NAAB

SECTION 1: GOVERNING ORGANIZATION INFORMATION

This section is READ ONLY. If all of the information is correct, please scroll down and click on **Mark Section Complete.** If any changes need to be made, please go to the menu on the left and select **Institution Details** > **Institution Profile** and update your information there. You can then come back to this section and select **Mark Section Complete.**

1. Name of the governing institution:

University of Illinois at Chicag

2. Institution s physical address:

Street Address (Line 1)	845 W Harrison St (MC0:
Street Address (Line 2)	3100 Arch and Design St
City	Chicago
State	IL
Postal Code	60607
Country	UNITED STATES

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

Street Address (Line 1)	845 W Harrison Street
Street Address (Line 2)	3100 Art and Architecture
City	Chicago
State	IL
Postal Code	60607
Country	UNITED STATES

4. Institutional website:

https://arch.uic.edu

5. Chief executive officer:

First Name	Florencia

Last Name	Rodriguez
Credentials (e.g. JD, PhD, M.Arch., etc.)	M.Arch
Title	Director
Phone Number	
Email	florod@uic.edu

6. Provost/chief academic officer:

First Name	Karen
Last Name	Colley
Credentials (e.g. JD, PhD, M.Arch., etc.)	PhD

Title	Provost and Vice Chance
Phone Number	312-413-3450
Email	rovost@uic.edu

7. Other institution administrator (optional):

First Name	Rodrigo
Last Name	Diaz-Tobin
Credentials	MS
Title	Assistant Director
Phone	3129967803

Email	rodrigod@uic.edu

8. Type of institution:

Public ▾

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):

☐ Doctorate
☑ Master
☑ Baccalaureate
☐ Other

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

11. Institutional accrediting organization:

Higher Learning Commission (HLC) ▾

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:	10/23/2017 📅

Outcome of last reaffirmation visit:	Continued the accreditati
Date of next reaffirmation visit:	3/11/2024 📅

SECTION 2: PROGRAM INFORMATION

To complete this section, please review the data below and update the information as needed.

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 or Architecture

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://arch.uic.edu/marcl
D.Arch. program website	
Pre-professional architecture degree program website:	https://arch.uic.edu/bsarc

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

No ▾

7. Physical address of the program:

Physical address (Line 1):	845 W Harrison
Physical address (Line 2):	
City:	Chicago

State:	Illinois ▾
Postal code:	60607
Country:	United States of America (the) ▾

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.

No ▾

9. Program administrator:

Program administrator first name	Sarah
Program administrator last name	Blankenbaker
Program administrator post nominal credentials (e.g. FAIA):	MArch

Program administrator title:	Associate Director, Grad
Program administrator office phone:	312-996-3335
Program administrator email:	sblank2@uic.edu

10. Academic unit administrator:

Academic unit administrator fist name	Florencia
Academic unit administrator last name	Rodriguez
Academic unit administrator post-nominal credentials (e.g. FAIA):	MArch
Academic unit administrator title:	Director
Academic unit administrator office phone:	312-996-4056

Academic unit administrator email:	florod@uic.edu

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

Contact person full name and credentials (e.g. John Smith, FAIA):	Rodrigo Diaz-Tobin, MS
Contact person office phone:	312-996-7803
Contact person email:	rodrigod@hotmail.com

SECTION 3: ACADEMIC INFORMATION

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at https://surveys.nces.ed.gov/ipeds/public/glossary . Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

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-professional degree (degree designed for candidates who have a pre-professional und

Track description

Advanced: Applicants with

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.

64

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.

68

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.

52

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.

8

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.

4

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.

Part-time study not offered

Remove Program Track

Program Track 2

Type of track

M.Arch., non-pre-professional degree (degree designed for candidates who have an undergraduate

---

Track description

The UIC School of Archite

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.

100

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.

68

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.

88

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.

12

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.

6

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.

Part-time study not offered

Remove Program Track

Add Program Track

3. Articulation agreements:

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

Community colleges:	NA
Colleges or universities granting B.A. or B.S. pre-professional degrees:	NA
Colleges or universities granting B.Arch. degrees:	NA

Other:	NA

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:	
Associate's degree:	
Pre-professional bachelor's degree in architecture:	29
Bachelor's degree in a field other than architecture:	66
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:	5

Other:	

SECTION 4: INSTRUCTIONAL FACULTY

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at https://surveys.nces.ed.gov/ipeds/public/glossary . Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

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

18

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

Full-time faculty:	NA %
Part-time faculty:	NA %

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

Doctor of Architecture (D.Arch.)	4

Master of Architecture (M.Arch.)	14
Bachelor of Architecture (B.Arch.)	
Ph.D./Doctorate in architecture	
M.S. or M.A. in architecture	
B.S./B.A. in a pre-professional degree in architecture	
Doctoral degree in another field	
Master's degree in another field	
Baccalaureate degree in another field	

