

University of Miami
Interim Progress Report for Year Five

Instructions and Template

November 30, 2022

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4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the previous Interim Progress Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the previous Interim Progress Report. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Evidence of student work is required for SPCs 'not met' in the most recent VTR.
 - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one but not more than three calendar years. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.
3. The annual statistical report (See Section 9 of the 2015 Procedures)) is still required in either case.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by

¹ The team chair will not have participated in the visiting team during the year in which the original decision on a term of accreditation was made.

January 15, the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF 2017 NAAB VISIT

CONDITIONS NOT MET

2017 VTR
none

STUDENT PERFORMANCE CRITERIA NOT MET

2017 VTR
B.3 Codes and Regulations
B.4 Technical Documentation
B.10 Financial Considerations*
D.2 Project Management
D.3 Business Practices

*Requires IPR update per February 2020 Decision Letter.

3. TEMPLATE

Interim Progress Report
University of Miami
School of Architecture
Bachelor of Architecture (171 credits)

Master of Architecture
Track I (preprofessional degree + 60 graduate credit hours)
Track II (undergraduate degree + 105 graduate credit hours)
Year of the previous visit: 2017

Please update contact information as necessary since the last APR was submitted.

Chief administrator(s) for the academic unit in which the program is located:

Name: Jaime Correa and/or Joel Lamere
Title: Undergraduate/Graduate Program Directors
Email Address: jcorrea@miami.edu | jlamere@miami.edu
Physical Address: 1223 Dickinson Avenue, Coral Gables, Florida 33146

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Rodolphe el-Khoury
Title: Dean
Email Address: relkhoury@miami.edu
Physical Address: 1223 Dickinson Avenue, Coral Gables, Florida 33146

Text from the VTR and IPR Year Two review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

B.10 Financial Considerations

2017 Visiting Team Assessment: In the B. Arch program, this criterion is Not Met. No evidence was found in student work regarding project financing methods and feasibility, operational costs for constructed projects, or construction scheduling. In the M. Arch program, this criterion is Not Met. Evidence of student achievement at the prescribed level was not found in student work prepared for ARC 652 Management of Professional Practice. For both programs, additional material was asked for on the first, second, and third days of the visit. The additional material provided did not demonstrate that the criterion was met in either program.

University of Miami, 2019 Response: Lectures have been added to the B. Arch required course, ARC 452, to broaden coverage of topics related to Financial Concerns. These now include more information related to project financing and feasibility and project operational costs. Similarly, detailed discussions related to construction scheduling and the Architect's responsibilities for monitoring progress against a project's schedule has been provided within lectures on Project Management skills. All the above are focused on providing students with a general understanding of these issues and how they affect projects and client services. Evidence of such understanding has been developed through additional exam questions focused on demonstrating student understanding of these concepts.

In the M.Arch. program sequence, ARC 652 is now modeled identically to ARC 452 and taught by the same instructor. The class similarly includes broadened coverage of topics related to Financial Concerns, more information related to project financing and feasibility and project operational costs, and detailed discussions related to construction scheduling and the Architect's responsibilities for monitoring progress against a project's schedule.

University of Miami, 2022 Response:

To satisfy the unmet requirements of the Student Performance Criterion known as "*B.10: Financial Considerations*", the School of Architecture has introduced several innovative course modifications which raised the pedagogical expectations, level of understanding, and performance standards of the MANAGEMENT OF PROFESSIONAL PRACTICE courses (ARC 652 and ARC 452). The following paragraphs summarize the scope of the modifications produced through a robust collaborative effort among the faculty, the Directors of the Graduate and Undergraduate Programs, and a network of professional experts:

- A. Using state-of-the art collaboration platforms, a variety of local and nationally renowned professional practitioners now contribute to the content of the course. The so-called "*Conversation Sessions*" include in-depth presentations of innovative contractual procedures, financing methods, discussions on project feasibility, calculation of project operational costs under past, current, and future financial conditions, project management, the visualization of construction schedules, and discussions on the state of contemporary practice and its potential to

modify the focus of our professional goals and change the built environment towards a more resilient future. The participants included: Laura Poncelet, Hitomi Maneo, Andrew Schinder, Ernest Bellamy, Steven Granson, Andrew Georgiadis, etc.

