



1. Name of the governing institution:

Norwich University

2. Institution s physical address:

Street Address (Line 1)	Chaplin Hall
Street Address (Line 2)	158 Harmon Drive
City	Northfield
State	VT ▼
Postal Code	05663-1035
Country	United States ▼

3. Institution s mailing address if different from its physical address:

Street Address (Line 1)	
Street Address (Line 2)	
City	
State	Select Option ▼
Postal Code	



Country	Select Option ▼
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4. Institutional website:

www.norwich.edu	open_in_ne
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5. Chief executive officer:

First Name	John
Last Name	Broadmeadow
Credentials (e.g. JD, PhD, M.Arch., etc.)	LtGen, USMC (Ret)
Title	President
Phone Number	802-485-2065
Email	president@norwich.edu
Salutation	Select Option ▼

6. Provost/chief academic officer:

First Name	Karen
Last Name	Gaines



Credentials (e.g. JD, PhD, M.Arch., etc.)	PhD
Title	Provost and Dean of Faculty
Phone Number	802-485-2559
Email	kgaines@norwich.edu
Salutation	Select Option ▼

7. Other institution administrator (optional):

First Name	
Last Name	
Credentials	
Title	
Phone	
Email	
Salutation	Select Option ▼

8. Type of institution:



Private Not for profit ▼

9. Is the institution a minority-serving institution (MSI) (check all that apply)?:

MSIs are institutions of higher education that serve minority populations and have been recognized as such by the US Department of Education.

- Alaska Native-serving Institution
- Asian American and Native American Pacific Islander-serving Institution
- HBCU
- Hispanic-serving Institution
- Native American-serving Nontribal Institution
- Native Hawaiian-serving Institution
- Predominantly Black Institution
- Tribal College or University

10. Degrees the institution is approved to award (check all that apply):

- Master
- Doctorate
- Baccalaureate
- Other



Select from the following list the organization that accredits the institution.

11. Institutional accrediting organization:

New England Commission ▼

12. Institutional accreditation information:

Complete this question using the results of the most recent reaffirmation from the institution's regional/ institutional accreditor.

Date of last reaffirmation visit:	4/5/2017 
Outcome of last reaffirmation visit:	assessed to be meeting all conditions of accreditat
Date of next reaffirmation visit: (If the exact date is unknown, enter 12/31/XXXX with XXXX being the year of the next visit.)	12/31/2026 



1. Program described in this report:

M.Arch. ▼

2. CIP code:

Please enter the CIP code of your architecture program. The format of the code is xx.xxxx. CIP codes for architecture are available [here](#).

04.0201

3. Name of academic unit:

School of Architecture + I

4. Please verify which of the following degree programs your institution currently offers (check all that apply):

- Bachelor of Architecture (B.Arch.)
- Master of Architecture (M.Arch.)
- Doctor of Architecture (D.Arch.)
- Pre-professional architecture degree (B.A., B.S.)

5. Please provide the website addresses for each program selected above:

B.Arch. program website:	
M.Arch. program website:	https://home.norwich.edu/on/academics/programs/
D.Arch. program website	
Pre-professional architecture degree program website:	https://home.norwich.edu/on/academics/programs/

6. Are you planning to develop another professional architecture degree in the near future?:

Yes ▼

7. Physical address of the program:



Physical address (Line 1):	Chaplin Hall
Physical address (Line 2):	158 Harmon Drive
City:	Northfield
State:	Vermont ▼
Postal code:	05663
Country:	United States of Ame ▼

8. Is this degree program offered at an additional location?:

Additional locations include branch campuses, additional sites as part of a single accredited program, teaching site and study abroad as part of a single accredited program, and online learning as part of a single accredited program. These location categories are defined in the [2020 Procedures](#). Programs initiating or altering additional sites, teaching sites, or online learning must provide this information in the program Annual Report when the changes are made or considered.

