Financial Information**

- 6.1.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.1.2 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 availability of resources and advice regarding financial aid and decision making, mainly through access to academic affairs and financial resource staff. On-line resources to assist with cost estimates for fees, books, supplies and materials is available.*

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, 2023
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](mailto:accreditation@naab.org).



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

Sincerely,

A handwritten signature in black ink, appearing to read 'David L. Hoffman'.

David L. Hoffman, FAIA, NCARB  
President

cc: Brian Kelly, AIA, Team Chair  
Rowan Georges, AIA, Team Member  
Harry Falconer, Jr., FAIA, NCARB, HonD, Hon. FCARM, Team Member  
Stephanie Aranda, Team Member  
George Katodrytis, Head, Department of Architecture