

**Plan to Correct for Continuing Accreditation**  
2020 Conditions and Procedures

<b>Institution</b>	<b>University of Florida</b>
<b>Name of Academic Unit</b>	<b>School of Architecture</b>
<b>Degree(s)</b> <i>(check all that apply)</i> <b>Track(s)</b> <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:  150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <b>Bachelor of Architecture</b> <input checked="" type="checkbox"/> <b>Master of Architecture</b> Track I: Undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours Track II: Undergraduate professional degree + 30 graduate semester credit hours Track III: Undergraduate degree with non-architecture major + 48 preparatory semester credits + 52 graduate semester credit hours <input type="checkbox"/> <b>Doctor of Architecture</b>
<b>Year of Previous Visit</b>	2021
<b>Current Term of Accreditation</b> <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term with a Plan to Correct)
<b>Program Administrator</b>	Nancy M. Clark Interim Director and Associate Professor School of Architecture
<b>Chief Administrator</b> for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Chimay J. Anumba, FEng, Ph.D., D.Sc., Dr.h.c., P.E. Dean and Professor College of Design, Construction, and Planning
<b>Chief Academic Officer of the Institution</b>	Joseph Glover, Ph.D. Interim Provost and Executive Vice President for Academic Affairs University of Florida
<b>President of the Institution</b>	Kent Fuchs, Ph.D. Interim President University of Florida
<b>Individual submitting the APR</b>	Nancy M. Clark
<b>Name and Email Address of Individual to Whom Questions Should Be Directed</b>	Nancy M. Clark <a href="mailto:nmclark@ufl.edu">nmclark@ufl.edu</a>

**Plan to Correct Form**  
2020 Conditions and Procedures

<p><b>Conditions Not Met</b> <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i></p>	<p><b>Corrective Actions</b> <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i></p>	<p><b>Timeline</b> <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i></p>
<p><b>PC.6 Leadership and Collaboration</b></p> <p><i>“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.”</i></p>	<p><b>Program Narrative:</b> The Visiting Team Report (VTR) noted: <i>“There is evidence in many group assignments particularly within the ARC6355 Advanced Graduate Design Studio 2 that demonstrated studio teamwork, collaboration, and diverse constituents in many social contexts.”</i></p> <p>Although these aspects of the criterion were met, the VTR noted: <i>“There is lacking evidence of consistent or formal training or assignments identified that demonstrate or explain leadership and collaboration skill approaches, and how to apply these skills to resolve complex problems.”</i></p> <p>The most recent NAAB Decision Letter (Nov 2024) noted that this PC was: <i>“Not Met. The program did not provide sufficient evidence of a completed assessment cycle for the condition.”</i></p> <p>We have addressed these concerns in five (5) specific ways:</p> <ol style="list-style-type: none"> <li>1. We provided formal leadership training and related exam assessments in ARC6281 Professional Practice (see course syllabus, schedule, lecture notes, and slides provided).</li> <li>2. We introduced student learning outcomes (SLOs) associated with this Program Criteria in required courses, to allow more precise and explicit assessments (see course syllabus and assessment report provided).</li> <li>3. Students applied collaboration skills in a required studio course (ARC6355 Advanced Studio II), allowing for additional assessment of this Program Criteria.</li> <li>4. We completed and documented a full assessment cycle for this condition (see assessment report provided).</li> <li>5. The assessment recommended some curricular revisions. These will be implemented (and assessed again) in the</li> </ol>	<p><b>2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Corrective actions were initiated in the 2023-2024 academic year.</li> </ul> <p><b>2024-2025:</b></p> <ul style="list-style-type: none"> <li>• Additional corrective actions were implemented in the 2024-2025 academic year, including a complete assessment of this PC conducted in May-June 2025.</li> </ul> <p><b>2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Curricular revisions recommended in the most recent assessment will be implemented in the upcoming 2025-2026 academic year.</li> <li>• This PC will next be assessed in May-June 2026.</li> </ul> <p>The PC will continue to be assessed and processes of continual improvement will be implemented as needed following each assessment. Assessments are completed in the spring/early summer, at the end of each academic year.</p>

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	<p>upcoming 2025-2026 academic year (see assessment report provided).</p> <p><b>Supporting Evidence:</b></p> <ol style="list-style-type: none"> <li>1. AY 2024-25 Academic Assessment Report: PC.6: Leadership and Collaboration</li> <li>2. Course materials from ARC6281 Professional Practice (Spring 2025):                             <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Course Schedule</li> <li>- Lecture 10: Leadership 1 (27 March 2025), including both lecture transcripts and separate slides</li> <li>- Lecture 11: Leadership 2 (3 April 2025), including both lecture transcripts and separate slides</li> </ul> </li> </ol> <p><u>Digital Files Provided: (7)</u></p> <ul style="list-style-type: none"> <li>- 010_UF_PC6_Assessment.pdf</li> <li>- 011_UF_PC6_ARC6281_Syllabus.pdf</li> <li>- 012_UF_PC6_ARC6281_Schedule.pdf</li> <li>- 013_UF_PC6_ARC6281_Lecture10-Transcript.pdf</li> <li>- 014_UF_PC6_ARC6281_Lecture11-Transcript.pdf</li> <li>- 015_UF_PC6_ARC6281_Lecture10-Slides.pdf</li> <li>- 016_UF_PC6_ARC6281_Lecture 11-Slides.pdf</li> </ul>	