Yes ▼

8a. Provide the following information about each additional location:

Physical addresses of additional locations:	CityLAB Berlin of Norwich University Belziger Stra:
What program options are offered at each of these locations?:	Vertical Studio (5 credits); Berlin: Inventing the Mo
What are the total semester credit hours or quarter-hour equivalent offered at each of these locations?:	17 credits
What method of program delivery is offered at each of these locations?:	Face to face; virtual



9. Program administrator:

Program administrator first name	Cara
Program administrator last name	Armstrong
Program administrator post nominal credentials (e.g. FAIA):	M.Arch.; MFA; AIA Associate
Program administrator title:	Director
Program administrator office phone:	802-485-2647
Program administrator email:	carmstro@norwich.edu
Program administrator preferred salutation (e.g., Dr./Ms./Mr./Prof.)	Professor ▼

10. Academic unit administrator:

Academic unit administrator fist name	Aron
Academic unit administrator last name	Temkin
Academic unit administrator post-nominal credentials (e.g. FAIA):	M.Arch; AIA
Academic unit administrator title:	Dean, College of Professional Schools
Academic unit administrator office phone:	802-595-1360



Academic unit administrator email:	<input type="text" value="atemkin@norwich.edu"/>
Academic unit administrator preferred salutation	<input type="text" value="Select Option"/>

11. Contact person completing the report if not the program administrator:

Contact person full name and credentials (e.g. John Smith, FAIA):	<input type="text"/>
Contact person office phone:	<input type="text"/>
Contact person email:	<input type="text"/>

1. Academic calendar:

Select the type of academic term used by the institution (check only one).

Semesters

PLEASE READ

The following question replaces an earlier form of the question. This was done in response to feedback from programs wanting to enter information on program length and credit hours by track. If you have already completed those questions and need to recover the information, please contact us at accreditation@naab.org.

2. Program length and required credit hour distribution

Program Track 1

Type of track

M.Arch., pre-profession

Track description

Norwich University's School of Architecture + Art offers a comprehensive architectural education en

Total credit hours required for graduation by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

164

Minimum general studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

40

Minimum professional studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

121



Minimum optional studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

Program length -- Full-time study

Total number of academic terms needed to complete the program. Program length is determined by the program of study and not by how long an individual student may take to complete the program.

Program length -- Part-time study

Total number of academic terms needed to complete the program. Program length is determined by the program of study and not by how long an individual student may take to complete the program.

3. Articulation agreements:

List the number of articulation agreements the program has in place with any of the following institutions.

Community colleges:	<input type="text" value="1"/>
Colleges or universities granting B.A. or B.S. pre-professional degrees:	<input type="text"/>
Colleges or universities granting B.Arch. degrees:	<input type="text"/>
Other:	<input type="text"/>

4. Education level prior to entering program:

What percentage of all new students enrolled in the program as of Sept. 1 were admitted with the following academic background? Record highest level achieved only.



High school diploma or equivalent:	24
Associate's degree:	
Pre-professional bachelor's degree in architecture:	
Bachelor's degree in a field other than architecture:	1
Bachelor of Architecture (B.Arch.) -- for M.Arch. or D.Arch. programs:	
Master's degree in a field other than architecture -- for M.Arch. or D.Arch. programs:	
Other:	1



1. Number of full-time instructional faculty that teach in the professional degree program as of the most recent complete academic year:

2. Percent of instructional faculty shared between the B.Arch. and M.Arch. programs:

Full-time faculty:	<input type="text" value="66"/> %
Part-time faculty:	<input type="text" value="44"/> %

3. How many full-time instructional faculty have earned the credential listed below as their highest degree?

Doctor of Architecture (D.Arch.)	<input type="text" value="0"/>
Master of Architecture (M.Arch.)	<input type="text" value="7"/>
Bachelor of Architecture (B.Arch.)	<input type="text"/>
Ph.D./Doctorate in architecture	<input type="text"/>
M.S. or M.A. in architecture	<input type="text"/>
B.S./B.A. in a pre-professional degree in architecture	<input type="text"/>
Doctoral degree in another field	<input type="text" value="1"/>
Master's degree in another field	<input type="text" value="1"/>



Baccalaureate degree in another field	<input type="text"/>
Other degree type	<input type="text"/>

4. Number of part-time/adjunct instructional faculty that teach in the professional degree program as of the most recent complete academic year:

5. How many part-time/adjunct faculty have earned the credential listed below as their highest degree?:

Doctor of Architecture (D.Arch.)	<input type="text"/>
Master of Architecture (M.Arch.)	<input type="text" value="2"/>
Bachelor of Architecture (B.Arch.)	<input type="text" value="1"/>
Ph.D./Doctorate in architecture	<input type="text"/>
M.S./M.A. in architecture	<input type="text"/>
B.S./B.A. in a pre-professional degree in architecture	<input type="text"/>
Doctoral degree in another field	<input type="text" value="1"/>
Master's degree in another field	<input type="text" value="2"/>
Baccalaureate degree in another field	<input type="text" value="1"/>



Other degree	1 Diplom-Ingenieur, Architektur; 1 JD
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6. Faculty to student ratio in professional studies courses:

Professional studies courses are those with architectural content required of all students in the NAAB-accredited program and 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.

