

This section is READ ONLYIf 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:

### 2. Institution s physical address:

2. Institution s physical address:	
Street Address (Line 1)	1306 Stanford Drive
Street Address (Line 2)	
City	Coral Gables
State	Florida
Postal Code	33146-2512
Country	UNITED STATES

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

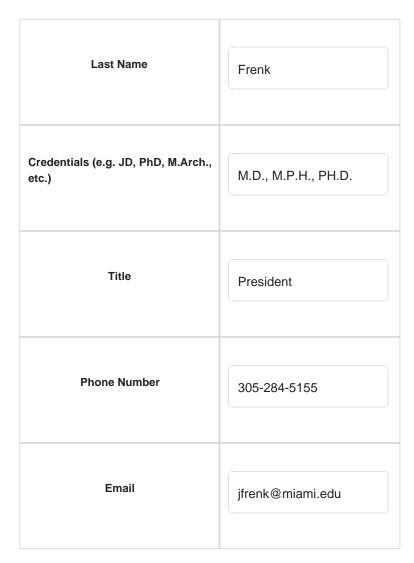
Street Address (Line 1)	P.O. Box 249178
Street Address (Line 2)	
City	Coral Gables
State	FL
Postal Code	33124-5010
Country	UNITED STATES

## 4. Institutional website:

https://www.miami.edu/

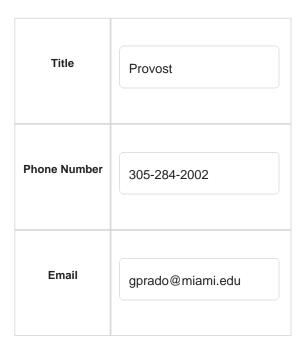
# 5. Chief executive officer:





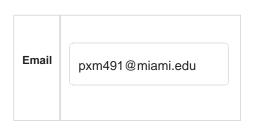
## 6. Provost/chief academic officer:

First Name	Guillermo
Last Name	Prado
Credentials (e.g. JD, PhD, M.Arch., etc.)	PhD

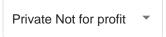


# 7. Other institution administrator (optional):

First Name	Patty
Last Name	Murphy
Credentials	
Title	Assoc. Provost, Universit
Phone	804-295-2599



### 8. Type of institution:



## 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

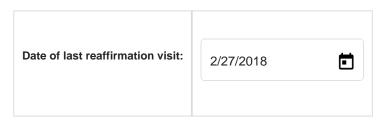
Select from the following list the organization that accredits the institution.

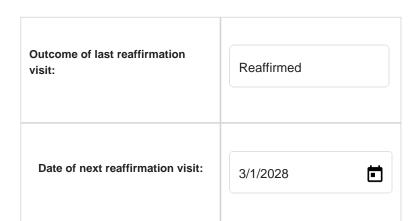
### 11. Institutional accrediting organization:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

### 12. Institutional accreditation information:

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





#### **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:



### 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.

04.0902

3. Name of academic unit:

School of 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:



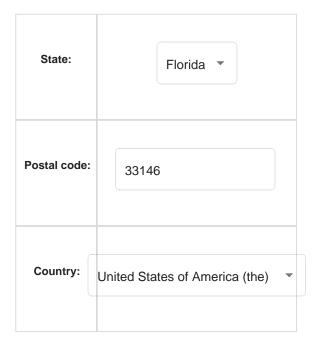
B.Arch. program website:	https://www.arc.miami.ed
M.Arch. program website:	https://grad.arc.miami.ed
D.Arch. program website	N/A
Pre-professional architecture degree program website:	N/A

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):	1223 Dickinson Drive
Physical address (Line 2):	
City:	Coral Gables



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

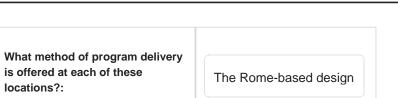
Additional locations include branch campuses, additional sites as part of a single accredited program, teaching site and study abroad as part of a single accredited program, and online learning as part of a single accredited program. These location categories are defined in the 2020 Procedures. Programs 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.



