Resources for 2013 NAAB Visits

Carnegie Mellon University Team Room
February 2012
Photo courtesy of the university

National Architectural Accrediting Board
10/23/2012
This binder is intended to provide individuals who may be on teams for 2012 visits with an initial set of resources for preparing for the visit.

Included are the following:

- *The NAAB 2009 Conditions for Accreditation* (approved July 11, 2009)
- The slides used in your training session can be downloaded from [www.naab.org](http://www.naab.org).

We welcome your suggestions for improving these resources or adding to them in advance of the 2013 visit cycle.

Further, you can like us on [Facebook](https://www.facebook.com) or follow us on [Twitter](https://twitter.com) for updates and the latest news. Finally, we encourage you to read the NAAB Newsletter each quarter (October, January, April, and July). Please send an email to [forum@naab.org](mailto:forum@naab.org) to be added to the distribution list.

We invite your feedback and input as the NAAB seeks to advise and prepare members of visiting teams to use and respond to *The 2009 Conditions for Accreditation*.

If you have questions please feel free to contact the NAAB staff at 202.783.2007 or by email at [forum@naab.org](mailto:forum@naab.org).
2009 Conditions for Accreditation

The National Architectural Accrediting Board, Inc.

Approved July 10, 2009
Effective April 1, 2010 for all accreditation actions or visits scheduled to take place after January 1, 2011. This includes all visits for continuing accreditation, initial or continued candidacy, initial accreditation, focused evaluations, nomenclature change requests, and requests for extension of term.
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INTRODUCTION

Mission
The mission of the National Architectural Accrediting Board, Inc. (NAAB) is leadership in, and the establishment of, educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

The NAAB is the only agency in the United States that accredits professional degree programs in architecture. Because most U.S. registration boards require a candidate for licensure to have earned a NAAB-accredited degree, obtaining such a degree is an essential first step to practice architecture.

Accreditation
Accreditation is a voluntary, quality assurance process by which services and operations are evaluated by a third party against a set of standards established by the third-party with input and collaboration from peers within the field. In the U.S., accreditation of postsecondary institutions originated almost a century ago. It is sought by colleges and universities and is conferred by non-governmental bodies. Today, voluntary accreditation is distinguished by five components, which also guide the NAAB’s policies and procedures:

- It is provided through private agencies;
- It requires a significant degree of self-evaluation by the institution or program, the results of which are summarized in a report to the agency;
- A team conducts a visit;
- Recommendations or judgments about accreditation are made by expert and trained peers; and
- Institutions have the opportunity to respond to most steps in the process\(^1\).

The U.S. model for accreditation is based on the values of independent decision-making by institutions, the ability of institutions to develop and deliver postsecondary education within the context of their mission and history, the core tenets of academic freedom, and the respect for diversity of thought, pedagogy, and methodology. These principles and practices have remained relatively stable over the past 60 years.

In the mid-1960s, the U.S. Congress first passed the Higher Education Act (HEA). This was a comprehensive bill that authorized federal activities in support of postsecondary education and it included important provisions for student financial aid and accreditation. The HEA has subsequently been reauthorized a number of times. The latest reauthorization was in 2008, when the U.S. Congress passed, and President George W. Bush signed, the Higher Education Opportunity Act. During the 2008 reauthorization, accrediting organizations were harshly criticized for not holding institutions accountable for student achievement. This critique was leveled, largely, at the regional accrediting agencies, and attempts were made to include provisions in the bill that could have regulated accreditation activities. These efforts were not successful. Non-governmental agencies retained their autonomy for accreditation in the U.S. Nevertheless, Members of

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Congress and the public continue to have high expectations for accreditation to serve as a key mechanism for ensuring institutional accountability for quality and student success.
NAAB ACCREDITATION DOCUMENTS

The 2009 NAAB Conditions for Accreditation and the NAAB Procedures for Accreditation outline, respectively, the requirements that an accredited degree program must meet and procedures that they and the visiting teams must follow in order to demonstrate (a) the achievement of minimum standards and (b) a uniform accrediting process. These documents also contain suggestions that programs and teams are encouraged to follow.

This document is a companion to the current edition of the NAAB Procedures for Accreditation. Each should be read in the context of the other.

Throughout the text, the use of “must,” “shall,” or the imperative form sets forth a minimum requirement.

Specific areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Nevertheless, schools must present complete and accurate information to demonstrate compliance with each of the elements in both Parts I and II. The positive aspects of a degree program in one area cannot override deficiencies in another. The Conditions for Accreditation define the minimum standards that professional degree programs in architecture are expected to meet in order to ensure that students are prepared to move to the next steps in their careers including internship and licensure.

NAAB ACCREDITATION

The 2009 Conditions for Accreditation apply to all programs seeking continued accreditation, candidacy, continuation of candidacy, or initial accreditation beginning April 1, 2010. Program administrators and others are advised to review the NAAB Procedures for Accreditation currently in effect for information on terms and types of accreditation as well as the sequence and other procedures that will apply to the type of action requested of the NAAB.

Architecture Program Reports

The Architecture Program Report (APR) serves both as a self-study for the program and as the principal source document for conducting the visit.

1. **Content.** The APR is, largely, a narrative document that is comprehensive and self-analytical. It is expected to succinctly describe how a program meets each of the conditions for accreditation. However, to the extent that photographs, tables, or other types of information support the program’s narrative, they should also be included, but not to the detriment of the narrative.

2. **Format.** Schools must use the prescribed format for the APR. Each part is intended to allow a school to describe how the program’s unique qualities and its students’ achievements satisfy the conditions that all accredited programs must meet. Hard copy APRs are limited to 150 (or 75 double-sided pages) pages for Parts 1-3 excluding the Annual Reports. Programs are further required to use the standard templates and matrices found in the appendices to this document for course descriptions and faculty credentials. Where appropriate, programs are encouraged to provide URLs for catalogs and other promotional materials.
Electronic versions of the APR are to be delivered either in Microsoft Word or Adobe PDF formats and, in addition to the page limit, are also limited to 7 MBs.

Every APR should have a cover page that identifies the institution, academic unit, program administrator (with phone number and email address), chief academic officer, president of the institution, and degree program(s) offered.

a. Part One – Institutional Support and Commitment to Continuous Improvement
   i. 1.1 Identity & Self-Assessment
   ii. 1.2 Resources
   iii. 1.3 Institutional Characteristics
       1. Statistical Reports
       2. Annual Reports
       3. Faculty Credentials
b. Part Two – Educational Outcomes and Curriculum
   i. 2.1 Student Performance Criteria
   ii. 2.2 Curricular Framework
   iii. 2.3 Evaluation of Preparatory/Pre-professional Education
   iv. 2.4 Public Information
c. Part Three – Progress Since the Last Site Visit
   i. 3.1 Summary of Responses to the Team Findings
       1. Responses to Conditions Not Met
       2. Responses to Causes of Concern
   ii. 3.2 Summary of Responses to Changes in the NAAB Conditions

d. Part Four – Supplemental Information
   i. 4.4 Course Descriptions (see Appendix 1 for format)
   ii. 4.5 Faculty Resumes (see Appendix 2 for format)
   iii. 4.6 Visiting Team Report (VTR) from the previous visit
   iv. 4.7 Catalog (or URL for retrieving online catalogs and related materials)

The specific contents of the APR with respect to each element of Part One and Part Two are outlined in this document.

More information regarding the format for the APR and additional content for Parts Three and Four can be found in the section of the NAAB Procedures for Accreditation (editions published in 2010 and later) that applies to the type of accreditation action sought by the institution (i.e., continuing accreditation, candidacy, or initial accreditation).

The NAAB may choose to modify file size, page limits, and the format of APRs in succeeding editions of the Procedures for Accreditation. Please consult the current edition of the Procedures for the most current information before preparing or submitting an APR.

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2 Information from 2008 forward will be provided by the NAAB from its Annual Report Submission System.

3 This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the 2009 Conditions as compared to the Conditions in effect at the time of the last visit.
PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

This commitment shall be multi-faceted and must include a description of the program’s identity, resources, and characteristics, but also clearly and succinctly to place the professional degree program within the context of the mission, history, and culture of the institution and the academic or administrative unit in which it is located.

Programs shall demonstrate that they are integral to the larger academic community through the program’s mission and history of the program and its responses to the NAAB Perspectives, long-range or multi-year planning and self-assessment processes. This is expected to address both the contributions of the institution to the program and of the faculty, staff and students to the institution.

Next, programs shall demonstrate that the human, financial, physical, and information resources available to support the program are appropriate to the program given its mission, history, and its specific context.

Finally, programs must provide information demonstrating performance in certain areas through quantifiable measures.

Within the structure of Part One, institutions must demonstrate a long-term commitment to the maturation, development and evolution of the program. The requirements within Part One are grouped into three sections:

- **IDENTITY & SELF-ASSESSMENT**: The program must be defined and sustained through a robust network of policies, documents, and activities related to history, mission, culture, self-assessment, and future planning.

- **RESOURCES**: The program must have access to the human, physical, financial, and information resources necessary to support student learning in a professional degree program in architecture.

- **PROGRAM AND INSTITUTIONAL CHARACTERISTICS**: The program must provide information not only about itself, but also in comparison to the administrative unit within which the program is located (e.g., school or college) and to the institution as a whole.

