NAAB

May 18, 2026

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Dr. Francine Glazer
Interim Provost and Vice President of Academic Affairs
New York Institute of Technology
Northern Blvd
Old Westbury, NY 11568-8000

Sent via email to provost@nyit.edu

Dear Dr. Glazer:

At its April 17-18, 2026, meeting, the Board of Directors of the National Architectural Accrediting Board (NAAB) reviewed the following document(s) from the Bachelor of Architecture (160 semester credit hours) program at New York Institute of Technology:

- Application for Continuing Accreditation

The Board voted to grant the B.Arch. program at New York Institute of Technology an eight-year term of Continuing Accreditation based on the following review of the program.

The program's accreditation term is effective January 1, 2025, and the program is scheduled for its next visit for Continuing Accreditation in 2033. This visit will be conducted under the provisions of the NAAB Accreditation Conditions and Procedures in effect at the time of the visit.

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NAAB

Program Review

Several conditions were under a temporary stay at the time of the review. A list of those conditions can be viewed here:
https://www.naab.org/blogs/naab/2025/09/18/stay-on-naab-conditions-with-dei-related-language

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).

Met. *The program provided sufficient information to meet the requirements of this Condition. The program described its mission and context, which was verified during the site visit.*

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:*** *This Condition was under a temporary stay at the time of the review.*
- **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.
  The portion of this Condition, noted above in italics, was under a temporary stay at the time of the review.
- **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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program described how it responds to each of the shared values and how it will continue to address each value as part of its long-range planning.*

3—Program and Student Criteria
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences ensure that students understand career paths in architecture and uses the results of this assessment to make improvements to the learning experience.*

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences instill 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 and uses the results of this assessment to make improvements to the learning experience.*

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.

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 instill 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 and uses the results of this assessment to make improvements to the learning experience.*

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 portion of this Condition, noted above in italics, was under a temporary stay at the time of the review.

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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 the histories and theories of architecture and urbanism, framed by social, cultural, economic, and political forces, nationally and globally and uses the results of this assessment to make improvements to the learning experience and uses the results of this assessment to make improvements to the learning experience.*

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences prepare students to engage and participate in architectural research to test and evaluate innovations in the field and uses the results of this assessment to make improvements to the learning experience.*

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, was under a temporary stay at the time of the review.

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.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of its approach to and assessment of how its curriculum, structure, and other experiences foster and ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff and uses the results of this assessment to make improvements to the learning experience.*

PC.8 Social Equity and Inclusion*— This Condition was under a temporary stay at the time of the review.*

3.2 Student Criteria (SC)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities and uses the results of this assessment to make improvements to the learning experience.*

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student understanding of 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 and uses the results of this assessment to make improvements to the learning experience.*

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student understanding of 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 and uses the results of this assessment to make improvements to the learning experience.*

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Met. *The program provided sufficient information to meet the requirements of this criterion. The program provided evidence of how the program achieves and assesses student understanding of 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 and uses the results of this assessment to make improvements to the learning experience.*

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.*

4—Curricular Framework
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation
For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it is part of an institution accredited by one of the listed institutional accrediting agencies.*

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.

For many decades, the terms B.Arch., M.Arch., and/or D.Arch. have been recognized as referring to NAAB-accredited professional degree programs that are accepted by several states as a requirement for state licensure or that facilitate obtaining state licensure. Using those terms for unaccredited programs may result in confusion on the part of the public and may be misleading to students, to prospective students, to the profession, and to other educational institutions. To mitigate that possibility, the terms B.Arch., M.Arch., and D.Arch. are reserved for use by the institutional sponsor's NAAB-accredited architecture degree programs, except in the case where compliance with this requirement would violate state, federal, or national law. Additionally, the institutional sponsor's unaccredited architecture degree programs must place clear statements in all relevant publications and marketing materials, electronic as well as print, that the programs are not NAAB-accredited and may not be accepted as meeting licensure requirements in many U.S. states.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles,

and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it meets the curricular requirements for awarding this degree.*

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it documents 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, that it has established standards for determining student achievement of those criteria and addressing gaps, and has clearly articulated this process to prospective students.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The programs described administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.*

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.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that it has a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrated that it has appropriate and adequately funded human resources to support student learning and achievement.*

5.5 *Social Equity, Diversity, and Inclusion* *This Condition was under a temporary stay at the time of the review.*

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.
5.6.5 Plans for disaster and recovery of information.

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates how the program's physical resources safely and equitably support the program's pedagogical approach and student and faculty achievement.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrated that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrated all students, faculty, and staff have convenient and equitable access to architecture literature and information, appropriate visual and digital resources, and architecture librarians and other 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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program includes the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including 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)

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that all documents required by this Condition were available to all students, faculty, and the public via 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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.*

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) The most recent decision letter from the NAAB
b) The Architecture Program Report submitted for the last visit
c) NCARB ARE pass rates

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it makes the documents required by this Condition available to all students, faculty, and the public via the program's website.*

6.5 Admissions and Advising
The program must publicly document all policies and procedures that govern the evaluation of applicants for

admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that it publicly documents all policies and procedures required by this Condition.*

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.

Met. *The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that students have access to current resources and advice for making decisions about financial aid, including an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required for the full course of study.*

Listed below are the required program documents and due dates:

Document Due	**Date Due**
Program Annual Report	December 15 (annually)
APR	September 7, 2032

Please note public dissemination of the Architecture Program Report (APR) and this letter 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 pages 17-18 of the *2020 Procedures for Accreditation*).

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

Sincerely,

Mark Mistur, AIA
President

cc: Visiting Team Chair: Patricia Kucker, RA, EdD
Visiting Team Member: Kate Wingert-Playdon
Visiting Team Member: Juan Javier Riestra, AIA, NCARB, LEED AP BD+C

Visiting Team Member: Ralph Raymond, AIA, NOMA, NCARB
Visiting Team Member: Paul DeFazio, AIA
Program administrator: Maria Perbellini, Dean and Professor