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<p><b>PC.8 Social Equity and Inclusion</b></p> <p><i>“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.”</i></p>	<p><b>Program Narrative:</b> The VTR noted: <i>“Dedicated efforts (including administrative initiatives and non-curricular activities) are being made to infuse social equity and inclusion throughout the program.”</i></p> <p>The VTR also acknowledged a range of approaches to social equity and inclusion, especially in the different studio projects offered in all sections of ARC6356 Advanced Graduate Studio 3. Although these diverse approaches were acknowledged as program strengths, the VTR noted: <i>“There is a need for formal and consistent learning objectives and applications in a required course.”</i></p> <p>The most recent NAAB Decision Letter (Nov 2024) noted that this PC was: <i>“Not Met. The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of its approach to and assessment of how its curriculum, structure, and other experiences further and deepen students’ understanding of diverse cultural and social contexts and help them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. The program needs to provide evidence of a completed assessment cycle for the condition.”</i></p> <p>We have addressed this concern as follows: 1. Upon review of PC.8 relative to ARC1701 Architectural History 1, we determined that ARC1702 Architectural History 2 could build on the topics introduced in ARC1701 and, in doing so, would provide students a stronger and deeper connection to diverse cultural and</p>	<p><b>2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Corrective actions were initiated in the 2023-2024 academic year, introducing an updated curriculum in ARC1701 Architectural History 1. This included new pedagogical approaches aimed at addressing this PC.</li> </ul> <p><b>2024-2025:</b></p> <ul style="list-style-type: none"> <li>• Additional corrective actions were implemented in the 2024-2025 academic year, including bolstering course content and shifting SLO’s alignments to ARC1702 Architectural History 2.</li> <li>• A complete assessment of this PC was conducted in May-June 2025.</li> </ul> <p><b>2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Curricular revisions recommended in the most recent assessment will be implemented in the upcoming 2025-2026 academic year.</li> <li>• This PC will next be assessed in May-June 2026.</li> </ul> <p>The PC will continue to be assessed and processes of continual improvement will be implemented as needed following each assessment. Assessments are completed in the spring/early summer, at the end of each academic year.</p>

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	<p>social contexts and enhance that students awareness of architecture’s evolving role relative to diverse populations, complex social structures, and competing interests relative the constructed and natural resources.</p> <ol style="list-style-type: none"> <li>2. We have included the elements of PC.8 as a central tenet in the Student Learning Objectives for ARC1702. This runs parallel to the existing SLOs required by the course’s “General Education-Humanities (GE-H)” designation by the University of Florida.</li> <li>3. We completed and documented a full assessment cycle for this condition (see assessment report provided).</li> <li>4. The assessment recommended some curricular revisions. These will be implemented (and assessed again) in the upcoming 2025-2026 academic year (see assessment report provided).</li> </ol> <p><b>Supporting Evidence:</b></p> <ol style="list-style-type: none"> <li>1. AY2024-45 Academic Assessment Report: PC.8 Social Equity and Inclusion.</li> <li>2. Course Materials from ARC1702 Architectural History 2 (Spring 2025): <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Weekly Lecture Topics</li> <li>- Exam 1 (questions and answers)</li> <li>- Exam 2 (questions and answers)</li> <li>- Paper assignment / prompt</li> </ul> </li> </ol> <p><u>Digital Files Provided:</u> (8)</p> <ul style="list-style-type: none"> <li>- 020_UF_PC8_Assessment.pdf</li> <li>- 021_UF_PC8_ARC1702_Syllabus.pdf</li> <li>- 022_UF_PC8_ARC1702_Weekly-Topics.pdf</li> <li>- 023_UF_PC8_ARC1702_Exam1_non-western-in-yellow.pdf</li> <li>- 024_UF_PC8_ARC1702_Exam2_non-western-in-yellow.pdf</li> <li>- 025_UF_PC8_ARC1702_Exam1_Statistical-Report.pdf</li> <li>- 026_UF_PC8_ARC1702_Exam2_</li> </ul>	

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	<p>Statistical-Report.pdf</p> <ul style="list-style-type: none"> <li>- 027_UF_PC8_ARC1702_Paper-Assignment.pdf</li> </ul>	

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<p><b>SC.5 Design Synthesis</b></p> <p><i>“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.”</i></p>	<p><b>Program Narrative:</b> The VTR noted: <i>“Evidence of ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions and consideration of the measurable environmental impacts is clearly evident in the ARC6241 Advanced Graduate Design Studio 1 studio work.”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that one aspect was not adequately demonstrated in the work provided. The VTR noted: <i>“The team found no evidence in primary, secondary and other available sources of accessible design ability within the student work.”</i></p> <p>The most recent NAAB Decision Letter (Nov 2024) noted that this SC was: <i>“Not Met. The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of a process for recurring assessment and evidence of a completed assessment cycle for the condition including samples of student work.”</i></p> <p>We have addressed this concern as follows:</p> <ol style="list-style-type: none"> <li>1. We have revised our graduate curriculum, adding a new required class (ARC6913 Advanced Integrated Building Technologies) to our professional M.Arch degree program. This new 4-credit class is offered in parallel with the existing ARC6355 Advanced Graduate Design Studio 2 (6 credits). Both of these courses are offered in the spring semester (see course syllabi provided).</li> <li>2. We introduced student learning outcomes (SLOs) associated with this Student Criteria in required courses, to allow more precise and explicit assessments (see course syllabi and assessment report provided).</li> <li>3. We incorporated a number of lectures, workshops, and exercises that specifically</li> </ol>	<p><b>2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Corrective actions were initiated in the 2023-2024 academic year. This included a greater focus on accessible design as a particular area of focus.</li> </ul> <p><b>2024-2025:</b></p> <ul style="list-style-type: none"> <li>• Additional corrective actions were implemented in the 2024-2025 academic year, including the introduction of a new required course (ARC6913 Advanced Integrated Building Technologies), offered in the Spring 2025 semester.</li> <li>• An assessment of this SC and a review of student work was conducted in May-June 2025.</li> </ul> <p><b>2026-2026:</b></p> <ul style="list-style-type: none"> <li>• Curricular revisions recommended in the assessment will be implemented in the upcoming 2025-2026 academic year.</li> <li>• This SC will next be assessed in May-June 2026.</li> </ul> <p>The SC will continue to be assessed and processes of continual improvement will be implemented as needed following each assessment. Assessments are completed in the spring/early summer, at the end of each academic year.</p>