1:10

Average faculty to student ratio across all professional study courses.

7. Faculty to student ratio in the professional design studio courses:

1:11



For the faculty and student demographics counts, please leave the cell blank if you did not collect the information. If you collected the information and the response was zero, please enter 0. The totals will be the same whether you enter a zero or leave the cell blank. For this section, the system will not allow you to enter NA.

A. Students

Enter the total number of individuals in each category. Individuals should only be counted once.

Enrollment Status							
	Full time			Part time			
	Male	Female	Non-binary	Male	Female	Non-binary	Total
American Indian or Alaska Native	0	0	0	0	0	0	0.00
Asian	0	0	0	0	0	0	0.00
Black or African American	1	0	0	0	0	0	1.00
Hispanic or Latino	0	0	0	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0.00
White	6	5	0	0	0	0	11.00
Two or More Races	0	0	0	0	0	0	0.00
Nonresident Alien	0	0	0	0	0	0	0.00



Race/ Ethnicity Unknown	0	0	0	0	0	0	0.00
Total Students	7.00	5.00	0.00	0.00	0.00	0.00	12.00

B. Faculty

Enter the total number of individuals in each category. Individuals should only be counted once.

Gender and race/ethnicity							
	Full time			Part time			
	Male	Female	Non-binary	Male	Female	Non-binary	Total
American Indian or Alaska Native	0	0	0	0	0	0	0.00
Asian	0	0	0	0	0	0	0.00
Black or African American	0	0	0	0	0	0	0.00
Hispanic or Latino	0	0	0	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0.00
White	5	6	0	4	0	0	15.00
Two or More Races	0	0	0	0	0	0	0.00



Nonresident Alien	0	0	0	3	0	0	3.00
Race/ Ethnicity Unknown	0	0	0	0	0	0	0.00
Total Faculty	5.00	6.00	0.00	7.00	0.00	0.00	18.00



1. Retention rate:

<p>Total number of students enrolled in the program during the prior academic year MINUS students who graduated at the end of the year (A). For example, 100 students in the program, 20 graduated, enter 80.</p>	<input type="text" value="2"/>
<p>Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):</p>	<input type="text" value="2"/>
<p>Total retention rate in program (B-A):</p>	<input type="text" value="100"/> %

2. Graduation rates:

Entering Student Cohort	Number of students in original cohort who enrolled in the first term of the program (A)	Number of students in original cohort who graduated within 100% of advertised program length (B)	Number of students in original cohort who graduated within 150% of advertised program length. (C)	Graduation rate % (C-A)
2014-2015	<input type="text" value="19"/>	<input type="text" value="18"/>	<input type="text" value="18"/>	<input type="text" value="94.74"/> %
2015-2016	<input type="text" value="9"/>	<input type="text" value="7"/>	<input type="text" value="8"/>	<input type="text" value="88.89"/> %
2016-2017	<input type="text" value="11"/>	<input type="text" value="9"/>	<input type="text" value="10"/>	<input type="text" value="90.91"/> %
2017-2018	<input type="text" value="13"/>	<input type="text" value="12"/>	<input type="text" value="13"/>	<input type="text" value="100"/> %
2018-2019	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="80"/> %
2019-2020	<input type="text" value="11"/>	<input type="text" value="11"/>	<input type="text" value="11"/>	<input type="text" value="100"/> %
2020-2021	<input type="text" value="11"/>	<input type="text" value="11"/>	<input type="text" value="11"/>	<input type="text" value="100"/> %



2021-2022	14	12	13	92.86 %
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3. Job placement rates:

Cohort	Number of program graduates (A)	The number of program graduates from this graduation year for whom employment information is known. (B)	Number of graduates seeking employment who were employed in a field for which the architecture program prepared them (full-time or part-time) within one year of graduation (C)	Job placement rate (C-B)
2019-2020	13	10	10	100 %
2020-2021	10	8	8	100 %
2021-2022	14	9	9	100 %

4. Source of job placement information:

Final Destination Survey, LinkedIn



A: Program and Student Outcomes

Select the option that best describes whether or not the program has significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.

- The program HAS significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.
- The program has NO significant and material changes in this area.

Please note any **significant and material** changes to program and student learning outcomes (established as part of Condition 3: Program and Student Criteria). If no such changes occurred, please mark "no changes."