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

Physical addresses of additional locations:	Via del Falco 1/A, Rome,
What program options are offered at each of these locations?:	Optional study abroad se
What are the total semester credit hours or quarter-hour equivalent offered at each of these locations?:	9 credits

locations?:

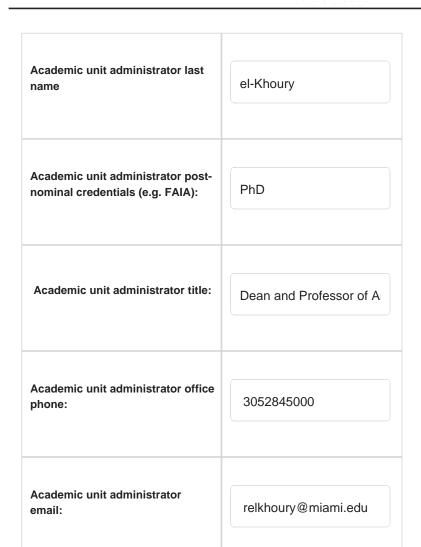


# 9. Program administrator:

Program administrator first name	Germane
Program administrator last name	Barnes
Program administrator post nominal credentials (e.g. FAIA):	M.Arch
Program administrator title:	Director of Master of Arcl
Program administrator office phone:	305-284-3731
Program administrator email:	g.barnes@miami.edu

## 10. Academic unit administrator:

Academic unit administrator fist name	Rodolphe



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

Contact person full name and credentials (e.g. John Smith, FAIA):	Sonia Chao
Contact person office phone:	305-284-5000
Contact person email:	schao@miami.edu

#### **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:

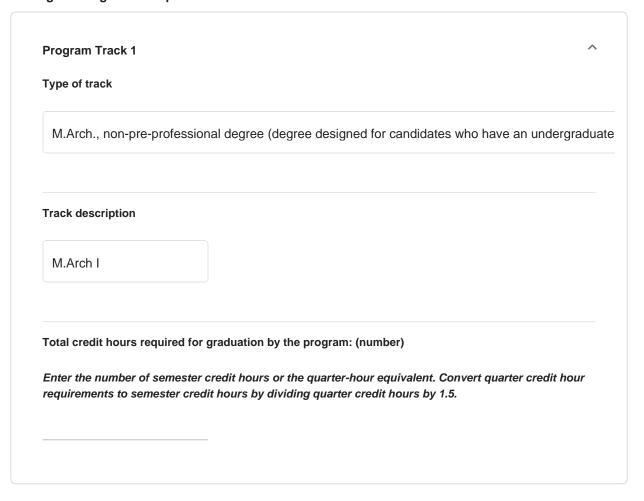
Select the type of academic term used by the institution (check only one).