See: ARC 452 652_MANAGEMENT OF PROFESSIONAL PRACTICE_class syllabus and schedule of work.PDF.

- B. A sequence of “*Class Assignments*” provides a direct application of the concepts introduced during the “*Conversation Sessions*”. These assignments, designed by either the class instructor or invited guests, shed greater light on class topics, including mock contracts for professional design services, development of basic financial proformas, calculation of construction and operational costs, scheduling exercises, and one-on-one firm interviews with specific questions regarding all the subjects above.

See: PDF Files containing the key words “Financing Operational Cost Exercise”, “Mock Contract”, and “Scheduling”.

- C. A series of “*Reading Summaries*” are now required from both the graduate and undergraduate students. These reading assignments include articles on: the history of the architectural profession, contractual agreements, contractor’s services, contract administration, insurance and bonds, financing, institutional lending, construction loans, permanent financing, design/build finance process, pro-formas and cash-flow, debt cash-flows, creative financing, project management and work schedules, budget scheduling, GANTT Charts, CPM Scheduling charts, and many more. These required readings and summaries provide the students with appropriate literature to supplement and support class instructions and visiting guest’s lectures.

See: PDF Files containing the key words “Reading Summaries” and “Reading Summaries Compilation”. For clarification, the text and content of the required readings (1-6) are included in PDF format.

NEW CONTENT DEVELOPMENT:

In compliance with the unmet requirements of the NAAB Student Performance Criterion known as “*B.10: Financial Considerations*”, the following paragraphs describe the evidential documents regarding the theoretical and practical coverage of professional financing methods and project feasibility, calculation of operational costs, and the visualization of construction schedules; the evidence here attached contains the following:

1. PROFESSIONAL FINANCING METHODS, PROJECT FEASIBILITY, CALCULATION OF OPERATIONAL COSTS (THEORY)

Alex Morcate’s lecture titled: “*Introduction to financing real estate development*” focuses on financing methods, project feasibility, and the calculation of project operational costs and financial conditions. Alex Morcate, a nationally recognized expert in Real Estate Financing, covers project cost categories, including construction management issues (rough orders of magnitude and critical path schedules), cost analysis (purchase and contract negotiations, entitlements, permitting, leasing negotiations, loan approvals, etc.), definitions of soft and hard costs, and descriptions of financing costs (loan closings, lender origination fees, legal fees, interest reserves, and total financing costs). The lecture introduces the basics of financing in the form of sources

and use tables (How will it be paid for?), loan to value ratios, debt service, and debt service coverage.

Alex Morcate's lecture also covers "Construction Draw Schedules" and "Investment Decision Making" and the consequences for a timely completion of any construction project. If required by the NAAB, the content of this valuable lecture can also be accessed via YouTube (video and/or video links may be provided upon request). Supplemental readings and reading assignments contribute to a greater understanding of the realities of feasibility decisions, project financing, construction loans, and project management.

See: ARC452 652_MANAGEMENT OF PROFESSIONAL PRACTICE_financing real estate development.PDF

2. **PROFESSIONAL FINANCING METHODS, PROJECT FEASIBILITY, CALCULATION OF OPERATIONAL COSTS (APPLICATION)**

A class assignment, called "*Disney's Tower of Terror*" was given to students at the end of Professor Morcate's lecture. This exercise, requiring discussions among team members, asked three questions regarding equity (cash required), income (earning capacity), and decision-making (should we do it or not?). Each group, of at least one graduate and two undergraduate students, developed one potential answer to the Tower of Terror problem.