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	<p>addressed the SLOs (see course syllabi and lecture materials provided).</p> <ol style="list-style-type: none"> <li>4. We completed and documented a full assessment cycle for this condition (see assessment report provided).</li> <li>5. The assessment recommended some curricular revisions. These will be implemented (and assessed again) in the upcoming 2025-2026 academic year (see assessment report provided).</li> </ol> <p><b>Supporting Evidence:</b></p> <ol style="list-style-type: none"> <li>1. AY 2024-25 Academic Assessment Report: SC.5: Design Synthesis + SC.6: Building Integration</li> <li>2. Course materials from ARC6355 Advanced Studio II (Spring 2025): <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Project 1 Handout</li> <li>- Project 2 Handout</li> <li>- Interim Review Requirements</li> <li>- Final Review Requirements</li> <li>- Site Visit Itinerary</li> </ul> </li> <li>3. Course materials from ARC6913 Advanced Integrated Building Technology (Spring 2025): <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Weekly Readings, Lectures, Worksheets, and Exercise Assignments</li> </ul> </li> <li>4. Samples of Student Work (Spring 2025): <ul style="list-style-type: none"> <li>- Group 1A (Smith + Budd)</li> <li>- Group 3B (Donaldson + Daffron)</li> <li>- Group 4A (Rykard + Nemery)</li> <li>- Group 4B (Reamy + Phipps)</li> <li>- Group 6B (Weisman + Iglehart)</li> <li>- Group 8B (Spayd + Rizzuto)</li> </ul> </li> </ol> <p><u>Digital Files Provided:</u> (45, incl. student work)</p> <ul style="list-style-type: none"> <li>- 030_UF_SC5_Assessment.pdf</li> <li>- 031_UF_SC5_ARC6355_Syllabus.pdf</li> <li>- 032_UF_SC5_ARC6355_Project1.pdf</li> <li>- 033_UF_SC5_ARC6355_Project2.pdf</li> <li>- 034_UF_SC5_ARC6355_Interim-Review-Requirements.pdf</li> <li>- 035_UF_SC5_ARC6355_Final-Review-Requirements.pdf</li> <li>- 036_UF_SC5_ARC6355_Site-Visit.pdf</li> </ul>	

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	<ul style="list-style-type: none"> <li>- 037_UF_SC5_ARC6913_Syllabus.pdf</li> <li>- 038_UF_SC5_ARC6913_Week01-Reading-Site.pdf</li> <li>- 039_UF_SC5_ARC6913_Week01-Worksheet-Zoning.pdf</li> <li>- 040_UF_SC5_ARC6913_Week02-Lecture-Resiliency-Net-Zero.pdf</li> <li>- 041_UF_SC5_ARC6913_Week02-Reading-High-Perf-Buildings.pdf</li> <li>- 042_UF_SC5_ARC6913_Week02-Reading-Schematics.pdf</li> <li>- 043_UF_SC5_ARC6913_Week02-Examples-Site-Analysis.pdf</li> <li>- 044_UF_SC5_ARC6913_Week03-Lecture-Programming-Passive-Forces.pdf</li> <li>- 045_UF_SC5_ARC6913_Week03-Reading-Passive-Vent-and-Daylight.pdf</li> <li>- 046_UF_SC5_ARC6913_Week03-Reading-Programming-Zoning-and-Parti.pdf</li> <li>- 047_UF_SC5_ARC6913_Week03-Worksheet-Programming-Passive-Design.pdf</li> <li>- 048_UF_SC5_ARC6913_Week05-Lecture-Accessibility-Building-Codes.pdf</li> <li>- 049_UF_SC5_ARC6913_Week05-Reading-Circulation-Life-Safety-Accessibility.pdf</li> <li>- 050_UF_SC5_ARC6913_Week05-Worksheet-Code-ADA-search.pdf</li> <li>- 051_UF_SC5_ARC6913_Week06-Lecture-Foundations.pdf</li> <li>- 052_UF_SC5_ARC913_Week06-Lecture-Ground.pdf</li> <li>- 053_UF_SC5_ARC6913_Week06-Reading-Structural-Schematics-Form-Space-Order.pdf</li> <li>- 054_UF_SC5_ARC6913_Week06-Reading-Structural-Support-Framing-Force.pdf</li> <li>- 055_UF_SC5_ARC6913_Week07-Lecture-Guest-Structural-Engineer-Biggs.pdf</li> <li>- 056_UF_SC5_ARC6913_Week07-Lecture-Structure.pdf</li> <li>- 057_UF_SC5_ARC6913_Week07-Reading-Structural-Materials-and-Assemblies.pdf</li> <li>- 058_UF_SC5_ARC6913_Week07-Reading-Structural-Strength-Strength-</li> </ul>	