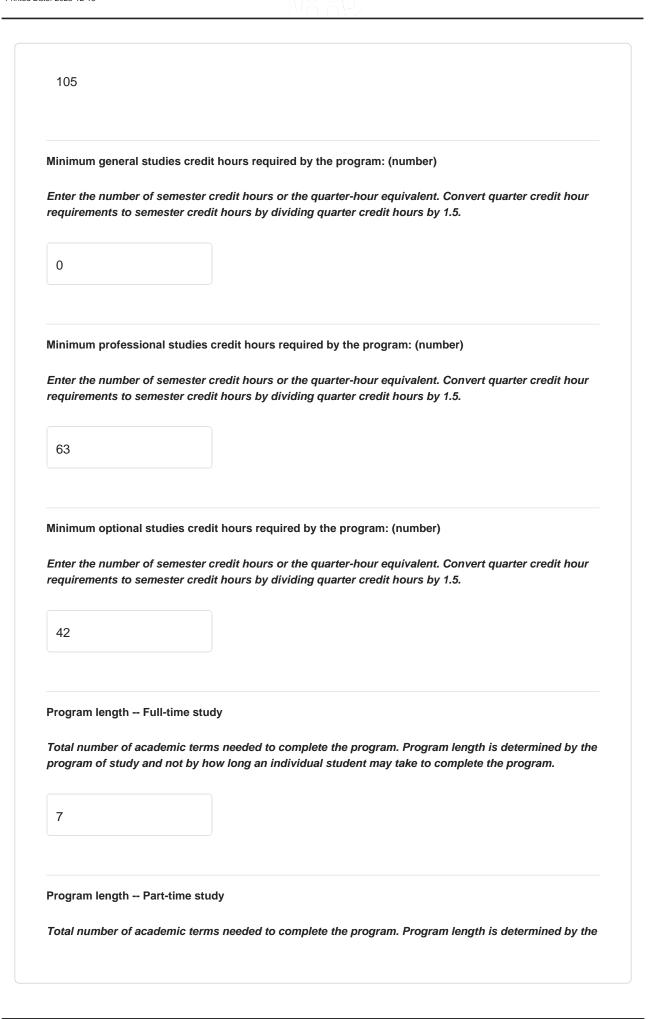


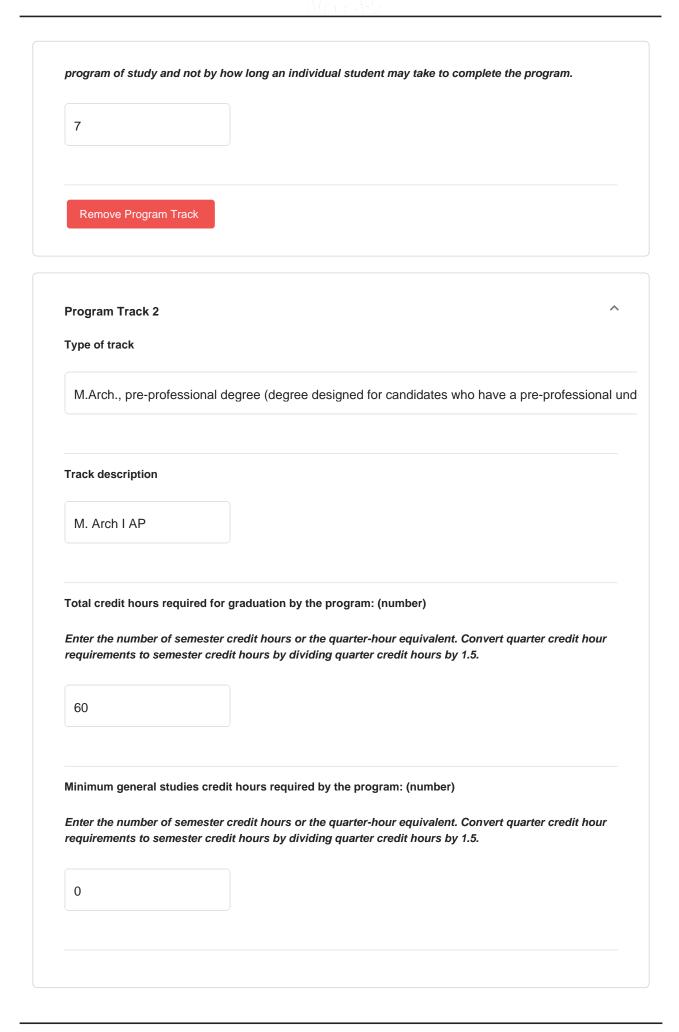
#### **PLEASE READ**

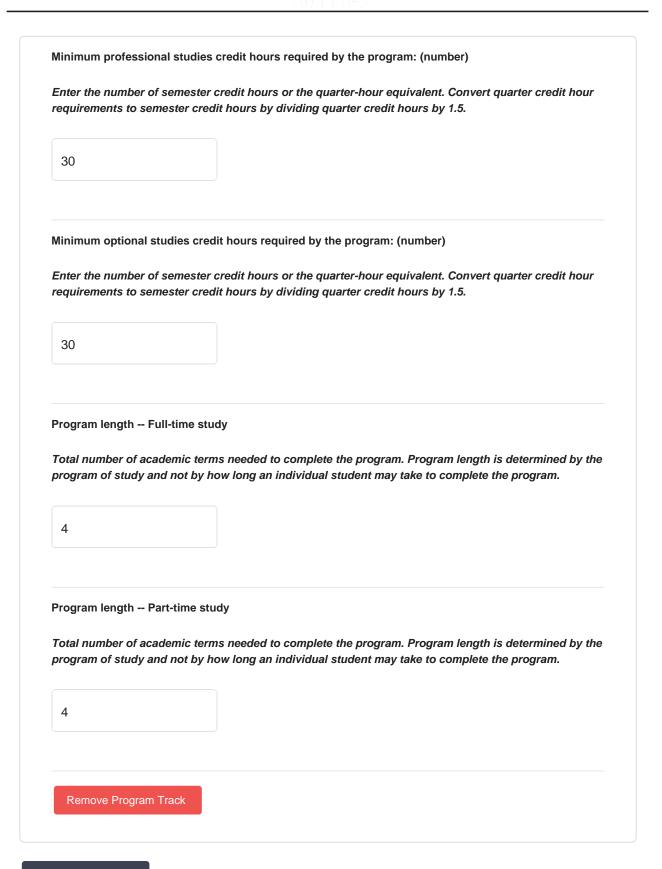
The following question replaces an earlier form of the question. This was done in response to feedback from programs wanting to enter information on program length and credit hours by track. If you have already completed those questions and need to recover the information, please contact us at accreditation@naab.org.