The information requested in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents in the team room for review by the visiting team. In the past, these documents were required in Section Four of the APR (Supplemental Information) and included items like the institution’s policy on academic integrity.

Programs shall demonstrate their compliance with all sections through evidence and artifacts that will be reviewed and evaluated by the visiting team, as well as through interviews and observations conducted during the visit.
THE NATION NARCHITECTURAL ACCREDITING BOARD, INC.

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in a contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in a contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program’s benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

The APR must include the following:
- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education
- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.
- A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.
- A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

I.1.2 Learning Culture and Social Equity:
- Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical
ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

The APR must include the following:

- A copy of all policies related to learning culture (including the Studio Culture Policy).  
- Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established. 
- Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness. 
- Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution. 
- Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination. 
- Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism). 
- Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts (see below).

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

B. Architectural Education and Students. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as

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^4 For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

D. Architectural Education and the Profession. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

E. Architectural Education and the Public Good. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

The APR must include the following:
- A narrative description of the program’s response to each of the five perspectives.
- A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.
- A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

The APR must include the following:
- A description of the process by which the program identifies its objectives for continuous improvement.
- A description of the data and information sources used to inform the development of these objectives.
• A description of the role of long-range planning in other programmatic and institutional planning initiatives.
• A description of the role the five perspectives play in long-range planning.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

▪ How the program is progressing towards its mission.
▪ Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
▪ Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
▪ Self-assessment procedures shall include, but are not limited to:
  o Solicitation of faculty, students’, and graduates’ views on the teaching, learning and achievement opportunities provided by the curriculum.
  o Individual course evaluations.
  o Review and assessment of the focus and pedagogy of the program.
  o Institutional self-assessment, as determined by the institution.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

The APR must include the following:

• A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement, its multi-year objectives and how it relates to the five perspectives.
• A description of the results of faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the five perspectives.
• A description, if applicable, of institutional requirements for self-assessment.
• A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).
• Any other pertinent information.
PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- Faculty & Staff:
  - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.
  - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
  - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs.
  - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
  - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

- Students:
  - An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time first-year students as well as transfers within and outside of the university.
  - An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

The APR must include the following:

Faculty/Staff

- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a

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6 A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.
• A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.
• A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.
• A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.
• The school’s policy regarding human resource development opportunities, such as:
  o A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
  o A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  o Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.
• A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
• A list of visiting lecturers and critics brought to the school since the previous site visit.
• A list of public exhibitions brought to the school since the previous site visit.

Students
• A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).
• A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.
• Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.
• Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.
• Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.
• Evidence of support to attend meetings of student organizations and honorary societies.

I.2.2 Administrative Structure & Governance:
• Administrative Structure: An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program’s ability to conform to the conditions for accreditation. Accredited programs are required to

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7 This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.
maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

The APR must include the following:
- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
- A description of the program’s administrative structure.
- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

### I.2.3 Physical Resources

The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

The APR must include the following:
- A general description, together with labeled 8-1/2” x 11” plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

### I.2.4 Financial Resources

An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

The APR must include the following:

- Program budgets:
  - Current fiscal year report(s) showing revenue and expenses from all sources.
  - Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
  - Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.
Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.

Institutional Financial Issues:
- A brief narrative describing:
  - Pending reductions or increases in enrollment and plans for addressing these changes.
  - Pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Any other financial issues the program and/or the institution may be facing.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:
- A description of the institutional context and administrative structure of the library and visual resources.
- An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  - Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  - Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  - Demonstrates sufficient funding to enable continuous collection growth.
  - Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.
PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports
In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since the last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

The information requested above should be presented quantitatively in the APR.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will

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8 In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

The APR must include, in addition to the materials described above:
A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit\(^9\) that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in Appendix 2]

- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

\(^9\) The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.
PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

The program must document its current performance relative to student learning and the curricular framework for learning and student achievement.

- Programs must demonstrate that graduates are learning at the level of achievement defined for each of the Student Performance Criteria (SPC) that will be listed in this Part. Compliance will be evaluated through the review of student work.
- Programs must also demonstrate their compliance with requirements that address the curricular framework for NAAB accredited degrees.
- Programs must document their processes for evaluating students admitted to the professional degree program.

This Part has four sections that address the following:

- **Student Performance.** This section includes the Student Performance Criteria (SPC).

- **Curricular Framework.** This section will address the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to elective study as well as accurate public information concerning the accredited and non-accredited architecture programs. In this section, programs are asked to describe the process by which curriculum is evaluated and how changes or modifications are proposed and implemented.

- **Evaluation of Preparatory/Pre-professional Education.** The NAAB recognizes that students entering an accredited program from a pre-professional program and those entering an accredited program from a non-pre-professional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **Public Information.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, as well as career information for students and parents.
PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment:\(^\text{10}\):

- **Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.

- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students’ learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.

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\(^{10}\) See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. L.W. Anderson & D.R. Krathwohl, Eds. (New York; Longman 2001).
• Communicating graphically in a range of media.
• Recognizing the assessment of evidence.
• Comprehending people, place, and context.
• Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: Ability to read, write, speak and listen effectively.

A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A.10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- A.2. Design Thinking Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.8. Ordering Systems
- A.9. Historical Traditions and Global Culture

- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.8. Environmental Systems
- B.9. Structural Systems
B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B. 8. Environmental Systems: *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

**Realm C: Leadership and Practice:**
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

C. 3. Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and
business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

C. 7. Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

C. 8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C.9. Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

The APR must include:

- A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.
- A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
  - Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
  - The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement.

[NOTE: Elective courses are not to be included on the matrix.]
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

The number of credit hours for each degree is specified below. Every existing accredited program must conform to the following minimum credit hour requirements by January 1, 2015.

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree; or a minimum of 120 undergraduate semester credit hours; or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours; or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.

- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

- **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent, in academic coursework in general studies, professional studies and electives.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content.
2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.

- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

Table 1
Minimum Credit Distribution

<table>
<thead>
<tr>
<th>General (non-architecture) Studies</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 Semester-Credit-Hour Minimum*</td>
<td>Courses with architectural content required of all students</td>
</tr>
<tr>
<td>• Required courses with other than architectural content</td>
<td>• Elective courses with architectural content</td>
</tr>
<tr>
<td>• Elective courses with other than architectural content</td>
<td>• Elective courses with architectural content</td>
</tr>
</tbody>
</table>

*Or the quarter-hour equivalent

The APR must include the following:

- **Title(s) of the degree(s)** offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.

- An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

- Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.

- A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.

- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

- A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.

**II.2.3 Curriculum Review and Development**
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline
and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student’s progress through the accredited degree program. This assessment should be documented in a student’s admission and advising files.

The APR must include the following:

- A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record (See also I.2.1).

- If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional’s Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs
In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

II.4.5 ARE Pass Rates
Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for
higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents or resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.
LIST OF APPENDICES
Appendix 1  Format for Course Descriptions for APRs
Appendix 2  Format for Faculty Resumes for APRs
Appendix 3  List of documents to be available in the team room (Part One: Section 2)
Appendix 4  Matrix for SPC (Part Two: Section 1)
Appendix 5  Required Texts for Catalogs and Promotional Material
Appendix 6  Background and History of the National Architectural Accrediting Board
Appendix 7  Background to the 2008 NAAB Accreditation Review Process and the Development of the 2009 Conditions for Accreditation
Appendix 1 – Format for Course Descriptions for APRs

Number & Title of Course (total credits awarded): ARC 101, Principles of Design, 3 credits.

Course Description (limit 25 words): Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Course Goals & Objectives (list):
- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation skills to be used throughout their academic careers.

Student Performance Criterion/a addressed (list number and title):
A.1. Communication Skills
A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Thomas Jefferson (adjunct)
Mary Louise Bethune (F/T)
Norma Sklarek (F/T)

[limit 1 page per course]
Appendix 2 – Format for Faculty Resumes for APRs
Name: Thomas Jefferson, FAIA

Courses Taught (Two academic years prior to current visit):
ARC 101 Principles of Design
ARC 102 Principles of Practice
ARC 210 History of Architecture – Western Hemisphere
ARC 211 History of Architecture – Eastern Hemisphere
ARC 433 Design Studio III – Historic Structures
ARC 434 Design Studio IV – Affordable Housing

Educational Credentials:
B.Arch., Tulane University, 1988
M.S. E.D., University of New Mexico, 1992

Teaching Experience:
Assistant Professor, Arizona State University, 1993-1998
Associate Professor, University of Illinois, Chicago, 1998-2005
Professor, University of Illinois, Chicago, 2006-present

Professional Experience:
Project Architect, Gensler Chicago 1992-present

Licenses/Registration:
Arizona
Illinois

Selected Publications and Recent Research:
Effect of Newton’s Third Law of Thermodynamics on Straw, Twigs, and Brick: A study of three clients (John Wiley, 2008)

Professional Memberships:
The American Institute of Architects

[limit one page per faculty member]
Appendix 2 – Matrix for Faculty Credentials\textsuperscript{11}

**Term/Semester (e.g., Fall 2009)**

<table>
<thead>
<tr>
<th>Faculty member (alpha order)</th>
<th>Summary of expertise, recent research, or experience (limit 25 words)</th>
<th>ARC 101</th>
<th>ARC 202</th>
<th>ARC 210</th>
<th>ACR 211</th>
<th>ARC 301</th>
<th>ARC 400</th>
<th>ARC 433</th>
<th>ARC 434</th>
<th>ARC 509</th>
</tr>
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<tbody>
<tr>
<td>Mary Louise Bethune</td>
<td>Recognized scholar in design for mobility and sensory impaired clients, three AIA design awards in 2003, 2004, and 2005 for housing.</td>
<td>X</td>
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<tr>
<td>Thomas Jefferson</td>
<td>Designs affordable housing for Chicago Habitat for Humanity; M.S. thesis on adaptive reuse of historic structures in urban core.</td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>Norma Sklarek</td>
<td>Recent research on Meso-American structures and building materials.</td>
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\textsuperscript{11} This matrix is offered as a sample.
Appendix 3: List of Documents to be Available in the Team Room (Part I: Policy Review)

The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - Reappointment
  - EEO/AA
  - Diversity (including special hiring initiatives)
  - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum
2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Appendix 4 – Sample SPC Matrix\(^{12}\)

An SPC matrix must be completed for each accredited degree program offered or each track for meeting the requirements of the professional degree program.

- Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
- The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

**NOTE:** Elective courses are not to be included on the matrix.

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**SPC Met in NAAB-accredited program**

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**ARC 211**

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**ARC 311**

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**ARC 334**

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\(^{12}\) This matrix is offered as an example and therefore does not include all SPCs.
Appendix 5: Required Text for Catalogs and Promotional Materials

The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

[Name of university, name of academic unit] offers the following NAAB-accredited degree program(s) (If an institution offers more than one track for an M.Arch or D.Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately):

[Name of degree] (Prerequisite + total number of credits required)

In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:
SAMPLE TEXT FOR ACCREDITED PROGRAMS:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:

B. Arch. (150 undergraduate credits)
M. Arch. (pre-professional degree + 42 graduate credits)
M. Arch. (non-pre-professional degree + 60 credits)

Next accreditation visit for all programs: 2013

In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety:

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation.

[Name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture: [Name of degree] (Prerequisite + total number of credits required) – Year candidacy was awarded, the year and purpose of the next visit and projected year of initial accreditation.

A sample follows:
SAMPLE TEXT FOR CANDIDATE PROGRAMS

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Anyplace University, School of Architecture and Landscape Architecture was granted candidacy for the following professional degree program in architecture:

M.Arch. (pre-professional degree + 45 graduate credits) – 2009.

Next visit for continuation of candidacy: 2011
Projected year of initial accreditation: 2013
Appendix 6: Background and History of the National Architectural Accrediting Board

History of Accreditation in Architecture Education

The first step leading to architectural accreditation was taken in Illinois where the first legislation regulating the practice of architecture was enacted in 1897. Following that enactment, in 1898 the Illinois Board of Examiners and Regulators of Architects gave its first examination. By 1902 they had established a rule restricting the examination to graduates of the state’s approved 4-year architecture curriculum. In 1903, the board expanded this policy to include graduates from Cornell, Columbia, and Harvard Universities, the Massachusetts Institute of Technology, and the University of Pennsylvania. That action demonstrated the need for national standards of architectural education.

The first attempt to establish national standards came with the founding of the Association of Collegiate Schools of Architecture (ACSA) in 1912 and its adoption two years later of "standard minima," which schools were required to meet to gain ACSA membership. While these standard minima were in place, ACSA membership was equivalent to accreditation.

In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the profession’s national system of professional architecture education – a hiatus brought to an end when the ACSA, The American Institute of Architects (AIA), and National Council of Architectural Registration Boards (NCARB) established the NAAB and gave it authority to accredit schools of architecture nationally. The founding agreement of 1940 also announced the intention to create an integrated system of architectural education that would allow schools with varying resources and circumstances to develop according to their particular needs.

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by “the Association of Student Chapters/ AIA13” and one graduate student nominated by schools accredited by the NAAB. In 1999, this representation was further refined to be two individuals nominated by the American Institute of Architecture Students.

The foundation for the system, or model, for accreditation in architecture education that many know today was first outlined in an inter-collateral report, The Restructuring of the NAAB, which was completed in 1975. In that report, the collateral organizations identified two over-arching goals for the NAAB:

- Advancement of all phases of architectural education, with a view toward the promotion of public welfare.
- Provide guidance, encourage improvement and innovation in the architecture system process, program experience, and product with a view toward serving the public interest and meeting societal needs.

And three objectives for the accreditation process:

- To hold a school accountable to its own stated objectives to the student, the profession, the institution, and the public community.

13 The Association of Students Chapters/AIA was later renamed The American Institute of Architecture Students (AIAS).
To improve educational programs in schools of architecture by continuing a systematic review and assessment of education programs and resources through the self-evaluation process.

To identify to prospective students, the public community, the profession, educational institutions, governmental agencies and state registration boards and to grant public recognition to those architecture education programs which meet and maintain established qualifications.

Finally, the report identified 13 policies; of which many remain central to the process. Among the thirteen, the following four relate to the continuous review and evaluation of the Conditions for Accreditation. The NAAB will:

- Accredit professional degree programs in architecture rather than institutions, colleges, departments, or schools.
- Accredit only the first professional degree program in architecture.
- Avoid rigid standards of curriculum content as a basis for accreditation in order to prevent standardization of programs and support well-planned experimentation.
- Establish and maintain procedures for reviewing and evaluating programs and informing schools of their accreditation status and for appeals by schools.

Today, the NAAB's accreditation system for professional degree programs within schools requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Directors.

The Members of the NAAB
The members of the NAAB bring varied insight and concerns to the accreditation process and provide a broad and inclusive view of architecture. In addition to two nonarchitects, one with a background in academia and the other a generalist who together represent the public interest, the members include representatives from the four organizations that serve the profession of architecture:

- The American Institute of Architects. Since 1857, the AIA has represented the professional interests of America's architects. AIA numbers more than 83,000 licensed architects, emerging professionals, and allied partners who, in design, express their commitment to excellence and livability in our nation's buildings and communities.
- The American Institute of Architecture Students. Founded in 1956, the AIAS serves architecture and design students throughout North America by promoting and complementing architectural education and by representing the concerns of students to the profession and the public.
- The Association of Collegiate Schools of Architecture. The mission of ACSA, founded in 1912, is to advance architectural education through support of member schools, their faculties, and their students.
- The National Council of Architectural Registration Boards. Founded in 1919, the NCARB today provides assistance in protecting the public's health, safety, and welfare to 55 boards regulating architecture in the 50 states, 4 territories, and District of Columbia.
Appendix 7: Background to the 2008 NAAB Accreditation Review Process and the Development of the 2009 Conditions for Accreditation

In late 2007, the NAAB’s inter-collateral task group on Trends in Accreditation identified two primary trends emerging in other accrediting agencies:

- Performance-based accreditation.
- Evaluation of a program or school’s performance against its own stated mission.

In interviews with leaders at the Association of Specialized and Professional Accreditors, the Landscape Architecture Accrediting Board, and the Higher Education Commission of the North Central Association of Colleges and Schools, among others, the same themes emerged: accrediting agencies are focusing on evaluating student success or student performance and they are increasing the expectations for programs to conduct self-assessment against the program’s stated mission and within its institutional context. Some organizations have more adeptly responded to these trends, while others struggle to balance the need to evaluate institutional support and specific curricular requirements with assessing student learning.

Since 1975, the NAAB Conditions for Accreditation have emphasized self-assessment and student performance as central elements of its model, and the model proposed for 2009 does so as well. In its discussions in February 2008 and later in July, the Board of Directors maintained their commitment to both of these as core tenets of the NAAB’s accreditation model. In addition, the NAAB Directors reaffirmed their commitment to the essential procedures for accreditation, which are responsive to and reflective of the primary practices of accreditation.

Throughout its current effort, the NAAB acknowledges that architecture education and practice have become more complex and therefore it is appropriate “to revise its accrediting process in response to the advice of its various constituencies.”

The NAAB’s constituencies, through white papers and issue briefs, were relatively consistent in much of the advice they offered, especially with respect to the content of the Student Performance Criteria (SPC). For example, nearly all the papers submitted by the collateral organizations, as well as those prepared by the NAAB’s own task groups included the following recommendations:

- Include a specific and comprehensive commitment to environmental sustainability in the SPC.
- Prepare graduates for global practice through cross-cultural and cross-curricular experiences in other disciplines.
- Prepare graduates who are able to practice ethically and professionally with an understanding of the centrality of the client to their work.
- Include a specific and measurable commitment to increasing the diversity of student and faculty populations in accredited programs relative to gender, race/ethnicity, age, religion, sexual orientation, or physical ability.
- Strengthen the connection between planning and self-assessment by programs and demonstrate a commitment to continuous improvement.

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The 2008 Fusion Model – A Framework for the 2009 Conditions for Accreditation

As the NAAB Directors reviewed the outcomes of the inter-collateral task groups, the white papers and issue briefs prepared by the collateral organizations, the five models proposed in June 2008, as well as its own practices and procedures, several things became very clear.

First, no group proposed any radical shift in process, authority, or basic standards.

Second, four of the five models focused on the content and organization of Condition 13 – Student Performance Criteria (SPC).