See: PDF Files containing the key words "Financing Operational Cost Exercise"

3. **CONSTRUCTION SCHEDULES (THEORY)**

Two course lectures provide the basic theoretical background surrounding issues of construction scheduling. The first, a lecture by guest speaker Victor Satana called "Economics and Scheduling" is an introduction to construction valuation and construction scheduling – including examples of Critical Method Paths (CMP) and GANTT Charts. This lecture presents a rational sequence on how to create a project timeline (step-by-step method) and its translation to professional scheduling methods; the content of this lecture can also be accessed via YouTube (video and/or video links may be provided upon request). The second, by the class faculty ("Construction and Evaluation: after the drawings"), reinforces the information presented by Mr. Santana and lists the paradigmatic list of construction tasks required to accomplish a correct timeline.

See: ARC452 652_MANAGEMENT OF PROFESSIONAL PRACTICE_Construction and Evaluation.PDF and ARC452 652_MANAGEMENT OF PROFESSIONAL PRACTICE_Economics and Scheduling_Victor Santana

4. **CONSTRUCTION SCHEDULES (APPLICATION)**

A seven question-and-answer quiz validates the information presented in the two classes above.

See: PDF Files containing the key words "Scheduling Timeline Quiz"

5. **CONTRACT DOCUMENTS (THEORY)**

The appendix also includes a lecture on "*Contract Documents and Design Phases*" with particular questions referencing pricing considerations affecting the finances of projects, and a copy of a lecture on "*Project Planning and Design: building and zoning codes*" mentioning the various phases in the entitlement process and scheduling of any project.

See: ARC452 652_MANAGEMENT OF PROFESSIONAL PRACTICE_Contract Documents.PDF and

6. **CONTRACT DOCUMENTS (APPLICATION)**

Student teams, of no less than one graduate student and two undergraduate students, develop mock contracts for design services under a fictitious company name.

See: PDF Files containing the key words “Mock Contract”

II. **Changes or Planned Changes in the Program**

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of Miami, 2022 Response: [Click here to enter text.](#)

Since the 2019 Interim Report, the University of Miami School of Architecture (U-SoA) has made a few changes along several fronts in an effort to improve the quality of our professional educational programs. Though the pandemic was a challenge to some of the prior planning, U-SoA has managed to accomplish much of what it set out to do since the last NAAB visit and has pivoted to new priorities in the face of this changing context.

Administrative and Faculty Changes:

Two new Directors have been appointed to coordinate the professional programs: Jaime Correa directs the B.Arch, and Joel Lamere directs the M.Arch programs (See short resumes here attached). One faculty member hired as a result of the 2018 search has been promoted to Associate Professor with Tenure; the contracts of the other three have been renewed after successful mid-point reviews. They will be assessed for promotion and tenure in the coming years. Five full-time lecturers and an additional Professor of Practice were added, bringing the total number of full-time faculty to 35. Three Search Committees were formed to appoint, by fall 2023, 2 to 3 tenured/tenure-track faculty and three additional T/TT joint positions in partnership with the College of Arts and Sciences and the College of Engineering. A Diversity, Equity, and Inclusion-focused Teaching Fellowship whose creation was recommended by the DEI Committee launches in Spring 2023 with Amina Blacksher as the inaugural Fellow.

Enrollment:

Following the reported enrollment increase in 2019 to pre-2008 levels, with the B.Arch program growing from 56 to 106 incoming students, and the M.Arch from 12 to 29, enrollment continued to grow in the B.Arch. until 2022, when it was re-calibrated with higher admission standards to the desired size (selectivity in admission went from 37% in 2021 to 22% in 2022). The target enrollment for the B.Arch, which was achieved in Fall 2022, is set at 96 students. The M.Arch. still has a capacity for growth with 29 students currently enrolled. U-SoA remains committed to the boutique-like personalized attention to students that made its reputation. Starting in the Spring of 2023, the student-to-faculty ratio will be capped at 10:1 for upper-level studios, and 12:1 for core studios in order to reaffirm this commitment.