### 2. Program length and required credit hour distribution





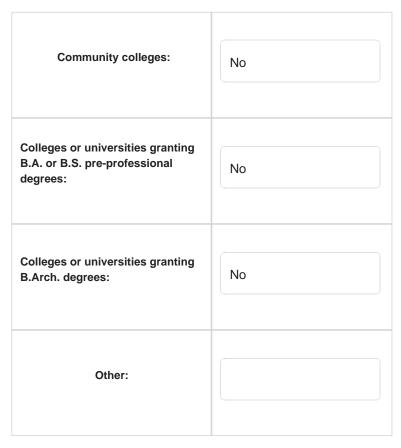




### Add Program Track

#### 3. Articulation agreements:

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



# 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:	4.17%
Pre-professional bachelor's degree in architecture:	79.16%

Bachelor's degree in a field other than architecture:	4.17%
Bachelor of Architecture (B.Arch.) for M.Arch. or D.Arch. programs:	12.5%
Master's degree in a field other than architecture for M.Arch. or D.Arch. programs:	4.17%
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

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

33

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

Full-time faculty: 52 %



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

Doctor of Architecture (D.Arch.)	0
Master of Architecture (M.Arch.)	17
Bachelor of Architecture (B.Arch.)	5
Ph.D./Doctorate in architecture	5
M.S. or M.A. in architecture	2
B.S./B.A. in a pre-professional degree in architecture	1
Doctoral degree in another field	2

Master's degree in another field	1
Baccalaureate degree in another field	0
Other degree type	0

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

(			
41			

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.)	15
Bachelor of Architecture (B.Arch.)	5
Ph.D./Doctorate in architecture	1

M.S./M.A. in architecture	2	
B.S./B.A. in a pre-professional degree in architecture	0	
Doctoral degree in another field	0	
Master's degree in another field	3	
Baccalaureate degree in another field	0	
Other degree	0	
6. Faculty to student ratio in pro	ofessional studies courses:	
	ore of a professional degree prog	equired of all students in the NAAB- gram that leads to licensure. Knowledge adent Criteria.
1:25		

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Average faculty to student ratio across all professional study courses.

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



1:12

#### **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			
Asian			
Black or African American		3	

Hispanic or Latino	4	12	
Native Hawaiian or Other Pacific Islander			
White	9	18	
Two or More Races		1	
Nonresident Alien	8	11	
Race/Ethnicity Unknown		1	
Total Students	23	46	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
American Indian or Alaska Native			
Asian			
Black or African American	1		
Hispanic or Latino	13	4	
Native Hawaiian or Other Pacific Islander			
White	12	3	
Two or More Races			
Nonresident Alien	1		

Race/Ethnicity Unknown			
Total Faculty	27	7	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.	41
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	35
Total retention rate in program (B-A):	85.4 %

### 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	23	20	20
2015- 2016	24	18	19
2016- 2017	26	17	19
2017- 2018	25	22	24
2018- 2019	12	8	8
2019- 2020	28	24	28
2020- 2021	29	17	

021- 022	29		
Job pl	acement 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	15	8	7
2020- 2021	22	8	7
2021- 2022	19	7	7

# SECTION 7: MAINTENANCE OF ACCREDITATION CRITERIA

Graduate Student Survey

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:

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A two-year curriculum planning process concluded in Spring 2023 with the formal approval by the School Council of curricular modifications to both tracks of the M.Arch. Partly in response to the new NAAB framework, the adjustments aimed for greater flexibility given to students in shaping their course of study, a more even distribution of technical knowledge across the curriculum, and a greater emphasis on diversity and non-western traditions. They consist in the following:

#### M.Arch I (3-Year)

- "Reduce required credits to complete M.Arch I program from 105 to 102 credits
- " Adopt option process for Integrated Design Studio
- " Allow students to take an additional Vertical Studio in lieu of Thesis
- " Add 1-credit course in Urban Representation + Sketching during Summer (Rome) " Add a required 3-credit course in Parametric Design + Computation
- " Rework content from three current Structures courses, combining them into two 3-credit courses " Convert to a restricted elective in Technology & Systems
- "Rename Summer (Rome) H/T course to Analysis and History of Urban Form
- " Move History of Architecture I to Semester 2 (Spring)
- " Add a required course in Diverse Histories of Architecture 20C + Beyond
- " Move Management of Professional Practice to Semester 5, to align with Integrated Studio and ARC 663 " Remove 3-credit Practice Elective
- " Add a 1-credit module on Professional Portfolio to Semester 1
- " Add a 1-credit module on Profiles in Practice to Semester 2
- " Option for students to do thesis, research studio or another UL studio as their final thesis project