Third, based on a review of all the recommendations and advice, the Board agreed that the 2004 Conditions for Accreditation (13 conditions, including SPC), generally speaking, contain all the critical requirements and expectations for a professional degree in architecture. However, within several of Conditions 1-12, expectations for student learning or achievement are embedded with expectations for institutional commitment or assessment.

Next, as a matter of practice, the Architecture Program Reports (APRs), and the visits have tended to treat all Conditions as equal, and deserving of a “Met/Not-Met” designation, when, in reality, certain parts of the 2004 Conditions cannot be assessed in this way. Likewise all SPC have been treated as equal when in practice some are “more equal than others.” Thus, the NAAB Board agreed it was not only appropriate to revise the content of SPC to be relevant in light of current practice and professional concerns, but also to group both Conditions and SPC in a way that reflect their relationships to one another and their relative importance overall.

Finally, the Board agreed that it was time to design and implement processes for internal and external assessment and review of the NAAB itself both in terms of the effectiveness of its procedures and its compliance with best practices as defined by independent organizations. This effort is lead by the NAAB’s Assessment and Evaluation Committee, which is chaired by the president-elect.

The 2008 model illustrated the results of the Board’s effort to address all of these matters:

- First, the NAAB distinguished those elements of the 2004 Conditions that support and affirm an institution’s long-term commitment to the development and continued viability of the program over time from those elements that define expectations for student learning.

- Next, the model attempted to delineate those conditions that are evaluated on the basis of evidence and artifacts (e.g. student work) as either met or not met from those that must be evaluated through a combination of documentary review, interviews on campus, and discussion with faculty, staff, and students.

- Third, the SPC were revised to be reflective and responsive to contemporary concerns in architectural practice (e.g., leadership, civic engagement, and environmental stewardship).

- Finally, the model included the addition of internal and external review and assessment of the NAAB.
The 2009 Conditions for Accreditation, while based initially on the 2008 Fusion Model, are ultimately a combination of all previous input from collateral organizations, individual comments and the findings of the 2008 Architectural Review Conference (ARC). Participants at the ARC were asked to consider all the options including maintaining the existing SPC, making revisions to the SPC, as well as a variety of recommendations for new criteria. Dialogue from the ARC, subsequent responses and refinement from the NAAB are what follows.

The expectation is that when reading the 2009 Conditions for Accreditation, the architectural community will find a great deal that is familiar with respect to resources and program characteristics. Nevertheless, much has been reorganized and refined compared to previous editions. For example:

- Expectations for long-range planning, self-assessment, and institutional culture have been grouped together in order to strengthen the expectation that professional architectural education occupies a unique and relevant position within the institution.

- Expectations for statistical reporting along with comparative data have been expanded.

- There are now 32 individual SPC, compared to 34. While many of the 2004 SPC have been retained in their entirety (e.g., Writing and Communications Skills), several have been revised or combined to address student achievement more broadly (e.g., Human Behavior) and in certain cases, the level of achievement has been raised from understanding to ability. Some are new and are based on the recommendations from the ARC (e.g., Community and Social Responsibility).

- The most obvious change has been to group the SPC into three realms. Each realm defines a set of relationships between individual areas of study and identifies the overall learning aspirations for the realm. Programs are still expected to demonstrate that all graduates are learning at the level of achievement defined for each of the SPC; compliance will be evaluated through the review of student work.

- Finally, programs that admit students with pre-professional or preparatory education are expected to document whether certain SPCs are expected to have been met prior to admission to the NAAB-accredited program. The SPC matrix accommodates this documentation.

In many regards, the basic purposes of the 1998 and 2004 Conditions for Accreditation have been sustained in the 2009 Conditions for Accreditation. Likewise, the five central attributes of voluntary accreditation remain. Finally, the core elements of the NAAB’s process also persist:

- Programs are required to document their compliance with the conditions through a comprehensive, self-analytical report.

- A team will visit the program to confirm the results of the report and to document additional compliance through the review of student work, institutional policies, interviews, and other records.

- The final decision will be made by the NAAB Directors.
In today’s environment of heightened expectations and continued scrutiny by Congress and others, the NAAB continues to be a leader in specialized accreditation. This leadership role can be expected to continue through the *2009 Conditions for Accreditation*. 
Approved July 20, 2012. Effective August 1, 2012 for all accreditation actions scheduled to take place after January 1, 2013, including Architecture Program Reports due September 7, 2012 or later.
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SECTION 1. OVERVIEW

About the National Architectural Accrediting Board

The National Architectural Accrediting Board (NAAB) is both a decision-making and policy-generating body composed of a 13-member Board of Directors. The American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture, and the National Council of Architectural Registration Boards (NCARB) each nominate three directors for three-year terms, which are staggered at one-year intervals. The American Institute of Architecture Students (AIAS) nominates two directors for staggered two-year terms. The directors, collateral organizations, and interested members of the public at-large propose candidates for two public directors, who serve three-year terms and are elected by the Board of Directors. In addition, the executive director serves ex officio.

The Board elects an executive committee that includes at least one representative each from the AIA, ACSA, and NCARB, to serve as president, president-elect, secretary, and treasurer for a period of one year. At the discretion of the president, the most senior member of the Board nominated by the AIAS may be invited to participate in the deliberations of the executive committee.

The Board of Directors holds three regular meetings per year: winter, summer, and autumn. Program accreditation decisions rest solely with the NAAB Board of Directors.

The NAAB reserves the right to vary from these published procedures if such an action is in the best interests of a program or programs. The Board of Directors has delegated responsibility for establishing and maintaining the operating procedures that support accreditation activities, including the implementation of these Procedures to the executive director.

The NAAB is an independent nonprofit 501(c) 3 corporation with an office in Washington, D.C. It adheres to nondiscriminatory practices and is funded equally by the AIA, ACSA and NCARB, with a contribution by the AIAS. Directors and visiting team members are not compensated, but are reimbursed for expenses.

Vision, Mission, and Values

From the 1940 Founding Agreement

“The … societies creating this accrediting board, here record their intent not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices, but rather to create and maintain conditions that will encourage the development of practices suited to the conditions which are special to the individual school. The accrediting board must be guided by this intent.”

Since 1975, the NAAB Conditions for Accreditation have emphasized self-assessment and student performance as central elements of the NAAB model. The Directors have maintained their commitment to both of these as core tenets of the NAAB’s criteria and procedures.

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.
Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Values: The following principles serve as a guide and inspiration to the NAAB.

1. **Shared Responsibility.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.

2. **Best Practices.** The NAAB’s accreditation processes are based on best practices in professional and specialized accreditation.

3. **Program Accountability.** Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.

4. **Preparing Graduates for Practice.** A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and to engage in related fields.

5. **Constant Conditions for Diverse Contexts.** The NAAB Conditions for Accreditation are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architectural programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program’s ability to demonstrate how within their institutional context they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.

6. **Continuous Improvement through Regular Review.** The NAAB Conditions for Accreditation are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and non-traditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g. studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

The NAAB was founded in 1940, to “produce and maintain current a list of accredited schools of architecture in the United States and its possessions, with the general objective that a well integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural schools with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein.” Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and only accredits the first professional degree program offered by any school or university. As such, the NAAB does not accredit preprofessional degrees or other preparatory education that may serve as a prerequisite for admission to a professional degree program.
The NAAB is the only agency recognized by registration boards in U.S. jurisdictions to accredit professional degree programs in architecture. Because most registration boards require an applicant for licensure to hold an NAAB-accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

The curriculum of an NAAB-accredited degree program includes professional studies, general studies, and electives. To gain and retain accreditation of its degree program, each institution must both develop a program specific to its mission and also educate students to be knowledgeable and capable of producing work that can be measured by, and satisfy, specific performance criteria.

The NAAB fully recognizes the rights and responsibilities of the educational institutions that offer degrees in preparation for entry into professional careers in the licensed practice of architecture as defined and governed by the laws of the individual states and jurisdictions.

Educational institutions are composed of a faculty responsible for the appropriate development of individual courses and curricula that are required, at a minimum, to provide each student the educational opportunity to meet the student performance criteria as defined by the NAAB.

The NAAB recognizes the institutional rights and responsibilities of the faculty to explore fundamental and innovative educational concepts, scholarship, research, methods, and technologies that exceed the minimum student performance criteria and that will lead to even higher standards of performance within the profession of architecture and related alternative careers of diverse and creative service to society.

**International Activities**

The NAAB’s aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession. Given the increasing globalization of the profession, the number of American architects practicing throughout the world, the number of architects from other countries seeking to work in the United States, and professional organizations from a number of countries seeking advice and counsel from the NAAB in developing educational standards in their own countries, the following are some of the ways in which the NAAB provides services internationally:

- Architectural programs (outside the US and Canada) that can meet the NAAB Conditions for Accreditation are eligible for full accreditation under the terms of the 2009 Conditions for Accreditation and these procedures.

- Architectural programs (outside the US and Canada) who cannot meet the NAAB Conditions largely because they are not regionally accredited as required by Condition II.2.1, are eligible to be evaluated for substantial equivalency. The NAAB occasionally evaluates programs outside the U.S., ineligible for NAAB accreditation, to determine if they are “substantially equivalent” to NAAB-accredited programs. The term “substantial equivalency” identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. **Substantial equivalency is not accreditation.** The NAAB has established Procedures for Substantial Equivalency. These are available on the NAAB website.
The NAAB can provide advice and consultation to organizations in other countries that are developing accreditation standards and procedures. Such consulting is provided for a fee.