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	<p>Stiffness-Stability.pdf</p> <ul style="list-style-type: none"> <li>- 059_UF_SC5_ARC6913_Week08-Lecture-Life-Safety-Fire-Egress-Stairs-Elevators.pdf</li> <li>- 060_UF_SC5_ARC6913_Week08-Reading-Life-Safety-Accessibility-Vertical-Transport.pdf</li> <li>- 061_UF_SC5_ARC6913_Week09-Lecture-MEP.pdf</li> <li>- 062_UF_SC5_ARC6913_Week09-Reading-Mechanical-Electrical-Plumbing.pdf</li> <li>- 063_UF_SC5_ARC6913_Week11-Assignment-Big-Sections-Sheet.pdf</li> <li>- 064_UF_SC5_ARC6913_Week11-Lecture-Walls-and-Enclosure-Systems.pdf</li> <li>- 065_UF_SC5_ARC6913_Week11-Reading-Enclosure-and-Curtain-Walls.pdf</li> <li>- 066_UF_SC5_ARC6913_Week12-Lecture-Roofs-and-Details.pdf</li> <li>- 067_UF_SC5_ARC6913_Week13-AcousticalSystems_SP25-1.pdf</li> <li>- 068_UF_SC5_ARC6913_Week13-Reading-Acoustics-and-Lighting.pdf</li> <li>- 069_UF_SC5_Student-Work_Group1A.pdf</li> <li>- 070_UF_SC5_Student-Work_Group3B.pdf</li> <li>- 071_UF_SC5_Student-Work_Group4A.pdf</li> <li>- 072_UF_SC5_Student-Work_Group4B.pdf</li> <li>- 073_UF_SC5_Student-Work_Group6B.pdf</li> <li>- 074_UF_SC5_Student-Work_Group8B.pdf</li> </ul>	

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<p><b>SC.6 Building Integration</b></p> <p><i>“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.”</i></p>	<p><b>Program Narrative:</b> The VTR noted: <i>“Evidence of student achievement of the ability to integrate building envelope systems, structural systems and environmental control systems was found in student work in ARC6241 Advanced Graduate Architectural Design 1 and ARC6355 Advanced Graduate Design 2. Evidence of the ability to integrate measurable outcomes of building performance into design decisions was found in ARC2491C Integrated Building Tech course (formerly Environmental 1).”</i></p> <p>Although these aspects of the criterion were met, the VTR noted: <i>“There was no evidence that the ability to include life safety systems is developed consistently for all students in any of the student coursework. This portion of the criterion is missing.”</i></p> <p>The most recent NAAB Decision Letter (Nov 2024) noted that this SC was: <i>“Not Met. The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of a process for recurring assessment and evidence of a completed assessment cycle for the condition including samples of student work.”</i></p> <p>We have addressed this concern as follows:</p> <ol style="list-style-type: none"> <li>1. We have revised our graduate curriculum, adding a new required class (ARC6913 Advanced Integrated Building Technologies) to our professional M.Arch degree program. This new 4-credit class is offered in parallel with the existing ARC6355 Advanced Graduate Design Studio 2 (6 credits). Both of these courses are offered in the spring semester. (see course syllabi provided).</li> <li>2. We introduced student learning outcomes (SLOs) associated with this Student Criteria in required courses, to allow more precise and explicit assessments (see course syllabi and assessment report provided).</li> <li>3. We incorporated a number of lectures, workshops, and exercises that specifically</li> </ol>	<p><b>2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Corrective actions were initiated in the 2023-2024 academic year. This included a greater focus on life-safety systems as a particular area of focus.</li> </ul> <p><b>2024-2025:</b></p> <ul style="list-style-type: none"> <li>• Additional corrective actions were implemented in the 2024-2025 academic year, including the introduction of a new required course (ARC6913 Advanced Integrated Building Technologies), offered in the Spring 2025 semester.</li> <li>• An assessment of this SC and a review of student work was conducted in May-June 2025.</li> </ul> <p><b>2026-2026:</b></p> <ul style="list-style-type: none"> <li>• Curricular revisions recommended in the assessment will be implemented in the upcoming 2025-2026 academic year.</li> <li>• This SC will next be assessed in May-June 2026.</li> </ul> <p>The SC will continue to be assessed and processes of continual improvement will be implemented as needed following each assessment. Assessments are completed in the spring/early summer, at the end of each academic year.</p>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>addressed the SLOs (see course syllabi and lecture materials provided).</p> <ol style="list-style-type: none"> <li>4. We completed and documented a full assessment cycle for this condition (see assessment report provided).</li> <li>5. The assessment recommended some curricular revisions. These will be implemented (and assessed again) in the upcoming 2025-2026 academic year (see assessment report provided).</li> </ol> <p><b>Supporting Evidence:</b></p> <ol style="list-style-type: none"> <li>1. AY 2024-25 Academic Assessment Report: SC.5: Design Synthesis + SC.6: Building Integration</li> <li>2. Course materials from ARC6355 Advanced Studio II (Spring 2025):               <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Project 1 Handout</li> <li>- Project 2 Handout</li> <li>- Interim Review Deliverables</li> <li>- Final Review Requirements</li> <li>- Site Visit Itinerary</li> </ul> </li> <li>3. Course materials from ARC6913 Advanced Integrated Building Technology (Spring 2025):               <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Weekly Readings, Lectures, Worksheets, and Exercise Assignments</li> </ul> </li> <li>4. Samples of Student Work (Spring 2025):               <ul style="list-style-type: none"> <li>- Group 1A (Smith + Budd)</li> <li>- Group 3B (Donaldson + Daffron)</li> <li>- Group 4A (Rykard + Nemery)</li> <li>- Group 4B (Reamy + Phipps)</li> <li>- Group 6B (Weisman + Iglehart)</li> <li>- Group 8B (Spayd + Rizzuto)</li> </ul> </li> </ol> <p><u>Digital Files Provided:</u> (45, incl. student work)</p> <ul style="list-style-type: none"> <li>- 080_UF_SC6_Assessment.pdf</li> <li>- 081_UF_SC6_ARC6355_Syllabus.pdf</li> <li>- 082_UF_SC6_ARC6355_Project1.pdf</li> <li>- 083_UF_SC6_ARC6355_Project2.pdf</li> <li>- 084_UF_SC6_ARC6355_Interim-Review-Requirements.pdf</li> <li>- 085_UF_SC6_ARC6355_Final-Review-Requirements.pdf</li> </ul>	