Physical Resources:

Spending freezes prompted by the pandemic have suspended U-SoA's plans for a new building, the Center for Resilient Building Technology and Construction, mentioned in the 2019 Interim

Report. Though there is hope that the project will be revived soon, U-SoA has been tireless in upgrading its other resources and facilities in the meantime.

A large-scale Kuka robotic arm has been installed in the recently opened Murphy Studio Building, complete with a 250sf work cell and multiple end effectors for a variety of fabrication tasks. The FabLab and Model Shops have been completely revamped under the supervision of a newly-formed Digital Fabrication and Technology Committee. These facilities have upgraded a majority of their conventional hand and power tools, added substantial 3d-printing capacity, improved access to digital fabrication equipment, and expanded the set of loanable tools to include scanners, drones, and other high-tech gear. And most recently U-SoA has, through a partnership with manufacturer COBOD, secured a full-scale concrete 3d printer, to be installed on campus in the Spring of 2023.

Four new labs have opened since 2019: Littoral Urbanism Lab (LU_Lab), Future Objects, Community Housing and Infrastructure Lab (CHI-L), and Concreto Research Unit. They join existing facilities, RAD-Lab and the Center for Urban + Community Design (CUCD), as resources students can engage through project-based funded research.

A substantial renovation to one of the historically registered campus buildings, known as the Pentland building, will result in additional studio spaces for 45 students, as well as new pin-up and collaborative spaces. These spaces did not previously belong to U-SoA, and the important addition of an elevator adds critical accessible studio space on the 3rd floor. This renovation transforms the historic building, including considerable upgrades in systems, finishes and operable fenestration. The new Pentland space is scheduled to receive its Certificate of Occupancy on the first week of December.

Opportunities for Collaboration:

U-SoA consistently attracts Industry partners for studio sponsorship and research support, two of which were mentioned above. U-SoA faculty have also been active in interdisciplinary research teams funded by University of Miami's U-LINK seed-funding initiative.

U-SoA faculty are also collaborating beyond the walls of University of Miami, by establishing regional relationships with peer institutions. One example is Florida International University's RDF Lab, with whom U-SoA recently applied to co-host the ROBJArch conference. Other such opportunities include initiatives led by U-SoA's LU_Lab, which has partnered with the University of Florida's School of Forestry, Fisheries and GeoMatic Sciences, Mississippi State University's Forest and Wildlife Research Center and Clemson University's Wood Utilization + Design Institute, for collaborations funded by the U.S. Forest Service and other granting entities.

Recently, U-SoA's Dean Rodolphe El-Khoury led the establishment and is Interim Co-Director of the University of Miami Climate Resilience Academy. This interdisciplinary hub promises to promote collaboration across fields to tackle problem-based research, and has already prompted the search (mentioned above) for two joint appointments with the College of Engineering.

Educational Approach + Philosophy:

The two new Program Directors bring well-established teaching careers and research focuses to bear on the structure and curricula of their respective professional programs. Both programs remain aligned with the School's mission to prepare students for professional leadership, and its commitment to becoming a hemispheric leader in addressing the challenges that face urban environments. The B.Arch program, under the leadership of Jaime Correa, adds an emphasis on the importance of architecture in the production of resilient cities. The M.Arch program, under the leadership of Joel Lamere, orients itself also toward the future of the profession, its changing technologies, and its urgent responsibilities.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

University of Miami, 2022 Response:

The *2020 NAAB Conditions for Accreditation* compliments U-SoA's ongoing initiatives, and serves to reinforce U-SoA's efforts to improve the educational outcomes of all its professional students. The 2020 Conditions emphasis on self-assessment, its clear expression of the shared values of our discipline, and the revised Program and Student Criteria are all instrumental in how U-SoA will approach the coming decade of curricular and cultural changes. The next NAAB visit is an important milestone for U-SoA within this larger vision.