The Education Evaluation Service for Architects (EESA) provides assistance to individuals who do not have a professional degree in architecture from an NAAB-accredited program and who wish to either apply for an NCARB Certificate or for registration by an NCARB member board. EESA works with both internationally educated architects and applicants in the NCARB Broadly Experienced Architect program. For additional information go to www.naab-eesa.org.

Finally, the NAAB currently serves as the Secretariat for the Canberra Accord (CA). The CA is a multi-lateral agreement between accrediting agencies acknowledging the substantial equivalency of their systems of accreditation/validation/recognition in architecture education. Responsibility for the Secretariat is delegated to signatory agencies at two-year intervals.

Accreditation Documents
The 2012 NAAB Procedures for Accreditation and the 2009 NAAB Conditions for Accreditation outline, respectively, the requirements an accredited degree program must meet and procedures that they and the visiting teams must follow in order to demonstrate the achievement of minimum standards and a uniform accrediting process. These documents also contain suggestions that programs and teams are encouraged to follow. These documents govern accreditation actions for the period 2013-2016 (including Architecture Programs Reports submitted in September 2012).

This document is a companion to the 2009 NAAB Conditions for Accreditation. Each should be read in the context of the other.

The Procedures are reviewed and updated, as needed, at least every two years to reflect changes in operating policy or procedures that may have been undertaken since the last review. Proposed changes are released for public comment and review by the collateral organizations and the public at least 120 days prior to the Board meeting at which they are scheduled to be approved.

Conditions for Accreditation (2009 ed.)
The 2009 Conditions for Accreditation, published separately, are the criteria professional degree programs in architecture are expected to meet in order to achieve and maintain accreditation by the NAAB. The Conditions are reviewed every five years through a comprehensive process of assessment, research, analysis, review by the Board of Directors, and consultation with representatives of the other collateral organizations – this is known as the Accreditation Review Conference.

Resulting revisions are reviewed by the collateral organizations and approved by the NAAB Board of Directors in the year following the accreditation review process. The next edition of the NAAB Conditions for Accreditation will be released in 2014.
SECTION 2. ACCREDITATION

Types/terms of accreditation
Although there are minor distinctions among the procedures that apply to initial candidacy, initial accreditation, continuing accreditation, or reinstated accreditation, the sequence is similar for all institutions seeking NAAB action.

Actions on stages and terms of accreditation are taken at regularly scheduled meetings of the Board of Directors, except where noted. In all cases any motion regarding an accreditation action must have at least eight votes in favor to pass.

Unless specifically noted in the Board’s decision, all terms of accreditation are effective on January 1 of the year in which the visit took place. Conversely, all terms of accreditation expire on January 1 of the year in which a visit is scheduled to take place unless and until the NAAB approves a motion for a term of accreditation.

1. **STAGE I: Candidacy.** Institutions seeking initial accreditation for a professional degree program in architecture must first be granted candidacy status by the NAAB. Institutions intending to establish a professional degree program should seek guidance from the NAAB for assistance in reviewing Sections 3, 4 and 5 of this document before proceeding with the development of a candidacy application.
   a. Programs seeking candidacy may be granted a period of candidacy of not less than two years. The program must achieve initial accreditation under Section 2.2 within six years of the effective date of the term of initial candidacy.
   b. The eligibility requirements for initial candidacy are defined in Section 3 of this document.
   c. The maximum period of initial candidacy is six years. Should a program fail to achieve initial accreditation within the maximum period, it must submit a new candidacy application (See Section 3).

2. **STAGE II: Initial accreditation.** All visits for initial accreditation will take place in the fall semester following the graduation of the first cohort of students to complete the full curriculum. The term of initial accreditation will be granted as follows:
   a. The effective date of initial accreditation will be set as January 1 of the year in which the visit took place.
   b. The term of initial accreditation is three years.
   c. The eligibility requirements for initial accreditation are defined in Section 4 of this document.

Programs that received a term of initial accreditation before January 1, 2011 will not have the effective dates of their terms of initial accreditation adjusted retroactively.
Initial accreditation is probationary in nature and indicates that although deficiencies may be present, the institution has established plans and is making sufficient progress to address or remove the deficiencies by the time of the first visit for continuing accreditation under Section 2.3.

A term of initial accreditation is not the same as a three-year term of continuing accreditation.

3. **STAGE III: First Term of Continuing Accreditation Following a Term of Initial Accreditation.**

   a. The first visit for continuing accreditation will be three years from the year in which the visit for initial accreditation was conducted.

   b. Programs that have achieved a term of initial accreditation may only receive a six-year term of accreditation under Section 2.4.a as a result of the Board’s decision following the first visit for continuing accreditation or accreditation will be revoked.

   c. Failure to receive a six-year term of accreditation under Section 2.4.a indicates that the program failed to meet the plans established for its initial accreditation, failed to make sufficient progress to address or remove deficiencies identified during the visit for initial accreditation, or has new deficiencies, such that continuing accreditation is not warranted. Programs that are seeking their first term of continuing accreditation, but fail to receive a six-year term, and therefore have the program’s accreditation revoked, and which wish to continue to seek accreditation may reapply for initial candidacy under Section 2.1.

4. **STAGE IV: Subsequent Terms of Continuing Accreditation.** Programs that have completed the first term of continuing accreditation and are seeking a subsequent term of continuing accreditation may receive one of the following terms of accreditation, or accreditation may be revoked.

   a. **Six-Year Term.** This term indicates that deficiencies, if any, are minor, and the intent to correct them is ensured. The program is accredited for a six-year period.\(^1\)

   b. **Three-Year Term.** This term indicates that major deficiencies are present in at least three of the following areas at the time of the current visit and may also have been present at the time of the previous visit:

      - Learning Culture and Social Equity
      - Long-Range Planning

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\(^1\) SPECIAL NOTE: Any focused evaluation approved by the NAAB as part of an accreditation decision that is scheduled to take place in 2013, 2014 or 2015 will be conducted. *The NAAB Procedures for Accreditation, 2011 Edition, Section 6* will govern the process by which these evaluations are conducted.
Self-Assessment
Physical Resources
Human Resources and Human Resource Development
Financial Resources
Information Resources
Student Performance Criteria

Additionally, a program may receive a reduced term if any single SPC has been identified as Not Met for two previous consecutive accreditation visits and remains Not Met during the current review.

Multiple deficiencies in these areas sufficiently affect the quality of the program and a full accreditation review is required after less than six years. At the next scheduled review, the program may only receive either a six-year term, or a two-year probationary term.

d. **Two-Year Probationary Term.** This term indicates that the deficiencies are severe enough to have eroded the quality of the program and that the intent or capability to correct these deficiencies is not evident.

i. The program is on probation and must show cause for the continuance of its accreditation.
ii. At its next scheduled review, the program must receive at least a three-year term or accreditation will be revoked.
iii. The next scheduled review of a program that has received a two-year probationary term usually will be conducted by a team consisting of three former NAAB Directors and a person not from the NAAB.
iv. If a three-year term follows a two-year probationary term, the program must receive a six-year term, at the next scheduled review or accreditation will be revoked.

e. **Revocation of Accreditation.** Indicates that insufficient progress was made during a two-year probationary term to warrant a three-year term. Accreditation may also be revoked if the team observes substantial and uncorrectable noncompliance with the NAAB conditions for accreditation during any site visit. Finally, accreditation may be revoked if no Architecture Program Report is submitted.
SECTION 3. PROCEDURES FOR CANDIDACY FOR ACCREDITATION

Initial candidacy for new professional degree programs in architecture requires the completion of three important steps. For institutions that already have at least one NAAB-accredited professional degree program, some of these steps may be waived or modified. Generally, the steps are as follows:

- Application to establish candidacy status.
- Determination of eligibility.
- Initial candidacy visit.

Throughout the process, there are points of review by the NAAB staff and the NAAB Board of Directors.

Institutions interested in establishing a NAAB-accredited, professional degree program in architecture are encouraged to contact the NAAB staff, administrators and faculty members from institutions with NAAB-accredited degree programs, the ACSA, and professional consultants for advice and counsel in selecting appropriate degree types and for assistance in preparing the necessary documentation, especially the Plan for Achieving Initial Accreditation.

If an institution seeks to establish more than one NAAB-accredited program, the applications must be made separately. The NAAB will not accept applications for candidacy for more than one program at a time from the same institution.

The maximum period of candidacy is six years. Should a program fail to achieve initial accreditation within the maximum period, it must submit a new candidacy application.