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<ul style="list-style-type: none"> <li>- 086_UF_SC6_ARC6355_Site-Visit.pdf</li> <li>- 087_UF_SC6_ARC6913_Syllabus.pdf</li> <li>- 088_UF_SC6_ARC6913_Week01-Reading-Site.pdf</li> <li>- 089_UF_SC6_ARC6913_Week01-Worksheet-Zoning.pdf</li> <li>- 090_UF_SC6_ARC6913_Week02-Lecture-Resiliency-Net-Zero.pdf</li> <li>- 091_UF_SC6_ARC6913_Week02-Reading-High-Perf-Buildings.pdf</li> <li>- 092_UF_SC6_ARC6913_Week02-Reading-Schematics.pdf</li> <li>- 093_UF_SC6_ARC6913_Week02-Examples-Site-Analysis.pdf</li> <li>- 094_UF_SC6_ARC6913_Week03-Lecture-Programming-Passive-Forces.pdf</li> <li>- 095_UF_SC6_ARC6913_Week03-Reading-Passive-Vent-and-Daylight.pdf</li> <li>- 096_UF_SC6_ARC6913_Week03-Reading-Programming-Zoning-and-Parti.pdf</li> <li>- 097_UF_SC6_ARC6913_Week03-Worksheet-Programming-Passive-Design.pdf</li> <li>- 098_UF_SC6_ARC6913_Week05-Lecture-Accessibility-Building-Codes.pdf</li> <li>- 099_UF_SC6_ARC6913_Week05-Reading-Circulation-Life-Safety-Accessibility.pdf</li> <li>- 100_UF_SC6_ARC6913_Week05-Worksheet-Code-ADA-search.pdf</li> <li>- 101_UF_SC6_ARC6913_Week06-Lecture-Foundations.pdf</li> <li>- 102_UF_SC6_ARC6913_Week06-Lecture-Ground.pdf</li> <li>- 103_UF_SC6_ARC6913_Week06-Reading-Structural-Schematics-Form-Space-Order.pdf</li> <li>- 104_UF_SC6_ARC6913_Week06-Reading-Structural-Support-Framing-Force.pdf</li> <li>- 105_UF_SC6_ARC6913_Week07-Lecture-Guest-Structural-Engineer-Biggs.pdf</li> </ul>	

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<ul style="list-style-type: none"> <li>- 106_UF_SC6_ARC6913_Week07-Lecture-Structure.pdf</li> <li>- 107_UF_SC6_ARC6913_Week07-Reading-Structural-Materials-and-Assemblies.pdf</li> <li>- 108_UF_SC6_ARC6913_Week07-Reading-Structural-Strength-Strength-Stiffness-Stability.pdf</li> <li>- 109_UF_SC6_ARC6913_Week08-Lecture-Life-Safety-Fire-Egress-Stairs-Elevators.pdf</li> <li>- 110_UF_SC6_ARC6913_Week08-Reading-Life-Safety-Accessibility-Vertical-Transport.pdf</li> <li>- 111_UF_SC6_ARC6913_Week09-Lecture-MEP.pdf</li> <li>- 112_UF_SC6_ARC6913_Week09-Reading-Mechanical-Electrical-Plumbing.pdf</li> <li>- 113_UF_SC6_ARC6913_Week11-Assignment-Big-Sections-Sheet.pdf</li> <li>- 114_UF_SC6_ARC6913_Week11-Lecture-Walls-and-Enclosure-Systems.pdf</li> <li>- 115_UF_SC6_ARC6913_Week11-Reading-Enclosure-and-Curtain-Walls.pdf</li> <li>- 116_UF_SC6_ARC6913_Week12-Lecture-Roofs-and-Details.pdf</li> <li>- 117_UF_SC6_ARC6913_Week13-AcousticalSystems_SP25-1.pdf</li> <li>- 118_UF_SC6_ARC6913_Week13-Reading-Acoustics-and-Lighting.pdf</li> <li>- 119_UF_SC6_Student-Work_Group1A.pdf</li> <li>- 120_UF_SC6_Student-Work_Group3B.pdf</li> <li>- 121_UF_SC6_Student-Work_Group4A.pdf</li> <li>- 122_UF_SC6_Student-Work_Group4B.pdf</li> <li>- 123_UF_SC6_Student-Work_Group6B.pdf</li> <li>- 124_UF_SC6_Student-Work_Group8B.pdf</li> </ul>	