B: Curriculum Development and Faculty Resources

Select the option that best describes whether or not the program has significant or material changes to its process for assessing its curriculum and making adjustments based on the outcome of the assessment.

- The program has significant or material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment.
- The program has NO significant or material changes in this area.

Please note any **significant and material** changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment. If no such changes occurred, please mark no changes.

- The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 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.

C: Architect Licensing Advisor

Name(s):	Tonya Forcier
Date of last NCARB licensing advisor summit each advisor(s) attended:	8/3-8/5/2023

If a program uses more than one architect licensing advisor, include each advisor.

D: Student Support Services

Select the option that best describes whether or not the program has significant or material changes to

support services available to students in the program.

- The program has significant or material changes to support services available to students in the program.
- The program has NO significant or material changes to support services available to students in the program.

Please note any **significant and material** changes to 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. If no such changes occurred, please mark no changes.

E: Physical Resources

Select the option that best describes whether or not the program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

- The program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.
- The program has NO significant or material changes in this area.

Please note any **significant and material** changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement. If no such changes occurred, please mark no changes. These changes include any of the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Resources to support all learning formats and pedagogies in use by the program.

E1. Describe any significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

The introduction of the Collaboratory in 2019 marked a significant milestone for the School of Architecture + Art at the south end of the campus. This innovative facility, specifically designed for design/build activities within the College of Professional Schools, has notably enhanced the educational landscape for students in Architecture, Construction Management, and Civil Engineering at Norwich University.

The Collaboratory's physical resources, notably the Fabrication Bay and the Digital Fabrication Bay, have been instrumental in reshaping the pedagogical approach of the program and supporting the achievement of both students and faculty. Here's a breakdown of its impact:

1. Enhanced Learning Environment: The Fabrication Bay serves as a critical space for building-scale projects. Its accessibility from the outside via a roll-up door not only provides ease of access

but also allows for the execution of large-scale construction projects. This feature expands the scope of learning, enabling students to engage in hands-on, practical applications of architectural and engineering concepts.

2. Technological Advancements: The inclusion of a dedicated Digital Fabrication Bay, housing a CNC router, signifies a shift towards advanced technological integration within the curriculum. This resource empowers students and faculty to explore cutting-edge techniques in design and fabrication, promoting innovation and fostering a culture of experimentation and creativity.

3. Collaborative Learning and Interdisciplinary Approach: The Collaboratory's establishment has encouraged interdisciplinary collaboration among students and faculty from various fields such as architecture, construction management, and civil engineering. This interdisciplinary environment is invaluable, mirroring real-world project scenarios where professionals with different skill sets collaborate to achieve common goals.

4. Equity and Safety Considerations: Ensuring equitable access and safety within the Collaboratory are crucial factors for its effectiveness. Measures to maintain a safe environment for students and faculty, along with ensuring equal access to resources and opportunities for all, are integral components of its design and management.

5. Impact on Student and Faculty Achievement: The availability of state-of-the-art facilities in the Collaboratory has positively impacted the quality of student work and faculty research. This modern infrastructure and resources can potentially attract talented individuals, contributing to the program's reputation and fostering an environment conducive to academic and professional growth.

Overall, the Collaboratory's introduction represents a substantial advancement for the School of Architecture + Art. Its physical resources create a safe, equitable, and technologically advanced learning environment that contributes significantly to the program's pedagogical approach and the achievements of students and faculty alike.

F: Financial Resources

Select the choice that best describes whether or not the program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

- The program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.
- The program has NO significant and material changes in this area.

*Please note any **significant and material** changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation. If no such changes occurred, please mark no changes.*

G: Information Resources

Select the choice that best describes whether or not the program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.



The program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.

- The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program s ability to ensure that all students, faculty, and staff have convenient and equitable access to the following. If no such changes occurred, please mark no changes.

- Architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.
- Architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.