1. **Candidacy Application.** Institutions seeking initial accreditation for a professional degree program in architecture must first be granted candidacy status by the NAAB. The first step in achieving candidacy status is to submit an application for candidacy to the NAAB. A complete application must include the following:
   a. A written announcement from the institution’s chief academic officer of the intention to seek candidacy for accreditation for a professional degree program in architecture. The letter should include the specific degree name (e.g., B. Arch., M. Arch., or D. Arch.) along with any prerequisites and the total number of credits to be awarded.
   b. The most recent decision letter from the recognized, U.S. regional accrediting agency for the institution (See 2009 NAAB Conditions for Accreditation, Part II: Section 2.1, Regional Accreditation).
   c. The Plan for Achieving Initial Accreditation (see below).
   d. Applications may be submitted in electronic format only.
      i. Applications are limited to 75 pages including all supplemental information. They are to be sent either in Microsoft Word or Adobe PDF and are limited to 3 MBs.
      ii. Applications are to be addressed to the Accreditation Manager, NAAB.
2. **Determination of Eligibility.** The second step toward becoming a candidate program is for the NAAB to determine whether the proposed degree program is eligible for candidacy. The process used for determining eligibility is based on whether the institution already offers a NAAB-accredited degree and is seeking to develop another one or whether the institution has no NAAB-accredited programs.

   a. **Review of the Application.** The executive director will review the application to determine whether it is complete. Once the application is complete a review panel will be named.

   b. **Membership of the Review Panel.** A review panel consists of the NAAB executive director or another senior staff member, a member of the executive committee, and one additional member of the Board of Directors.

   c. **Responsibilities of the Review Panel.** The panel will review the application and conduct an eligibility visit if necessary and determine whether to accept the application in full; accept the application provisionally; or reject the application and request a new application.

    i. For programs seeking candidacy for a professional degree program in architecture that **do not** currently have a NAAB-accredited degree program:

        1. The application will be reviewed by the panel and an eligibility visit will be scheduled (see paragraph d).
        2. After completion of the eligibility visit a memorandum will be prepared (see paragraph e.)

    ii. For programs that already offer at least one NAAB-accredited degree and are seeking candidacy for an additional professional degree program (e.g., an institution with an accredited B. Arch. is seeking to establish an accredited M. Arch.):

        1. The application will be reviewed by the panel and additional information may be requested.

        Once the panel has completed its review of the documentation provided by the institution, a report will be prepared (see paragraph e).

   d. **Eligibility Visit**

    i. **Purpose.** There are three purposes of the eligibility visit.

        1. To review the Conditions and Procedures with the proposed program’s administrators, faculty, staff, and students.
        2. To confirm the institutional commitment to the implementation of the Plan for Achieving Initial Accreditation.
        3. To review the physical, financial, human, and information resources committed to the program.

    ii. **Format**

        1. Eligibility visits are to last not more than two days.
        2. The visit will be undertaken by any one of the individuals assigned to the review panel.
        3. The visit will be scheduled on two consecutive weekdays during the regular academic year.
4. The visit should include the following:
   a. Presentation by the program on the history and mission of the institution, academic/administrative unit, and proposed degree program.
   b. Discussion between the reviewer and the program administrator to review the NAAB Conditions and Procedures.
   c. Separate meetings with faculty, staff, and students.
   d. Meetings with division administrators (e.g., department chair and dean) and chief academic officer.
   e. Opportunities to observe classes and studios (if courses are being offered that will be included in the proposed degree program).
   f. A tour of the physical resources that are or will be designated for the program (studios, classrooms, seminar rooms, shops, and labs).
   g. A tour of the library or other information resource center(s) that support the program.
   h. Optional: a meeting with alumni of the institution and local architects. This meeting is only required for institutions seeking to develop an existing preprofessional program into an accredited professional degree program.

   e. Report from the Review Panel. Following either the documentary review and, if necessary, the eligibility visit, the panel must submit a memorandum to the Board of Directors that documents observations and conclusions. The report must include the following:
      i. A review of the resources committed to the program.
      ii. Commitment of the institution to the implementation of the Plan for Achieving Initial Accreditation.
      iii. Assessment of the readiness of the program to complete a visit for initial candidacy.
      iv. Recommendation to the NAAB Board to accept or not accept the program as eligible for initial candidacy. The recommendation will also identify the length of time that should elapse before scheduling the initial candidacy visit.

   f. Board Action on Eligibility for Initial Candidacy
      i. The panel’s recommendation is presented to the Board at its next regularly scheduled meeting.
      ii. If the Board approves a motion to accept the program as eligible for initial candidacy, the NAAB staff will select a visiting team chair and advise the program to compile an Architecture Program Report for Initial Candidacy (APR-IC) and prepare for an initial candidacy visit as outlined below.
      iii. If the Board does not accept the program as eligible for initial candidacy, the program leadership will be advised. The program may submit a new application. There is a one-year waiting period before submitting a new application.

   g. Plan for Achieving Initial Accreditation
i. **Purpose.** *The Plan for Achieving Initial Accreditation* serves multiple purposes:

1. It is an analysis of the current status of the program that identifies long-term objectives for establishing and implementing the new accredited degree program.
2. It is an analysis of the extent to which the proposed accredited program already complies with the *Conditions for Accreditation* with special emphasis on program identity, resources, and the curricular framework.
3. It proposes a course of action for achieving initial accreditation in not more than six years. This includes, but is not limited to, the following:
   a. Securing resources not already available to the proposed program (e.g., faculty, space, financial support).
   b. Securing institutional approvals for the proposed degree program (if required).
   c. Recruiting and retaining students.
   d. Proposed date for enrolling the first cohort or class; projected date for awarding degrees to the first cohort or class to complete the proposed program.
   e. Developing and implementing new courses and/or curricular sequences.
   f. Plans or provisions in the event the program does not achieve initial candidacy.
   g. Plans or provisions in the event the program does not achieve initial accreditation.

ii. **Content.** *The Plan for Achieving Initial Accreditation* should include the following:

1. Cover Page – this page should include the following information:
   a. Name of Institution
   b. Degree program proposed (i.e., B. Arch., M. Arch., or D. Arch.), with prerequisites as appropriate (e.g., M. Arch., (preprofessional degree plus 42 graduate credits)).
   c. Name, address, email, and telephone contact information for the following individuals:
      i. Program administrator
      ii. Head of academic unit in which the program will be located
      iii. Chief academic officer
      iv. President of the institution
2. Part One – Analysis of the extent to which the proposed program already complies with the following *Conditions for Accreditation*:
   a. Part I: Sections 1-3
   b. Part II: Section 1-4
3. Part Two – Timeline for Achieving Initial Accreditation (see above)
4. Part Three – Supplemental Information
   a. 3.1 Course Descriptions (See 2009 *Conditions* Appendix 1)
   b. 3.2 Faculty Resumes (See 2009 *Conditions* Appendix 2)
3. **Initial Candidacy.** Once a program has been accepted as eligible for initial candidacy, a site visit for initial candidacy will be scheduled for the next academic year, generally in the spring. With certain exceptions, visits for initial candidacy are similar to those for continuing accreditation. There are, however, subtle, yet important distinctions (e.g., the length of the visit). The first step is the preparation of an *Architecture Program Report for Initial Candidacy (APR-IC)* and preparation for a visiting team. The APR-IC, selection of the visiting team, and other elements of the site visit are described below.

a. **Architecture Program Report Submitted for Initial Candidacy Visits**

i. **Purpose.** The *Architecture Program Report for Initial Candidacy (APR-IC)* serves both as a self-study for the program and as the principle source document for conducting the visit.

ii. **Content.** For programs seeking initial candidacy, the APR-IC should:

1. Present complete and accurate information to demonstrate the extent to which the program is already in compliance with the NAAB Conditions.
2. Present complete and accurate information to demonstrate how the program will use its *Plan for Achieving Initial Accreditation* to achieve compliance with the NAAB Conditions in not less than six years.
3. Areas and levels of excellence will vary among degree programs seeking candidacy as will approaches to meeting the conditions and reporting requirements. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.

iii. **Format.** Schools must use the following format for the *APR for Initial Candidacy*. Each part should be used to describe how the program’s unique qualities, its *Plan for Achieving Initial Accreditation*, and its students’ achievements do (or will) satisfy the conditions that all programs must meet in order to become accredited. For additional information on the contents of the APR-IC see, *The NAAB 2009 Conditions for Accreditation*.

1. **Part One – Institutional Support and Commitment to Continuous Improvement**
   a. 1.1 Identity & Self-Assessment
   b. 1.2 Resources
   c. 1.3 Institutional Characteristics
      i. Statistical Reports (comparative data not required for APR-IC)
      ii. Faculty Credentials

2. **Part Two – Educational Outcomes and Curriculum**
   a. 2.1 Student Performance Criteria
   b. 2.2 Curricular Framework
   c. 2.3 Evaluation of Preparatory/Preprofessional Education
   d. 2.4 Public Information
3. Part Three – Progress Since the Last Site Visit (not required for APR-IC)
   a. Responses to Conditions Not Met
   b. Responses to Causes of Concern
4. Part Four – Supplemental Information
   a. 4.1 Description of policies and procedures for evaluating student work
   b. 4.2 Course Descriptions (see 2009 Conditions, Appendix 1 for format)
   c. 4.3 Faculty Resumes (see 2009 Conditions Appendix 2 for format)
   d. 4.5 Eligibility Memorandum from the review of the application for candidacy.
   e. 4.4 Catalog (or URL for retrieving online catalogs and related materials)

iv. Submission. APRs for Initial Candidacy are to be submitted in electronic format only.
   1. APR-ICs are limited to 250 pages including all parts. The page limit does not include the institution’s catalog or the eligibility memorandum.
   2. Electronic versions of the APR-IC are to be sent either in Microsoft Word or Adobe PDF and are limited to 7 MBs.
   3. APR-ICs are submitted through the NAAB’s integrated information management system.