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p><b>5.2 Planning and Assessment</b></p> <p><i>“The program must demonstrate that it has a planning process for continuous improvement that identifies:</i></p> <p>5.2.1 <i>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.</i></p> <p>5.2.2 <i>Key performance indicators used by the unit and the institution.</i></p> <p>5.2.3 <i>How well the program is progressing toward its mission and stated multiyear objectives.</i></p> <p>5.2.4 <i>Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.</i></p> <p>5.2.5 <i>Ongoing outside input from others, including practitioners.</i></p> <p><i>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.”</i></p>	<p><b>Program Narrative:</b> The Planning and Assessment criterion includes five specific requirements to be addressed by accredited degree programs. The VTR noted that two of these (5.2.3 and 5.2.5) were demonstrated. The other three requirements (5.2.1, 5.2.2, and 5.2.4) were not demonstrated.</p> <p>5.2.1. The VTR noted: <i>“The APR provides evidence of a comprehensive strategic planning assessment of the program.” However, it also noted that “no evidence of a planning process is established for how the strategic plan will be used, adjusted or implemented going forward (no goals, benchmarks, etc.).”</i></p> <p>5.2.2. The VTR noted: <i>“KPI are established and documented for the University as a whole (APR pg. 106-107), and for the College for the SACSCOC Assessment related to enrollment, demographic breakdown, and matriculation.” However, it also noted that “the team found no evidence of specific and formalized key performance indicators or benchmarking indicated by the program unit itself.”</i></p> <p>5.2.4. The VTR noted: <i>“The program created a draft strategic plan with Pirie Associates in 2018/2019 and included a SWOT Analysis as part of that effort (APR pg. 116). Several opportunities and weaknesses were identified, and the program described that they have used this assessment to form the focus of ‘discussions’ and began addressing a number of the concerns.”</i></p> <p>However, the VTR also noted: <i>“There is no indication of a planning process for continual assessment or improvement in this area (timeframe for next assessment, goals for improvement, etc.).”</i></p> <p>The most recent NAAB Decision Letter (Nov 2024) noted that this criterion was: <i>“Not Met. The program did not provide sufficient information to meet the requirements of this</i></p>	<p><b>Spring 2023:</b></p> <ul style="list-style-type: none"> <li>• New Strategic Planning Committee formed</li> <li>• Committee reviewed prior strategic plan, assessed program performance, reviewed NAAB requirements, and developed plan revisions.</li> <li>• Committee reported on work in progress at regular faculty meetings.</li> <li>• April/May: Draft plan document provided for faculty review and input.</li> </ul> <p><b>Fall 2023:</b></p> <ul style="list-style-type: none"> <li>• Committee revised the plan document, in consultation with the College and University.</li> <li>• Committee reported on work in progress at regular faculty meetings.</li> <li>• October: Revised Strategic Plan reviewed by Faculty.</li> <li>• November: Finalized Plan presented to Faculty for information.</li> </ul> <p><b>Spring 2024:</b></p> <ul style="list-style-type: none"> <li>• February: Plan adopted; new plan implemented.</li> <li>• April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>• May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><b>Fall 2024: (Plan Year 1)</b></p> <ul style="list-style-type: none"> <li>• October: Architecture Advisory Board (AAC) review</li> </ul>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p><i>Condition. The program needs to provide evidence of a process for recurring assessment and evidence of a completed assessment cycle.”</i></p> <p>In response to the issues noted, the School of Architecture initiated a strategic planning process to create a new five-year plan for the school (2024-29). The planning process reassessed goals and benchmarks established in the earlier 2019-24 plan and incorporated the following specific improvements:</p> <ol style="list-style-type: none"> <li>1. Integrated the SWOT analysis into the process for continuous improvement (per 5.2.4);</li> <li>2. Included the need to meet NAAB conditions (per 5.2.1);</li> <li>3. Aligned the outcomes with NAAB PCs and SCs (per 5.2.1); and</li> <li>4. Incorporated program-specific KPIs into the continuous improvement plan (per 5.2.2).</li> </ol> <p>In 2022-2023, the School created a new Strategic Planning Committee, including the following faculty:</p> <ul style="list-style-type: none"> <li>- Judi Shade Monk, RA, Instructional Assistant Professor, Committee Chair</li> <li>- Jason Alread, AIA, Professor</li> <li>- Vandana Baweja, Ph.D., Associate Professor</li> <li>- Stephen Belton, RA, Associate Professor</li> <li>- Ryan Sharston, Ph.D., Assistant Professor</li> <li>- Jamie Lindsey, RA, Adjunct Professor</li> </ul> <p>The Committee met monthly and reported on their progress at regularly-scheduled Faculty meetings throughout the spring semester. Faculty were explicitly invited to provide input to the Committee on 21 March. The work of the Committee was reviewed by the Faculty in the Spring 2023 Curricular Review Meeting and again in the Faculty Meeting on 2 May 2023.</p> <p>The School of Architecture faculty voted unanimously to adopt the Strategic Plan at the 20 February 2024 Faculty Meeting. The Strategic Plan is attached, for reference.</p>	<p>and discussion of Plan implementation.