



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

Stephen Halko, MFA
Dean of Academic Affairs
Kendall College of Art and Design
Ferris State University
17 Fountain St., NW
Grand Rapids, MI 49503
StephenHalko@ferris.edu

Via Email

Dear Dean Halko:

The Master of Architecture program at the Kendall College of Art and Design 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 M.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:

- **5.4 Human Resources and Human Resources Development**
- **5.5 Social Equity, Diversity, and inclusion**
- **5.8 Information Resources**

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 describing their context and mission in the APR which was corroborated by the visiting team in the VTR.

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 in the APR of its consideration of each shared value, and the team summarized its corroboration of each in the VTR.

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 compliance in work prepared for KGAR 613: Critical Practice of the Profession and in the NCARB Path to License Training Sessions. Annual assessment evaluates work and extracurricular activities.



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 compliance from KGAR 532, Proseminar course, and assignments for the Thesis Preparatory Seminar. Internal assessments direct related coursework.

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 in work prepared for KGAR 541: Systems Integration and KGAR 542: Studio IV, as well as KGAR 531: Critique of Architecture and KGAR 613: Critical Practice of the Profession. Internal assessments place emphasis on climate change and explorations of biophilia.

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 compliance with this criterion from course KGAR 531: Critique of Architecture and course KGAR 621: Thesis Preparation.

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 this program criteria in work prepared for KGAR 541: Building Systems Integration, KGAR 611: Critical Travel, KGAR 503: Critical Sustainable Urbanism, KGAR 621: Thesis Preparatory Seminar, and KGAR 623: Thesis Proseminar. Internal assessments are directed to developing comparative evaluation and prototyping.

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 compliance through KGAR 612 student work and final review video, and through KGAR 613 lectures and coursework. Internal assessments include recommendations for additional activities.

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 Studio Culture Charrettes and in courses KGAR 531: Critique of Architecture and KGAR 532: Studio III: Site; Tectonics; Sustainability. The assessment plan notes the next iteration of the charrette will address "Teaching and Learning Culture."



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 compliance in the narrative of the APR and in syllabi, assignment briefs and student work examples presented for KGAR 531 Critique of Architecture, KGAR 611 Critical Travel, and KGAR 612 Studio V Urban Collaborative. Regular assessment indicates plans to include diverse stakeholders in future studies.

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 these criteria in in syllabi, lectures, and work reviews for KGAR 541: Building Systems Integration and KGAR 542 Studio IV: Systems Thinking for Sustainable Architecture. There are regular assessment and plans to engage additional HSW topics.

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 these student criteria in course content for KGAR 541: Building Systems Integration, KGAR 542 Studio IV: Systems Thinking for Sustainable Architecture, and KGAR 613: Critical Practice of the Profession. Internal assessment shows that the "forces influencing change" are not adequately covered currently.

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 these student criteria in lectures and assignments for KGAR 542: Studio IV and KGAR 891: Critical Practice of the Profession. Assessments for KGAR 542: Studio IV directly address life safety, land use, and laws and regulations.

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 student achievement in this criterion found in the APR narrative description, lectures, and assignments for KGAR 541: Buildings Systems Integration and KGAR 542 Studio IV: Systems Thinking for Sustainable Architecture. Assessment documents were not provided for this criterion.



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 achievement in student work prepared for KGAR 541: Buildings Systems Integration and KGAR 542: Studio IV Systems Thinking for Sustainable Architecture. Learning outcomes in the syllabi follow the requirements of the Criteria and assignments cover the learning objectives. Regular assessment and plans to better integrate programming exercises and energy modeling noted.

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 the SC found in student work prepared for KGAR 541: Buildings Systems Integration and KGAR 542: Studio IV Systems Thinking for Sustainable Architecture. Syllabi are comprehensive and the learning outcomes in the syllabi follow the requirements of the SC. Assignments cover the learning objectives, and the student presentations show ability to incorporate the elements of the SC into their projects. The VT noted regular assessment and plans to cultivate better connections between research and design, as well as structural integration strategies.

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 a letter, dated 29 January 2021, by the Institutional Actions Council of the Higher Learning Commission (HLC) certifying the next reaffirmation of accreditation for Ferris State University in 2030-31.