v. Review and acceptance
   1. The APR-IC is first reviewed by the NAAB staff to ensure it is complete.
   2. The APR-IC is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program’s structure, and to identify issues that may affect the duration and agenda for the site visit. The visiting team chair’s review results in a recommendation to the staff to do one of the following:
      a. Accept the APR-IC and schedule the site visit.
      b. Accept the APR-IC, schedule the site visit, and request additional information before the visit.
      c. Require additional information to be submitted not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed, and determined to be acceptable.
      d. Reject the APR-IC and require a new report be submitted for review not less than 45 days prior to the date for the visit. If the new APR-IC is considered acceptable, the visit will take place.
         i. Should the chair recommend the APR-IC be rejected, the APR-IC and the chair’s review are brought before the NAAB Board of Directors for review and action.
ii. Should the school fail to deliver an acceptable amended or replacement APR-IC, the chief academic officer of the institution is notified that the candidacy visit will have to be postponed until the next semester. A new chair will be appointed and a new team assembled.

vi. Dates/Deadlines
1. APR-ICs are due in the NAAB offices by September 7 of the calendar year immediately preceding the year in which the initial candidacy visit is scheduled to take place. In the event a candidacy visit is scheduled for the fall, the APR-IC is due not less than 6 months prior to the scheduled date for the visit.
2. For APR-ICs sent in September, review of APR-ICs must be completed before the regularly scheduled fall meeting of the NAAB Board of Directors.
3. For APR-ICs submitted in the spring, the review must be completed before the regularly scheduled summer meeting of the NAAB Board of Directors.
4. New APR-ICs (if they are requested) are due not less than 45 days prior to the dates for visit.

vii. Dissemination of the APR-IC to the Public Prior to the Visit. To stimulate broad-based participation, the program is encouraged to distribute the APR-IC within the school community before and during the site visit. However, the APR is not to be shared with the general public until after the final decision is communicated by the NAAB (see Section 4.3.e).

b. Visiting Teams
i. Composition of teams
1. Teams for initial candidacy visits are composed of three individuals: an educator, a practitioner, and an individual selected from a pool of NAAB staff and former NAAB Directors. One of these individuals will be designated by the NAAB Directors to serve as the team chair.
2. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined in Section 9. To maintain uniform quality of visits and Candidacy Visiting Team Reports (C-VTRs), teams are selected so that not more than one person is on his or her first visit.
3. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

ii. Team Chair
1. **Role.** The team chair is responsible for the following:
   a. Negotiating the date for the visit with the program administrator.
   b. Reviewing the *APR for Initial Candidacy* and identifying needs for additional information or requesting changes to the report.
   c. Developing the agenda for the visit with the program administrator.
   d. Consulting with the program administrator on the format and content of the team room.
   e. Hosting a mandatory pre-visit conference call with the team prior to the visit to establish expectations and special requirements or circumstances.
   f. Preparing the final draft of the *Candidacy-Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the visit.
   g. Securing the signatures of all team members on the report.
   h. Securing the signatures of the team on the confidential recommendation.
   i. Approving corrections of fact submitted by the program after reviewing the draft *C-VTR*.
   j. Ensuring the team’s compliance with the *Procedures for Accreditation* and appropriate standards of conduct during the visit.
   k. Attend team chair training.

2. **Selection.** Visiting team chairs are nominated by the Executive Committee before the site visit. The selection is based on a review of the resumes of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notify program administrators once a chair has been nominated. The administrator may challenge the nomination on the basis of potential conflicts of interest (See Section 9). Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.

   iii. **Non-voting member.** Non-voting members are not permitted on teams for initial candidacy or on subsequent teams to determine the continuation of candidacy.

   iv. **Notification to Program.** The NAAB staff notify the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.

   v. **Conflicts of Interest.** The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 9 for additional information.

   vi. **Challenges to Team Members.** Programs may challenge no more than one member of a proposed visiting team for initial candidacy, under the terms of Section 9, Conflicts of Interest. Such challenges are to be made
in writing within 10 days of receiving notice of the nomination of a chair or
the membership of a visiting team. Challenges will be reviewed by the
NAAB executive director and accreditation manager. Where challenges
are permitted to stand, a new team member will be assigned. Challenges
will not be accepted less than 21 days prior to the start of an accreditation
visit.

c. **Scheduling the Dates for the Site Visit**
   1. The dates for a visit for initial candidacy are set by the team chair
      and the program administrator in consultation.
   2. Generally, these visits take place between the last week of
      January and the first week of April each year.
   3. Once a date has been set and a team proposed, the date cannot
      be changed.
   4. Length of the visit:
      a. Visits for initial candidacy begin on Saturday evening and
         end the following Wednesday at noon.
      b. If the program is still in the early stages of implementation
         and the amount of student work available for review is
         limited, the visit may begin on Sunday evening and end the
         following Wednesday at noon. The final decision on the
         length of the visit is made by the team chair in consultation
         with the program administrator and the NAAB.
   5. All members of the team are expected to participate in the visit the
      entire time.
   6. If the program seeking candidacy is to be offered in more than one
      site, the team chair may arrive early in order to visit other locations
      for the program. These exceptions are agreed to by the team chair
      and the program administrator with advice from the NAAB staff.
      See Section 8 for additional information on visits with special
      circumstances.

d. **Schedule/Agenda for Each Visit for Initial Candidacy.** Each visit must include,
   at a minimum, the following:
   i. **Prior to the Visit**
      1. **Team Orientation.** Team members participate in a mandatory
         pre-visit conference call in which the visiting team chair reviews
         the *APR-IC, Conditions* and the *Procedures*, discusses visit
         protocols, and establishes expectations for each team member
         and for how the team will work. Generally, this call will take place
         14 days prior to the start of the visit.
      2. **Review of the APR-IC** (Team only). This review allows team
         members to discuss their initial reactions to the *APR*, to raise any
         initial concerns and to identify and prioritize the questions to be
         addressed during the visit. In light of this discussion, the visiting
         team chair outlines team assignments and may revise details of
         the agenda.
   ii. **Onsite**
1. **Tours**

   a. **Physical Resources.** The school conducts a brief tour of the physical resources that support the professional degree program. This tour should include an explanation of how the team room is organized, the facilities the program uses, as well as, meetings with the personnel of media centers, workshops, and laboratories.

   b. **Library/Information Resources.** The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.

2. **Meetings** (NOTE: All meetings are confidential, informal discussions, not presentations.)

   a. **Staff.** This is a meeting with key staff of the academic unit and without any faculty or administrators present. Staff that attend this meeting should include but not be limited to administrative assistants, shop personnel, librarians, career placement professionals, advisors and others.

   b. **Program Head.** These include a discussion of issues arising from the APR-I, the program’s strategic plan and self-assessment procedures, any required changes to the visit agenda, and any requests for additional materials the team may need.

   c. **Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students.** These are separate meetings and allow the team to review and discuss the implications of the new degree program, and identify strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.

      i. Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.

      ii. Meetings with students, without the presence of any administrators, staff, or faculty, should be arranged so that all students can attend.

   d. **Meeting with student representatives.** This is an informal gathering of a small group of students, without the presence of any administrators, staff, or faculty, who may be officers in student organizations or elected to attend by their peers.

   e. **Optional: Contact with Graduates and Local Practitioners.** (Only if the institution is proposing to expand an existing preprofessional program into an accredited degree program or during visits for continuation of candidacy). This meeting is optional. Attendees may include recent and past graduates, local registration board members, and representatives of the AIA chapter.
3. **Review of Student and Faculty Exhibits.** Team members are individually and jointly responsible for assessing work in the team room and elsewhere.

4. **Observation of Studios, Lectures, and Seminars.** (Only necessary if courses currently being offered are or will be part of the proposed professional degree program) The team may divide to attend scheduled classes and may use evenings to observe unscheduled studio activity.

5. **Review of General Studies, Electives, and Related Programs.** This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree program.

6. **Review of Student Records and Transfer Credit Assessment.** The visiting team chair may request school and student records, which should be presented with names removed.

7. **Debriefing Sessions.** Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for additional information.

8. **Accreditation Deliberation and Drafting the VTR.** The last afternoon and evening of the site visit is devoted to developing the team’s consensus on whether the program has met each of the NAAB conditions, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB Directors on a term of candidacy. By the end of the last work session, the VTR should be in a draft form and ready for editing by the visiting team chair.

9. **Exit interviews.** The sequence of exit interviews is proscribed in order to ensure the team delivers its initial information to key leaders within the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. Further, the purpose of these interviews is to communicate the following:
   a. the conditions met with distinction,
   b. the conditions not yet met,
   c. causes of concern, and
   d. any general team comments or acknowledgements.

   These interviews are led by the chair; other members of the team may be called upon by the chair to comment. All members of the team are advised to avoid making any comments that may be interpreted as offering advice or other recommendations to the program or as revealing the content of the confidential recommendation.

The recommended sequence of exit interviews on the final morning is as follows:
• Exit interview with the program administrator, one hour. Questions and answers of clarification are permitted; the team chair will lead any response.
• Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response. NOTE: this may be broken down into more than one meeting.
• Exit interview with the central administrators responsible for oversight of the academic unit (e.g., provost or vice president for academic affairs), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response.
• Exit interview with the students, faculty, and staff of the program, 30 minutes; questions and answers are not permitted.
• The team is expected to leave the institution as soon as the last interview is completed.

e. Team Room

1. Purpose. The purpose of the team room is the same as for visits for continuing accreditation. Please see Section 3 for additional information. It is to be designated for the exclusive use of the team to evaluate the program in confidence.

