



1. Name of the governing institution:

Rensselaer Polytechnic Institut

2. Institution s physical address:

Street Address (Line 1)	School of Architecture, Greene Bldg.
Street Address (Line 2)	110 8th Street
City	Troy
State	NY ▾
Postal Code	12180-3590
Country	United States ▾

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

Street Address (Line 1)	
Street Address (Line 2)	
City	



State	<input type="text"/>
Postal Code	<input type="text"/>
Country	<input type="text"/>

4. Institutional website:

5. Chief executive officer:

First Name	<input type="text" value="Martin"/>
Last Name	<input type="text" value="Schmidt"/>
Credentials (e.g. JD, PhD, M.Arch., etc.)	<input type="text" value="PhD"/>
Title	<input type="text" value="President"/>
Phone Number	<input type="text" value="518-276-6211"/>
Email	<input type="text" value="President@rpi.edu"/>



Salutation	Select Option ▼
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6. Provost/chief academic officer:

First Name	Rebecca
Last Name	Doerge
Credentials (e.g. JD, PhD, M.Arch., etc.)	PhD
Title	Provost
Phone Number	518-276-6487
Email	doerge@rpi.edu
Salutation	Select Option ▼

7. Other institution administrator (optional):

First Name	Evan
Last Name	Douglis



Credentials	PhD
Title	Dean, School of Architecture
Phone	518-276-6460
Email	douglis@rpi.edu
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:

Middle States Commission on Higher Education (MSCHE) ▾

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:	11/17/2016 
Outcome of last reaffirmation visit:	Accreditation Reaffirmed
Date of next reaffirmation visit:	11/18/2024 



1. Program described in this report:

B.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:

Rensselaer School of Arc

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:	<input type="text" value="https://www.arch.rpi.edu/academic/undergraduate-"/>
M.Arch. program website:	<input type="text" value="https://www.arch.rpi.edu/academic/graduate/maste"/>
D.Arch. program website	<input type="text"/>
Pre-professional architecture degree program website:	<input type="text"/>

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):	School of Architecture - Greene Building
Physical address (Line 2):	110 8th Street
City:	Troy
State:	New York ▾
Postal code:	12180
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	Evan
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Program administrator last name	<input type="text" value="Douglis"/>
Program administrator post nominal credentials (e.g. FAIA):	<input type="text"/>
Program administrator title:	<input type="text" value="Dean"/>
Program administrator office phone:	<input type="text" value="518-276-6460"/>
Program administrator email:	<input type="text" value="douglis@rpi.edu"/>
Program administrator preferred salutation (e.g., Dr./Ms./Mr./Prof.)	<input type="text" value="Dean"/>

10. Academic unit administrator:

Academic unit administrator fist name	<input type="text" value="David"/>
Academic unit administrator last name	<input type="text" value="Bell"/>
Academic unit administrator post-nominal credentials (e.g. FAIA):	<input type="text"/>
Academic unit administrator title:	<input type="text" value="Associate Dean"/>
Academic unit administrator office phone:	<input type="text" value="518-276-6862"/>



Academic unit administrator email:	<input type="text" value="belld@rpi.edu"/>
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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" value="Lori Gregware-Greenough"/>
Contact person office phone:	<input type="text" value="518-276-6460"/>
Contact person email:	<input type="text" value="gregwl@rpiedu"/>



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

Other ▼

Track description

B.Arch

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.

171

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.

52

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.

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="0"/>
Colleges or universities granting B.A. or B.S. pre-professional degrees:	<input type="text" value="0"/>



Colleges or universities granting B.Arch. degrees:	<input type="text" value="0"/>
Other:	<input type="text" value="0"/>

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:	<input type="text" value="94"/>
Associate's degree:	<input type="text" value="6"/>
Pre-professional bachelor's degree in architecture:	<input type="text"/>
Bachelor's degree in a field other than architecture:	<input type="text"/>
Bachelor of Architecture (B.Arch.) -- for M.Arch. or D.Arch. programs:	<input type="text"/>
Master's degree in a field other than architecture -- for M.Arch. or D.Arch. programs:	<input type="text"/>
Other:	<input type="text"/>



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="13"/> %
Part-time faculty:	<input type="text" value="14"/> %

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="1"/>
Master of Architecture (M.Arch.)	<input type="text" value="33"/>
Bachelor of Architecture (B.Arch.)	<input type="text"/>
Ph.D./Doctorate in architecture	<input type="text" value="3"/>
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="3"/>



Master's degree in another field	<input type="text"/>
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.)	14
Bachelor of Architecture (B.Arch.)	<input type="text"/>
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"/>
Master's degree in another field	<input type="text"/>
Baccalaureate degree in another field	<input type="text"/>
Other degree	<input type="text"/>

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.

Average faculty to student ratio across all professional study courses.

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



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
Asian	27	41		0	0		68
Black or African American	8	17		0	0		25
Hispanic or Latino	25	26		0	0		51
Native Hawaiian or Other Pacific Islander							0
White	14	24		0	0		38
Two or More Races	6	11		0	0		17



Nonresident Alien	8	8		0	0		16
Race/Ethnicity Unknown	9	6		0	0		15
Total Students	97	133	0	0	0	0	230

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
Asian	4	1		1			6
Black or African American	1			1			2
Hispanic or Latino	2						2
Native Hawaiian or Other Pacific Islander							0



White	26	7		6	4		43
Two or More Races							0
Nonresident Alien							0
Race/Ethnicity Unknown	1	1		4			6
Total Faculty	34	9	0	12	4	0	59



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.	<input type="text" value="277"/>
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	<input type="text" value="256"/>
Total retention rate in program (B-A):	<input type="text" value="92"/> %