Other degree type	

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

3

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

Doctor of Architecture (D.Arch.)	1
Master of Architecture (M.Arch.)	1
Bachelor of Architecture (B.Arch.)	
Ph.D./Doctorate in architecture	
M.S./M.A. in architecture	
B.S./B.A. in a pre-professional degree in architecture	

Doctoral degree in another field	1
Master's degree in another field	
Baccalaureate degree in another field	
Other degree	

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:

1:8.6

SECTION 5: STUDENT AND FACULTY DEMOGRAPHICS

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at https://surveys.nces.ed.gov/ipeds/public/glossary . Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

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.

	Full time		
	Male	**Female**	**Non-binary**
American Indian or Alaska Native	0	0	0
Asian	1	2	0
Black or African American	2	2	0
Hispanic or Latino	3	2	0

Native Hawaiian or Other Pacific Islander	0	0	0
White	19	10	0
Two or More Races	0	0	0
Nonresident Alien	1	5	0
Race/Ethnicity Unknown	0	0	0
Total Students	26	21	0

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
Asian	0	1	0
Black or African American	1	0	0
Hispanic or Latino	3	2	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	10	5	0
Two or More Races	0	0	0
Nonresident Alien	0	0	0

Race/Ethnicity Unknown	0	0	0
Total Faculty	14	8	0

SECTION 6: STUDENT/GRADUATE ACHIEVEMENT

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at https://surveys.nces.ed.gov/ipeds/public/glossary . Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Retention rate:

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.	35
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	29
Total retention rate in program (B÷A):	83 %

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)	
2014-2015	21	19	21	
2015-2016	15	12	12	
2016-2017	22	20	21	
2017-2018	9	7	9	
2018-2019	12	11	14	
2019-2020	17	13	16	
2020-2021	12	10	10	

2021-2022	17	NA	NA

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)	
2019-2020	Not available	Not available	Not available	N
2020-2021	Not available	Not available	Not available	N
2021-2022	Not available	Not available	Not available	N

4. Source of job placement information:

Not available

SECTION 7: MAINTENANCE OF ACCREDITATION CRITERIA

Programs are required to maintain ongoing compliance with the NAAB 2020 Conditions for Accreditation. Programs need to report on any changes in the following areas that impact the program s ability to demonstrate on-going compliance. For each of the following resource areas, the program needs to indicate any significant and material changes that would impact its on-going compliance with the 2020 NAAB Conditions. Programs should note if they are addressing non-compliance in any of the following areas in a Plan to Correct but do not need to repeat documentation of progress that will be detailed in the Plan to Correct.

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."*

A1. Describe the significant and material changes to program and student learning outcomes and/or the program's ability to achieve its stated outcomes:

> Leading up to the release of the 2020 Accreditation Conditions, the School of Architecture prepared for the transition by issuing standardized sheets to the faculty detailing the criteria associated with each course. The intention was to then map the old, distributed criteria to the new criteria once they were released and to use this process to ensure courses were evaluated and updated relative to the new requirements. Additionally, the curriculum committee met to review information from NAAB as it was released, and the director held a series of summits around technology and theory and history sequences in the curriculum to engage the faculty in a review of the courses under each umbrella. The second half of the theory and history summit will occur in

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.*

B1. Describe the significant and material changes to the relationship between course assessment and curricular development and/or the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives:

In addition to assessing student understanding through the intentional formulation and grading of specific assignments, the course curriculum itself is reviewed by all technology faculty and the curriculum committee at periodic technology summits (referenced above). At the last technology summit, in Spring 2023, no suggestions were made for improvements to these courses relating to this criterion, but later, informal discussions concluded that there was a need to strengthen the competencies related to building performance. The curriculum committee is addressing this issue in the current academic year. Faculty discussed the ways in which the school s courses address climate change and performance metrics in particular. This year, we are following closely the work generated in the three sections of the research seminar and studio sequence. This evaluation will take place via open studio events publicly sharing the work, collective discussions, and the production of an exhibition and publication on each studio at the end of the year.

To ensure the summits are productive, and the discussions move forward to the curriculum committee in an organized manner, we are naming area coordinators. Their responsibility is to assist the director in organizing prompts and leading the conversations in the summits, generate minutes, work in some conclusions with the director, share a document with the conclusions with the curriculum committee, and maintain a permanent overview of the sequence so we are permanently assessing and improving.
With respect to faculty resources: as part of their new union contract negotiated in January 2023, and which went into effect retroactively to August 2022, faculty may be awarded up to $1,000 from UIC for expenses related to research and up to $750 for travel expenses to conferences. Additionally, UIC has established Awards for Creative Activity, a seed funding program to support

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.