#### M.Arch I AP (2-Year)

- " Adopt option process for Integrated Design Studio
- " Allow students to take an additional Vertical Studio in lieu of Thesis
- " Merge incoming AP students with second year M.Arch I students in first studio (ARC 607)
- " Move Management of Professional Practice to Semester 5, to align with Integrated Studio and ARC 663 " Add two Technology + Systems requirements: ARC 663 + one elective.
- " Option for students to do thesis, research studio or another UL studio as their final thesis project

### **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.

<b>()</b>	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 i	n 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

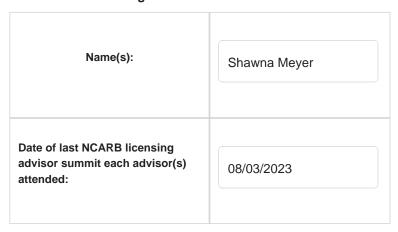
# in setting curricular agendas and initiatives:

The New NAAB framework prompted new assessment procedures including the following:

- -a mandatory Qualtrics survey by students to assess each course.
- -mandatory end-of-term self-assessment sessions for core instructors to collectively review and assess core studios and courses
- -new standardized metrics and rubrics to serve in all self-assessment efforts

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



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.

#### 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.

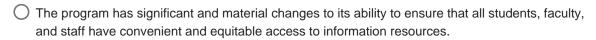
0	The program has significant and material changes to the program's institutional support and
	financial resources that would impact the program's ability to support student learning and
	achievement during the next term of accreditation.

• 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 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.

# H: Public Information

Statement on NAAB-accredited degrees -- All institutions offering a NAAB-accredited degree Link: program or any candidacy program must include the exact language found in the NAAB https://www.arc.miami.ed conditions for accreditation, 2020 edition, appendix 2, in catalogs and promotional media, including the program s website. Conditions for Accreditation, 2020 edition: https://www.arc.miami.ed **Conditions for Accreditation in** effect at the time of the last visit (2014 or 2020, depending on the date of the last visit): NAAB-accredited programs are 2020 required to ensure that the following information is posted online and is easily available to the public. Provide a link to the Procedures for Accreditation, webpage where each item is 2020 edition: posted. https://www.arc.miami.ed Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit): 2020 Access to career development information -- The program must Link: demonstrate that students and graduates have access to career development and placement https://career.arc.miami.e services that help them develop, evaluate, and implement career, education, and employment plans.

WAYAB

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

https://www.arc.miami.ed

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

https://www.arc.miami.ed

The most recent decision letter from NAAB:

https://www.arc.miami.ed

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

https://www.arc.miami.ed

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://www.arc.miami.ed

The program s optional response to the Visiting Team Report:

5-yr-ipr-program-template

Plan to Correct (if applicable):

NCARB pass rates:

https://www.arc.miami.ed

Application forms and instructions:

https://www.arc.miami.ed

Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing:

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:

https://www.arc.miami.ed

Forms and a description of the process for evaluating the content of a non-accredited degrees:

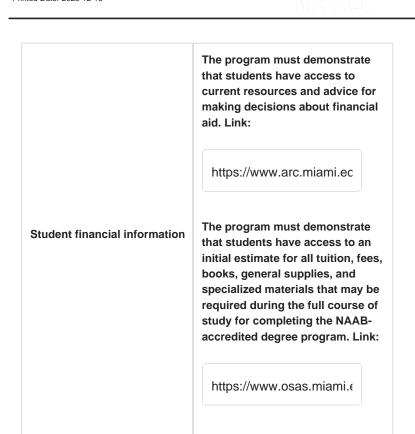
https://www.arc.miami.ed

Requirements and forms for applying for financial aid and scholarships:

https://www.arc.miami.ed

Explanation of how student diversity goals affect admission procedures:

https://www.admissions.r



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.

Туре	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	Does not apply no change ▼	
program (e.g., shifting from a single-institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).		
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	Does not apply no change	
undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).		

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	Does not apply no change ▼	
in architecture or another discipline) for admission to a D. Arch.		
The addition of new tracks		
to existing accredited programs.	Does not apply no change ▼	
Consolidating		
or merging an institution		
offering an accredited degree with	Does not apply no change ▼	
another institution.		
Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an		
institution consolidating	Does not apply no change ▼	
the professional program at an additional teaching site or from multiple sites to a single location).		

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	•	