



November 24, 2025

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Nancy Clark
Director
University of Florida
Architecture Building
1480 Inner Road
Gainesville, Florida 32611

Sent via email to nmclark@ufl.edu

Dear Professor Clark:

At its October 24-25, 2025, meeting, the Board of Directors of the National Architectural Accrediting Board (NAAB) reviewed the following documents for the Master of Architecture degree (undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours; undergraduate professional degree + 30 graduate semester credit hours; and undergraduate degree with non-architecture major + 48 preparatory semester credits + 52 graduate semester credit hours) program at University of Florida:

- Plan to Correct (Third Submission)

The Board voted to accept the Plan to Correct and approve the program for the remainder of the term of accreditation. The Board noted that the program submitted sufficient evidence to demonstrate compliance with the following Conditions for Accreditation previously noted to be out of compliance:

- **PC.6 Leadership and Collaboration**
- **SC.5 Design Synthesis**
- **SC.6 Building Integration**
- **5.2 Planning and Assessment**

The Board further noted that the Plan to Correct was previously issued on the following conditions that are subject to a temporary stay:

- PC.8 Social Equity and Inclusion

No further action is required on Condition PC.8 at this time.

The Board's review is included below:

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

T: 202.783.2007
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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 portion of this Condition, noted above in italics, is under a temporary stay.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences ensure that students understand approaches to leadership in multidisciplinary teams, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems and uses the results of this assessment to make improvements to the learning experience.*

PC.8 Social Equity and Inclusion— *This Condition is under a temporary stay.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student 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 and uses the results of this assessment to make improvements to the learning experience. Student work provided evidence that the program ensures through an effective assessment process that students develop this ability.*

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.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student 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 and uses the results of this assessment to make improvements to the learning experience. Student work provided evidence that the program ensures through an effective assessment process that students develop this ability.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that it has a planning process for continuous improvement that identifies multiyear strategic objectives, key performance indicators, progress towards its mission and objectives, strengths and challenges faced by the program, and the use of ongoing outside input from others. The program also demonstrated that it uses the results of self-assessment to advise and encourage continuous improvement.*

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey L. Day".

Jeffrey L. Day, FAIA, NCARB
President