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="64"/>	<input type="text" value="43"/>	<input type="text" value="2"/>	<input type="text" value="70"/> %
2015-2016	<input type="text" value="44"/>	<input type="text" value="34"/>	<input type="text" value="2"/>	<input type="text" value="82"/> %
2016-2017	<input type="text" value="65"/>	<input type="text" value="51"/>	<input type="text" value="1"/>	<input type="text" value="80"/> %
2017-2018	<input type="text" value="65"/>	<input type="text" value="48"/>	<input type="text" value="2"/>	<input type="text" value="77"/> %
2018-2019	<input type="text" value="65"/>	<input type="text" value="48"/>	<input type="text"/>	<input type="text" value="74"/> %
2019-2020	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> %



2020-2021	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> %
2021-2022	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> %

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	<input type="text"/>	<input type="text" value="20"/>	<input type="text" value="13"/>	<input type="text"/> %
2020-2021	<input type="text"/>	<input type="text" value="34"/>	<input type="text" value="20"/>	<input type="text"/> %
2021-2022	<input type="text"/>	<input type="text" value="32"/>	<input type="text" value="22"/>	<input type="text"/> %

4. Source of job placement information:

RPI Career and Professic



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:

Fall 23 PROGRAM KPI's: extracurricular and curricular were reviewed as part of the fall 23 academic retreat along with recommendations for improvement. INSTITUTE ASSESSMENT fall 23 course syllabi were reformatted to meet compliance with the institute wide Heliocampus assessment tool for Course Learning Outcomes, Assessment measures and Grading. COURSE ASSESSMENT: Six (6) areas of assessment were conducted for SC 5, SC 6. (1) student assessment survey (2) faculty assessment survey (3) 20% random selection of student work with 3 external peer reviewers (4) public awards

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:



BArch Curriculum: Two significant curricular changes were made by the Curriculum Committee. 1) restructuring of the technology courses, advised by technology faculty subcommittee. Two courses Building Systems & Environment (4cu), and Materials and Enclosures (2cu) are being phased out and two new courses, Building Integration 1-Design (3cu), and Building Integration 2-Practice (3cu) have been introduced to address the technical integration and skill building workshops that are associated with measurable environmental impacts, building envelope design and the integration of structural

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):	Lonon Combs
Date of last NCARB licensing advisor summit each advisor(s) attended:	08/03/2023

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:

STAFF: The School of Architecture, BArch Student Service Advisor (SSA) position was vacant in 2023 from April-November. The MArch SSA position was vacant for the academic year. SSA Responsibilities: advising, RPI ARCH-AWAY oversight, career fair, data record keeping, mental well-being, and course scheduling were assigned to the faculty and Chair in the interim. The reduction in staff, along with the increased responsibility of the assessment process oversight and data collection has added to faculty workload

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.

SPACE: enrollment has increased in the first- and second-year cohort (by approx. 18%). The SoA Greene building has reached capacity for studios and review spaces. Additional review space on campus was secured outside the Greene building and required faculty and staff assistance with the fit out for pinups. 50 % of the campus rooms are shared institute classrooms requiring additional oversight and transport. Given the increase in number of students, campus wide, securing the proper rooms for lectures courses across campus has impacted the faculty's ability to deliver course content

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.



Due to increased enrollment, we have submitted our Performance plan and will be submitting our Budget requests in the coming weeks to help us accommodate our growth. We will have more information on this once the Budgeting process is complete.

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> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;">https://www.arch.rpi.edu/school/accreditation-state</div>
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<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.arch.rpi.edu/school/accreditation-state</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.arch.rpi.edu/school/accreditation-state</p> <p>Procedures for Accreditation, 2020 edition:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</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.arch.rpi.edu/school/accreditation-state</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> <p>https://www.arch.rpi.edu/2016/02/career-developpn</p>



<p>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:</p>	<p>All interim progress reports and narratives of program Annual Reports submitted since the last team visit:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>All NAAB responses to any Plan to Correct and any NAAB responses to the program Annual Reports since the last team visit:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>The most recent decision letter from NAAB:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>The Architecture Program Report (APR) submitted for the most recent visit:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>The final edition of the most recent Visiting Team Report, including attachments and addenda:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>The program s optional response to the Visiting Team Report:</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>Plan to Correct (if applicable):</p> <p>https://www.arch.rpi.edu/school/accreditation-state</p> <p>NCARB pass rates:</p> <p>https://www.arch.rpi.edu/naab-public-information/</p> <p>Statements and/or policies on learning and teaching culture:</p> <p>https://www.arch.rpi.edu/school/studio-culture/</p> <p>Statements and/or policies on diversity, equity, and inclusion:</p> <p>https://www.arch.rpi.edu/diversity-and-inclusion/</p>
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<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://admissions.rpi.edu/undergraduate</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://admissions.rpi.edu/undergraduate-admissic</p> <p>Forms and a description of the process for evaluating the content of a non-accredited degrees:</p> <p>n/a</p> <p>Requirements and forms for applying for financial aid and scholarships:</p> <p>https://admissions.rpi.edu/aid/</p> <p>Explanation of how student diversity goals affect admission procedures:</p> <p>https://info.rpi.edu/diversity</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://www.arch.rpi.edu</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://admissions.rpi.edu/aid/cost</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 ▼			
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>Programs seeking to convert an existing B. Arch. program to a single-institution M. Arch. program through modest adjustments.</p>				
<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>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>The addition of new tracks to existing accredited programs.</p>				
<p>Consolidating or merging an institution offering an accredited degree with another institution.</p>				



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 ▼			