C: Architect Licensing Advisor

Name(s):	Paul Preissner
Date of last NCARB licensing advisor summit each advisor(s) attended:	June 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.*

D1. Describe any significant and material changes to support services available to students in the program:

> In collaboration with the Campus Office of the Dean of Students, the UIC Counseling Center, the Jane Addams College of Social Work, and the Office of the Vice Chancellor for Student Health and Wellness, the College of Architecture, Design and the Arts Student Affairs Office now has a Wellness Specialist. As part of a pilot project, they work with students who are in crisis or have significant mental health concerns, housing insecurity, food insecurity.
>
> In September 2023, the school hired a Graduate Academic Advisor, a position that had been vacant for about a year. Among the responsibilities, the job description indicates academic counseling and coordination for current, prospective, and past graduate students . In concert with the Director of Graduate Studies, they are tasked with assisting current students in interpreting and applying university policies to navigate the degree program. They consult with faculty on

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.

> Under the supervision of the Associate Dean of Physical Resources and Planning (a role now held by a School of Architecture faculty member, Stewart Hicks), the building is undergoing a multiyear series of repairs to its roof and skylights to mitigate leaks and assure more efficient temperature and humidity control. Recently, the glass in the graduate studios and the skylights above room 4300, an instructional space immediately adjacent to the graduate studios, were replaced. The university is currently conducting a feasibility study toward the refurbishment of all skylights in the

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.*

F1. Describe any significant or 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 School of Architecture is working on articulating an internal financial plan that includes initiatives for revenue generation and program growth. With the school s graduate programs likely to benefit from larger cohorts that could amplify the energy and diversity of the student body, and as a result, of our alumni around the globe and of the profession as a whole (given UIC s demographics), the school has started to work on a growth plan targeting both funding and enrollment.

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.*

G1. Describe any significant and material changes to the program's ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources:

Architecture and Design Open Archive is a new study and publication center scheduled to open in Fall 2024. It will house specialized and curriculum-enhancing books, periodicals, archival materials, and ephemera within the building. Until the opening, students and faculty may consult with the Director of the Open Archive, Jayne Kelley to access materials and for individual research needs.

H: Public Information

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.	**Link:** https://arch.uic.edu/accre

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.	**Conditions for Accreditation, 2020 edition:** https://arch.uic.edu/sites/a **Conditions for Accreditation in effect at the time of the last visit (2014 or 2020, depending on the date of the last visit):** https://uofi.app.box.com/fi **Procedures for Accreditation, 2020 edition:** https://uofi.app.box.com/fi **Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit):** https://uofi.app.box.com/fi
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.	**Link:** https://careerservices.uic.

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

https://uofi.app.box.com/fi

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

https://uofi.app.box.com/fi

The most recent decision letter from NAAB:

https://uofi.app.box.com/fi

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

https://uofi.app.box.com/fi

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:

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

https://uofi.app.box.com/fi

The program s optional response to the Visiting Team Report:

Plan to Correct (if applicable):

NCARB pass rates:

https://arch.uic.edu/accre

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:	**Application forms and instructions:** https://applygrad.uic.edu/ **Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing:** https://arch.uic.edu/gradu **Forms and a description of the process for evaluating the content of a non-accredited degrees:** https://arch.uic.edu/gradu **Requirements and forms for applying for financial aid and scholarships:** https://arch.uic.edu/gradu **Explanation of how student diversity goals affect admission procedures:** https://cada.uic.edu/abou

Student financial information	**The program must demonstrate that students have access to current resources and advice for making decisions about financial aid. Link:** https://arch.uic.edu/gradu	
	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: https://arch.uic.edu/Cost-	

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.

SECTION 8: SUBSTANTIVE CHANGES

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		
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		

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).	Does not apply -- no change ▼		
Programs seeking to convert an existing B. Arch. program to a single-institution M. Arch. program through modest adjustments.	Does not apply -- no change ▼		
Programs seeking to convert an existing five-year, single-institution M. Arch program to a B. Arch. program through modest adjustments in the curriculum.	Does not apply -- no change ▼		

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.	Does not apply -- no change ▾		
The addition of new tracks to existing accredited programs.	Does not apply -- no change ▾		
Consolidating or merging an institution offering an accredited degree with another institution.	Does not apply -- no change ▾		
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 change ▾		

Phasing out an existing NAAB-accredited program.	Does not apply -- no change ▾		
Changes in the accreditation status of the institution.	Does not apply -- no change ▾		