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 M.Arch. curriculum posted in the KCAD website and included in the APR. 4.2.1 Professional studies for the M.Arch. occur in the second and third year. 4.2.2 Undergraduate degrees require 30 credits of general studies, consistent with HLC guidelines. 4.2.3 Optional studies in the M.Arch. required 9 credits of elective coursework. 4.2.5 M.Arch.: Three-year (Track II) for students with a baccalaureate degree in other than pre-professional degree in architecture with 90-96 credits. Two-year (Track I) for students with a pre-professional degree in architecture with 60-66 credits.



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 in the APR and corroborated by the VT through meetings and procedural review. 4.3.1 The program requires an earned baccalaureate degree as a condition for admission. Applicants are required to submit an application, official transcripts, a 500–700-word statement of purpose, a resume, a portfolio and 3 letters of recommendation. 4.3.2 All NAAB PCs and SCs are met in the courses of the final two years of the graduate program. 4.3.3 Links to admissions web pages were provided in the APR.

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 administrative and governance structures in the APR. 5.1.1 KCAD is a unit within Ferris State University, with its own system of academic governance and an independently-developed budget that is approved by the Ferris State University Board of Trustees. KCAD's President, Tara McCrackin, reports to David Eisler, the President of Ferris State University. 5.1.2 The M.Arch. program is represented in governance through the Chair's standing position on the Dean's Council and President's Council, and through its faculty representative on the College Senate. At the University-level, the interests of the program are represented by President McCrackin and Dean Halko, who have active roles in University-Wide governance. The role of students in the program governance, aside from the existence of the AIAS organization, is not described.

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 of for its planning and assessment processes in the APR. 5.2.1 program and KCAD are participants in FSU's Strategic Plan, "Ferris Forward". 5.2.2 Twice-annual (each semester) assessments focusing is continued improvement, measured against program goals and NAAB criteria. 5.2.3 Successfully met its goal to increase the full-time faculty and made a successful leadership transition. The program's enrollment growth goal is uneven at the moment, down to 11 students. 5.3.4 The program's twice-annual assessment practice has been a strength. The program's engagement with the space of the gallery has been challenging. 5.2.5 The process involves input from external sources through its Board of Formation.

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 in the APR of their system for curricular development. 5.3.1 While the program has maintained its fundamental curricular structure since its 2014 founding, the course assessment process has allowed the faculty to make focused improvements to the delivery of courses with each new year's iteration. 5.3.2 The APR includes a chart identifying responsible party, curriculum assessment approval role, and input mechanisms.

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 did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of having an Architect Licensing Advisor (5.4.2), providing professional development opportunities for tenure-track and tenured faculty (5.4.3), and support services for students (5.4.4). While the program provided evidence that it balances the workloads of faculty (5.4.1), the program needs to provide evidence of reducing the workload burden of the program chair. The program also needs to provide evidence of providing professional development opportunities for adjunct faculty (5.4.3).



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 did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of compliance with 5.5.1 commitment to DEI, 5.5.4 institutional policies on EEO/AA, and 5.5.5 policies supporting persons with disabilities. The program needs to provide evidence of its plan and results of 5.5.2 maintaining or increasing faculty diversity and 5.5.3 maintaining or increasing student diversity.

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 current physical resources. The program is aware of spatial concerns as the program grows.

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 a defined financial plan in the APR. It has a lean enrollment-based budget and provides financial support to all students. The supply and expense budget is determined annually with KCAD.



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 did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of having adequate information resources. The program needs to provide evidence of convenient and equitable student, faculty and staff access to architecture librarians and visual resource professionals.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of link to statement on NAAB-Accredited Degree in the program's website.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of link to NAAB 2020 and 2014 Conditions, and 2020 and 2015 Procedures in the program's website.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of link to NAAB 2020 and 2014 Conditions, and 2020 and 2015 Procedures in the program's website.



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 links to all accreditation reports and related documents in the program's website, verified by the VT.

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 links to admissions and advising forms and information in the program's website, verified by the VT.

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 links to financial aid information and specific costs and requirements of the program.



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.

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: Danielle Wilkins, PhD, Assoc. AIA, FRSA, LEED AP BD+C, Site Visit Team Chair
Miguel Rodriguez, FAIA, Site Visit Team Member
Robert Boynton, FAIA, Site Visit Team Member
Aubrey Bader, Site Visit Team Member
Michael McCulloch, PhD, AIA, Master of Architecture Program Chair