</p> <ul style="list-style-type: none"> <li>• December: Faculty Curricular Review, including specific review to each aspect of the Strategic Plan.</li> </ul> <p><b>Spring 2025:</b></p> <ul style="list-style-type: none"> <li>• April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>• April: Architecture Advisory Board (AAC) Review.</li> <li>• May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><b>Summer 2025:</b></p> <ul style="list-style-type: none"> <li>• Planning for external peer review, to be conducted in Fall 2025.</li> </ul> <p><b>Fall 2025: (Plan Year 2)</b></p> <ul style="list-style-type: none"> <li>• External Peer Review: Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester.</li> <li>• Review alignment with DCP Strategic Plan, approved February 21, 2025</li> <li>• October: Architecture Advisory Board (AAC) Review.</li> <li>• December: Conduct faculty Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><b>Spring 2026:</b></p> <ul style="list-style-type: none"> <li>• April: Conduct Curricular Review, including specific</li> </ul>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>The plan begins with an “Outline of Elements:”</p> <ul style="list-style-type: none"> <li>- Goals (G): Areas of focus</li> <li>- Strategies (S): Aspirations</li> <li>- Tactics (T): Means and methods</li> <li>- Outcomes (O): Measurable assessments and timelines</li> </ul> <p>It is organized under the following Goals:</p> <ul style="list-style-type: none"> <li>- Goals 1: Expanding our Audiences</li> <li>- Goals 2: Promote Excellence in Teaching and Professional Preparation</li> <li>- Goals 3: Promote Excellence in Research</li> <li>- Goals 4: Prepare Students for Professional Practice</li> <li>- Goals 5: Expand Program Facilities, Infrastructure, and Visibility</li> <li>- Goals 6: Meet NAAB Conditions</li> </ul> <p>Each of the Goals includes one or more Strategies, which are operationalized through a series of Tactics. Outcomes provide empirical means for assessment as well as timelines for implementation.</p> <p>The Plan adds a structure for conducting regular reviews of progress towards implementation of the plan, including the following:</p> <ul style="list-style-type: none"> <li>- <u>Faculty Review</u>: Conduct Curricular Review at end of each semester, including specific reference to each aspect of the Strategic Plan.</li> <li>- <u>Administrative Review</u>: Conduct annual leadership group self-assessments at the end of each spring semester. Leadership group to include Director and Associate Directors (Undergraduate Programs, Graduate Programs, and CityLab Off-Campus Programs).</li> <li>- <u>Architecture Advisory Board (AAC) Review</u>: The AAC meets in-person on campus twice per year. Includes review of plan implementation progress and discussion of strategic priorities and initiatives.</li> </ul>	<p>review of each aspect of the Strategic Plan.</p> <ul style="list-style-type: none"> <li>• April: Architecture Advisory Board (AAC) Review.</li> <li>• May: Administrative Review: Conduct annual leadership group self-assessment of program and Strategic Plan.</li> </ul> <p><b>Fall 2026: (Plan Year 3)</b></p> <ul style="list-style-type: none"> <li>• October: Architecture Advisory Board (AAC) Review.</li> <li>• December: Conduct faculty Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><b>Spring 2027:</b></p> <ul style="list-style-type: none"> <li>• April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>• April: Architecture Advisory Board (AAC) Review.</li> <li>• May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><b>Summer 2027:</b></p> <ul style="list-style-type: none"> <li>• Planning for external peer review, to be conducted in Fall 2027.</li> </ul> <p><b>Fall 2027: (Plan Year 4)</b></p> <ul style="list-style-type: none"> <li>• External Peer Review: Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester.</li> <li>• October: Architecture Advisory Board (AAC) Review.</li> </ul>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>- <u>External Peer Review</u>: Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester (beginning Fall 2025).</p> <p>Each of these review processes are integral to our overall process of assessment and continual improvement.</p> <p><b>Supporting Evidence:</b></p> <ol style="list-style-type: none"> <li>AY 2024-25 Academic Assessment: UF SOA Program Review, 5.2: Planning and Assessment (<i>130_UF_5-2_Assessment.pdf</i>)</li> </ol> <p><u>Digital Files Provided:</u> (6)</p> <ul style="list-style-type: none"> <li>130_UF_5-2_Assessment.pdf</li> <li>131_UF_5-2_SACSCOC_2023-24-Assessment_MArch.pdf</li> <li>132_UF_5-2_SOA-Architecture-Advisory-Council-AAC_2024-2025.pdf</li> <li>133_UF_5-2_SOA-Strategic-Plan_2024-02-20.pdf</li> <li>134_UF_5-2_DCP-Strategic-Plan_2025-02-21.pdf</li> <li>135_UF_5-2_DCP-Faculty-Council-Minutes_2025-02-21.pdf</li> </ul>	<ul style="list-style-type: none"> <li>December: Conduct faculty Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><b>Spring 2028:</b></p> <ul style="list-style-type: none"> <li>Begin process of drafting new Strategic Plan.</li> <li>April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan</li> <li>May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><b>Fall 2028: (Plan Year 5)</b></p> <ul style="list-style-type: none"> <li>Develop new Strategic Plan.</li> <li>October: Architecture Advisory Board (AAC) Review.</li> <li>December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><b>Spring 2029:</b></p> <ul style="list-style-type: none"> <li>New 5-year plan finalized and adopted, to be effective beginning Fall 2029.</li> </ul>