H: Public Information

<p>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.</p>	<p>Link:</p> <p>https://www.norwich.edu/academics/colleges <small>openw_in_n</small></p>
<p>NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.</p>	<p>Conditions for Accreditation, 2020 edition:</p> <p>https://www.norwich.edu/documents/conditio <small>openw_in_n</small></p> <p>Conditions for Accreditation in effect at the time of the last visit (2014 or 2020, depending on the date of the last visit):</p> <p>https://www.norwich.edu/documents/final-apl <small>openw_in_n</small></p> <p>Procedures for Accreditation, 2020 edition:</p> <p>https://www.norwich.edu/documents/procedu <small>openw_in_n</small></p> <p>Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit):</p> <p>https://www.norwich.edu/documents/procedu <small>openw_in_n</small></p>



<p>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.</p>	<p>Link:</p> <div data-bbox="815 293 1425 412" style="border: 1px solid black; padding: 5px;"><p>https://www.norwich.edu/offices/career-and-i <small>openw_in_n</small></p></div>
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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:

All interim progress reports and narratives of program Annual Reports submitted since the last team visit:

<https://www.norwich.edu/academics/colleges> openw_in_n

All NAAB responses to any Plan to Correct and any NAAB responses to the program Annual Reports since the last team visit:

NA openw_in_n

The most recent decision letter from NAAB:

<https://www.norwich.edu/documents/naab-de> openw_in_n

The Architecture Program Report (APR) submitted for the most recent visit:

<https://www.norwich.edu/documents/architec> openw_in_n

The final edition of the most recent Visiting Team Report, including attachments and addenda:

<https://www.norwich.edu/documents/naab-2C> openw_in_n

The program s optional response to the Visiting Team Report:

NA openw_in_n

Plan to Correct (if applicable):

NA openw_in_n

NCARB pass rates:

<https://www.ncarb.org/pass-the-are/pass-rate> openw_in_n

Statements and/or policies on learning and teaching culture:

<https://www.norwich.edu/this-is-norwich/miss> openw_in_n

Statements and/or policies on diversity, equity, and inclusion:

<https://www.norwich.edu/offices/title-ix> openw_in_n



<p>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:</p>	<p>Application forms and instructions:</p> <p>https://home.norwich.edu/on/admissions-aid/apply</p> <p>Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing:</p> <p>https://catalog.norwich.edu/programs/9MARC</p> <p>Forms and a description of the process for evaluating the content of a non-accredited degrees:</p> <p>https://catalog.norwich.edu/programs/9MARC</p> <p>Requirements and forms for applying for financial aid and scholarships:</p> <p>https://home.norwich.edu/on/admissions-aid/financ</p> <p>Explanation of how student diversity goals affect admission procedures:</p> <p>https://www.norwich.edu/offices/title-ix</p>
<p>Student financial information</p>	<p>The program must demonstrate that students have access to current resources and advice for making decisions about financial aid. Link:</p> <p>https://home.norwich.edu/on/admissions-aid/financ</p> <p>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. Link:</p> <p>https://home.norwich.edu/on/admissions-aid/tuitor</p>



1. Substantive Change

Indicate below whether the program has had a substantive change in any of the following areas during the past year. If so, provide the status of each change approval request: If the program has not had a substantive change in any of these areas, check "Does not apply -- no change." As a reminder, Substantive changes must be reviewed by NAAB **before implementation** by the program or institution. Substantive changes requiring review and the process for applying for approval of those changes is described in the [2020 Procedures](#).

Type	Status	Date of Submission	Date of NAAB Decision	Date of Implementation
Changes to the curriculum of an existing program or track for completing the program that affects the admissions requirements of the program (e.g., shifting from a single-institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply -- no change	11/29/2023		
Changes to the curriculum that effectively split an accredited single-institution program into a multidegree sequence that concludes with an accredited graduate degree and that may require an undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply -- no change			



<p>A program change that requires a significant change in pedagogy or the approach to delivering the professional degree (e.g., moving from traditional, on-campus learning to fully online learning).</p>	<p>Does not apply -- no</p>	<p>▼</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Programs seeking to convert an existing B. Arch. program to a single-institution M. Arch. program through modest adjustments.</p>	<p>Does not apply -- no</p>	<p>▼</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Programs seeking to convert an existing five-year, single-institution M. Arch. program to a B. Arch. program through modest adjustments in the curriculum.</p>	<p>Does not apply -- no</p>	<p>▼</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for admission to a D. Arch.</p>	<p>Does not apply -- no</p>	<p>▼</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The addition of new tracks to existing accredited programs.</p>	<p>Submitted, awaiting c</p>	<p>▼</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consolidating or merging an institution offering an accredited degree with another institution.</p>	<p>Does not apply -- no</p>	<p>▼</p>	<input type="checkbox"/>	<input type="checkbox"/>



Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an institution consolidating the professional program at an additional teaching site or from multiple sites to a single location).				
	Does not apply -- no	▼		
Phasing out an existing NAAB-accredited program.				
	Does not apply -- no	▼		
Changes in the accreditation status of the institution.				
	Does not apply -- no	▼		