Self-Assessment:

The *2020 Conditions* emphasize assessment and self-assessment as key components to a healthy program. U-SoA is embracing several assessment tools in anticipation of this new focus. For instance, the B.Arch program is testing a Qualtrics Survey in the first semester studio, with questions related to both course content and delivery, as a potential pilot program for use more broadly throughout both professional programs. U-SoA also recently hosted a visiting committee, the *Architecture Review Committee*, consisting of prominent figures from both peer and aspirational institutions across the U.S. Their final report is ready and may be provided to the NAAB upon request.

Additionally, U-SoA is moving toward curricular changes in the undergraduate and graduate programs which are the result of a year-long series of discussions in the Curriculum Committee – a faculty group which evaluated the current curriculum and proposed new ways of teaching (in both structure and content). This effort highlights the School's ability to self-reflect, evaluate, and then implement change; among some of the most important curricular changes is the idea of spreading more evenly some of the performance criteria now packed in the so-called "Integrated Studio".

Finally, both the B.Arch and M.Arch programs are embracing the use of student portfolios as an important tool for student assessment, and for program self-assessment. U-SoA has dedicated a faculty member to implement and coordinate portfolio production at all levels, for both studio and seminar courses. The M.Arch program, in keeping with this intention, is currently proposing a required Professional Portfolio course as a first-year requirement for incoming students. In formalizing the requirement for students to produce portfolios for their courses, U-SoA will have a valuable mechanism for assessing student performance.

Shared Values of the Discipline and Profession:

The clear statement of our disciplinary and professional values, and insistence that each program enacts those values through both pedagogy and culture, resonates strongly with U-SoA's efforts to continually evolve. Each of the six highlighted values are deeply embedded in U-SoA's curriculum. But, as expected in our current context, U-SoA is particularly eager to improve its commitments to *Diversity, Equity and Inclusion (DEI)*. To this end, U-SoA has formed a DEI Committee, constituted of full- and part-time faculty, staff and students. This committee has license to probe, both broadly and narrowly, the curriculum, faculty, culture and administration of all U-SoA programs. Among the recommendations offered by this committee, several have already been funded and enacted, and many others remain U-SoA priorities.

In parallel to other self-assessment efforts, the committee has recommended an audit of course syllabi to assess the narrowness of included precedents. U-SoA will conduct this audit, and provide resources to help faculty identify more diverse architects and architectures for inclusion in the architectural canon. Other steps are already well underway, including the recruitment of a DEI Teaching Fellow who will join U-SoA in the Spring of 2023.

Program + Student Criteria:

In adapting to the *2020 Conditions*, U-SoA is cognizant of the importance of meeting all *Program and Student Criteria*. The professional programs are particularly attendant to those criteria that resemble *past deficiencies* identified by NAAB assessment, and those that represent *emerging concerns*.

A *past deficiency* identified in the 2019 NAAB 2-Year Interim Report tracks with the description for *SC.2 Professional Practice*. In responding to the prior deficiency, Dean Rodolphe el-Khoury charged Professor Steven Fett with the coordination of the Professional Practice stream. Professor Fett, working in conjunction with the new Directors of the Graduate and the Undergraduate programs, had ample latitude to modify the content and deliverance methodology of the “*Management of Professional Practice*” courses (ARC 652 and ARC 452). This collaboration produced several pedagogical innovations that address the ever-evolving conditions and issues embedded in contemporary professional practice.