### Schedule for Assessment of Program and Student Criteria

Program and Student Criteria are assessed bi-annually, with upcoming assessments as indicated by the “X” notations in the table below. In addition to regularly-scheduled self-assessments, we are conducting focused assessments of certain criteria as a part of the 2025 Plan to Correct. Assessments typically take place in the spring semester, at the end of the academic year.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
<b>3.1 PROGRAM CRITERIA (PC)</b>						
PC.1 Career Paths			X		X <sup>2</sup>	X <sup>3</sup>
PC.2 Design			X		X <sup>2</sup>	X <sup>3</sup>
PC.3 Ecological Knowledge and Responsibility			X		X <sup>2</sup>	X <sup>3</sup>
PC.4 History and Theory			X		X <sup>2</sup>	X <sup>3</sup>
PC.5 Research and Innovation			X		X <sup>2</sup>	X <sup>3</sup>
PC.6 Leadership and Collaboration	X <sup>1</sup>	X	X		X <sup>2</sup>	X <sup>3</sup>
PC.7 Learning and Teaching Culture			X		X <sup>2</sup>	X <sup>3</sup>
PC.8 Social Equity and Inclusion	X <sup>1</sup>	X	X		X <sup>2</sup>	X <sup>3</sup>
<b>3.2 STUDENT CRITERIA (SC): STUDENT LEARNING OBJECTIVES AND OUTCOMES</b>						
SC.1 Health, Safety, and Welfare in the Built Env			X		X <sup>2</sup>	X <sup>3</sup>
SC.2 Professional Practice			X		X <sup>2</sup>	X <sup>3</sup>
SC.3 Regulatory Context			X		X <sup>2</sup>	X <sup>3</sup>
SC.4 Technical Knowledge			X		X <sup>2</sup>	X <sup>3</sup>
SC.5 Design Synthesis	X <sup>1</sup>	X	X		X <sup>2</sup>	X <sup>3</sup>
SC.6 Building Integration	X <sup>1</sup>	X	X		X <sup>2</sup>	X <sup>3</sup>

Notes:

1. During the 2024-2025 academic year, certain PCs and SCs will undergo a focused review to address prior deficiencies noted by NAAB, as a part of our Plan to Correct (PTC).
2. Program and student criteria assessments will be compiled as a part of the Academic Program Report (APR), for submission to NAAB.
3. The next continuing accreditation program review by NAAB is scheduled for 2030. This will include submission of the Architecture Program Review (APR) in Fall 2029 and review by the NAAB Visiting Team in Spring 2030.

### Program and Student Criteria Matrix: M. Arch Track I

Two-Year “Advanced” Program: Undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours

		ADVANCED (52 CREDITS)																			
		Year 1						Year 2						Non-Curricular Activity							
		Fall			Spring			Fall			Spring										
		Preparatory Education																			
		ARC 6241	ARC 6242	ARC XXXX	ARC 6355	ARC 6913	ARC XXXX	ARC 6356	ARC 6913	ARC XXXX	ARC XXXX	ARC 6971/6979	ARC 6281	ARC XXXX	Architecture Student Council	Integrated Path to Arch Licensure (IPAL)	INOMAS Competition Team	SOA Lectures + Coming Home Series	Ivor Kurs Graduate Publication	Participation in Faculty-led Research (FIBER, AI, CHU, etc.)	Multigenerational Teaching - Faculty, GTAs, TAs
<b>Shared Values</b>																					
Design		X																			
Env. Stewardship & Professional Respon.					X																
Equity, Diversity & Inclusion	X																				
Knowledge & Innovation			X																		
Leadership, Collab. & Community Engmt.							X														
Lifelong Learning												X									
<b>Program Criteria</b>																					
PC.1 Career Paths													X								
PC.2 Design					X																
PC.3 Ecological Know. & Respon.		X																			
PC.4 History & Theory	X																				
PC.5 Research & Innovation			X																		
PC.6 Leadership & Collaboration												X									
PC.7 Learning & Teaching Culture		X																			
PC.8 Social Equity & Inclusion	X																				
<b>Student Criteria</b>																					
SC.1 HSW in the Built Environ.					X																
SC.2 Professional Practice												X									
SC.3 Regulatory Context						X															
SC.4 Technical Knowledge	X					X															
SC.5 Design Synthesis					X																
SC.6 Building Integration					X																

X Primary Evidence

### Program and Student Criteria Matrix: M. Arch Track II

One-Year “Second Professional Degree” Program: Undergraduate professional degree + 30 graduate semester credit hours

	Preparatory Education	Year 1				Non-Curricular Activity										
		Fall		Spring												
		ARC 6356	ARC 6913	ARC 6242	ARC XXXX	ARC 6971/6979	ARC 6281	ARC XXXX	ARC XXXX	Architecture Student Council	Integrated Path to Arch Licensure (IPAL)	NOMAS Competition Team	SOA Lectures + Coming Home Series	Vorkurs Graduate Publication	Participation in Faculty-led Research (FIBER, AI, CHU, etc.)	Multigenerational Teaching - Faculty, GTAs, TAs
<b>Shared Values</b>																
Design	X															
Env. Stewardship & Professional Respon.	X															
Equity, Diversity & Inclusion	X															
Knowledge & Innovation			X													
Leadership, Collab. & Community Engmt.		X														
Lifelong Learning						X										
<b>Program Criteria</b>																
PC.1 Career Paths							X									
PC.2 Design	X															
PC.3 Ecological Know. & Respon.	X															
PC.4 History & Theory	X															
PC.5 Research & Innovation			X													
PC.6 Leadership & Collaboration							X									
PC.7 Learning & Teaching Culture	X															
PC.8 Social Equity & Inclusion	X															
<b>Student Criteria</b>																
SC.1 HSW in the Built Environ.	X															
SC.2 Professional Practice							X									
SC.3 Regulatory Context	X															
SC.4 Technical Knowledge	X															
SC.5 Design Synthesis	X															
SC.6 Building Integration	X															

X Primary Evidence