Specific examples of *emerging concerns* include *PC.1 Career Paths*, which U-SoA is addressing by foregrounding diverse practices in its major public lecture series (Tecnoglass). Both B.Arch and M.Arch students are required to attend these lectures. The M.Arch program is also proposing a new required course *Profiles in Practice* that focuses on alternative paths into and through the profession. Similarly, *PC.4 History + Theory* specifically cites the need to address the diverse forces at play in framing architectural history. Meeting this criterium will require a continuous re-assessment of the curriculum, and the adjustment or addition of required courses, such as the proposed *Diverse Histories of Architecture*. U-SoA has also dedicated significant resources to technological and research infrastructure at the school (as outlined in the *Physical Resources* section above). These new resources will be coupled with curricular changes and together they will serve in meeting the standards outlined in *PC.5 Research and Innovation*.

- IV. Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC ‘not met’ in the most recent VTR.)

University of Miami, 2022 Response:

See digital files/documents here attached

4. Requirements for the Use of Digital Content in Interim Progress Reports

File type

Files must be accessible on multiple operating systems and should not be in an editable form. All static documents, including text and images, must be presented as PDFs. If student work was presented in a video format, videos must be a file type that can be viewed on any machine and operating system.

File size

Individual PDF file size shall be limited to 5MB, per the 2015 *Procedures for Accreditation*. In limiting file size, programs should consider this simple concept: **speed of access is just as important as image quality**. Files and their embedded images should not be slow to load, and downsizing files and images should not be at the detriment of legibility.

Best practices for file size

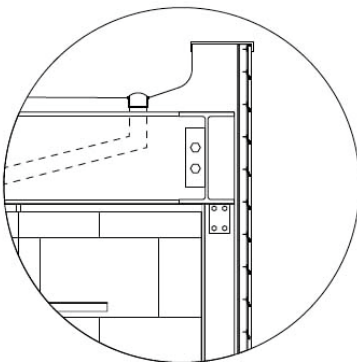
- Photoshop files should be flattened.
- Vector line files should not be rasterized for legibility sake.

Legibility

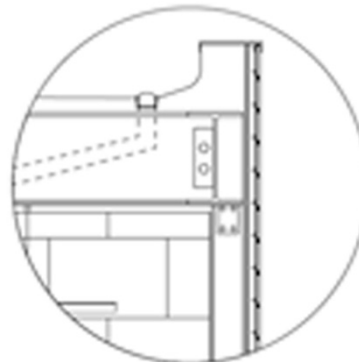
Image legibility and file size go hand in hand. As evidence for accreditation, it is imperative that all images, and enlarged detail images, are legible. Original file format plays a part in this. If an original file is formatted for 8 ½" x 11" paper, a reviewer won't need to zoom in and out as frequently as an original file formatted for 34" x 44". Viewing hardware is also important, as the same file on a small laptop screen will need to be zoomed in and out more often than if it is viewed on two large desktop monitors.

Best practices for legibility

- Can you see the parts and pieces of an image when its blown up on the screen?
- Are large drawings legible if zoomed to see the individual parts?



Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'



Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'

Figure 1. Examples of legible and illegible JPEG details

Organizing Digital Content

1. A "base folder" titled "Student Work" will contain all evidence in support of the Student Performance Criteria required for the IPR (figure 2).
2. The base folder will contain one folder for each SPC, labeled "# - Name" (e.g., C.3 – Integrated Design)
3. Individual SPC folders will have three files inside, labeled as follows:
 - a. 1_Course Number_Course Title.pdf

- b. 2_Course Number_Course Title.pdf
 - c. 3_Course Number_Course Title.pdf
4. Each individual PDF should be organized with bookmarks and a table of contents. All evidence required to demonstrate an example of the SPC shall be combined into a single PDF.

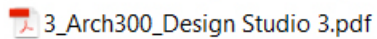
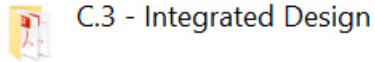
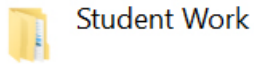


Figure 2. Digital folder structure for an accreditation visit

The program must provide all student work to the NAAB by zipping the base folder and submitting it through the NAAB's Annual Report System, along with all other required IPR documentation.