2. Contents. Before the site visit, the program head and visiting team chair discuss the content and organization of the team room. The team room must contain fully labeled and easily accessible exhibits of student work, if available. Materials used as exhibits must include examples of both the minimum passing grade and high achievement; be of sufficient quantity to ensure that all graduates are meeting the performance criteria; and have been executed by students enrolled in the proposed program (this may not be necessary for an initial candidacy visit, but will be necessary for a subsequent visit for continuation of candidacy). In all cases, student work should be presented in the form in which it was turned in. Where student work was turned in using electronic format, the program must provide the applications used to create the work in order for the team to review it. Where courses have not yet been offered, please provide course descriptions that include learning outcomes and their correlation to the SPC. The team room must also contain the following:

a. Student Studio Work. The majority of the visual material should be mounted on vertical surfaces, not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various faculty, and must include syllabi, project statements or assignments, handouts, bibliographies, and
corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals may be included, or the progress of one group of students may be illustrated.

b. **Course Notebooks.** A notebook should be provided for each required and elective course, including studio courses. The notebook must contain a syllabus showing weekly activities and assignments, a bibliography, quizzes and examinations, where applicable, and corresponding samples of student work. The notebook must also contain a statistical summary of achievement by all students in the course.

During a candidacy visit, notebooks should be provided for courses that have not yet been offered, but for which syllabi and other materials have been prepared.

Notebooks may be presented electronically but only after consulting with the team chair. In the event a program chooses to present course notebooks electronically, it is the responsibility of the program to make this material available to the team in the team room.

c. **Student Admissions and Advising Files.** These are copies of files for students admitted to the program, with identifying information removed, that demonstrate the process by which students are admitted to the program and how, if appropriate, advanced standing is determined (See 2009 Conditions for Accreditation, Part II. Section 3).

d. **Team Work Area.** The room must contain a conference table, with enough seating to accommodate the entire team.

e. **Access.** The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team’s invitation.

f. **Equipment.** The room must contain the following: a telephone, document shredder, computer equipment as requested by the visiting team chair, Internet access, printer, LCD projector, and a sufficient number and type of electrical outlets.

g. **Visit Agenda and Resumes.** The visit agenda and resumes of the team should be posted in the vicinity of the room.

h. **Faculty Photos.** Faculty photos should be posted in the team room.

i. **Matrices.**
i. A large copy of the faculty credentials matrix for the current semester as described in Part II: Section 3 should be posted in the team room.

ii. A large copy of the matrix, described in Part II: Section 1. Student Performance Criteria, of the *Conditions for Accreditation*, should be posted in the team room.

While a range of work must be displayed for each required course, it is not necessary to present the complete output of a studio, lecture, or seminar.

The organization of student work is left to the discretion of the program in consultation with the team chair, but each piece must cross-reference the course matrix and criteria it addresses, be dated, and indicate its assessment from minimum to high achievement. Ideally, examples by several different students or teams should be furnished.

Exhibits in spaces outside the team room can augment, but not substitute for, team room exhibits. Such exhibits should be identified in a manner consistent with team room displays, except that indications of minimum to high pass must be omitted in public displays. Class assignments must be available for all projects presented.

j. **Faculty Exhibits** (See Section 5 of this document, for additional information).

f. **Candidacy-Visiting Team Report (C-VTR)**

i. **Purpose.** The C-VTR serves multiple purposes. It is essential to the NAAB in making its decision regarding candidacy; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. *C-VTRs* are considered advisory to the NAAB Board of Directors.

ii. **Contents**

1. The C-VTR conveys the visiting team’s assessment of whether the program’s plan for achieving initial accreditation is reasonable, capable of being implemented, and to what extent the program meets or is likely to meet the *Conditions for Accreditation*, as measured by the following:
   a. Evidence of student learning.
   b. The overall capacity of the program to fulfill its obligations to ensure student achievement.
   c. The overall learning environment.
2. It establishes the degree to which the program is functioning in the manner described in the APR-IC. Therefore, the C-VTR must be concise and consistent and include documentation of the following:
   a. The program’s noteworthy qualities with respect to the Conditions.
   b. The program’s progress toward identifying and eliminating deficiencies with respect to the Conditions, especially the Student Performance Criteria.
   c. Concerns about the program’s future performance and/or capacity to achieve initial accreditation.
   d. Comments that may be helpful in preparing for future candidacy reviews or initial accreditation visits.

iii. Format. The C-VTR, generally speaking, includes the following:
   1. Section I – Summary of Team Findings
      a. Team Comments. This is a narrative in which the team makes its general comments on the program, the APR-IC, and its observations and assessments with special attention to the items listed in 4.3.f.ii.a-d (above).
      b. Conditions Not Met/Not-Yet Met. This is a list of the conditions and student performance criteria that the team determines are either not met or not-yet met.
      c. Causes for Concern. This is a narrative that describes specific concerns of the team relative to not-yet-met conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team has concerns or questions. This should be a numbered list and each item should have a title. It is not necessary for a not-yet-met condition to generate a cause for concern; likewise conditions/criteria that are determined to be met, may have also generated concerns within the team. All of these should be documented in this section of the report.
      d. Progress since the Previous Visit/C-VTR
         i. In the case of the first visit to establish initial candidacy, this section is left blank.
         ii. In the case of a visit for continuing candidacy, this section is completed. This is a narrative in which the current team reviews the program’s progress against each of the not-yet-met conditions and causes of concern from the previous visit and C-VTR. It is the responsibility of the current team to determine, based on their review, whether previously not-yet-met conditions are now met and whether the causes of concern have been addressed.

2. Section II – Compliance with the Conditions for Accreditation
3. Section III – Appendices
a. Appendix A. Program and institutional information from Part I of the APR.
e. Appendix B. Conditions Met with Distinction. This is a list of the conditions and student performance criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the conditions or criteria listed here.
b. Appendix C. The team roster.

4. **Section IV—Report Signatures.** This page includes the signatures of all team members.

iv. **Confidential Recommendation.** In a separate document, the team transmits a recommendation on initial candidacy to the NAAB Board of Directors. This recommendation is signed by all members of the team. The recommendation will also include a recommendation as to the length of time until the next visit either for continuing candidacy or initial accreditation. This document is considered confidential in perpetuity and is non-binding on the Board. This document is to be transmitted not later than 30 calendar days after the visit ends.

v. **Review/Acceptance/Transmittal by the Team.** The team chair must transmit a final draft of the C-VTR to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other members of the team.

vi. **Review by NAAB staff.** Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. Any requests for clarification or adjustments are reviewed with the team chair. Once any changes have been made or approved by the chair, the draft is sent to the program administrator.

vii. **Corrections of fact.** The program administrator is then asked to review the draft C-VTR to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who, in turn review the corrections with the chair. The team chair has 10 calendar days to accept the corrections of fact and resubmit a final C-VTR.

viii. **Optional response.** The final C-VTR is transmitted to the program administrator who has the option to write a response.

ix. **Dates and deadlines**

1. 30 days after the visit ends: team chair sends draft C-VTR and confidential recommendation to NAAB staff.
2. NAAB staff completes the initial edits and corrections in consultation with the chair, and sends the draft C-VTR to the program administrator.
3. Within 10 calendar days of receiving the draft C-VTR, program submits corrections of fact. Corrections sent after the deadline will not be accepted.
4. Within 10 calendar days of receiving the corrections of fact, the staff and team chair accept or reject corrections and complete the final C-VTR.

5. NAAB staff transmit the final C-VTR to the program administrator for an optional response.

6. Within 10 calendar days of receiving the final C-VTR, the program sends its optional response to NAAB offices. Responses sent after the deadline will not be forwarded to the Board.

7. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepare the final report package for Board of Directors review. This package contains the following documents in this order:
   a. An executive summary.
   b. Final C-VTR.
   c. Confidential recommendation.
   d. Optional program response.

8. **Decision of the Board of Directors.** At its next regularly scheduled meeting, the final report package, including the confidential recommendation is presented to the Board of Directors for a decision.

9. **Transmitting the Decision of the Board of Directors.** Within 14 calendar days of a Board decision regarding a term of initial candidacy, a letter announcing the decision is sent to the president of the institution, with copies to the program administrator, the team chair, and the team members. This letter is sent by overnight delivery. Decisions to deny candidacy are not subject to reconsideration or appeal. The letter transmitting a decision to deny initial candidacy will include advice for reapplying.

10. **Confidentiality.** The team and any non-voting members must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team’s recommendation on a term of candidacy in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

    Before the candidacy decision, both the NAAB and the program are prohibited from making either the APR or the C-VTR available to the collateral organizations or the public.

11. **Public Disclosure of Accreditation Outcomes**
    i. After the candidacy decision, the program is required to disseminate the APR-IC, the final C-VTR and all attachments, the current editions of the Conditions and the Procedures and any addenda. These documents must be housed together in the architecture library and be freely accessible to all.
ii. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the Conditions and the Procedures and any addenda and the C-VTR.

iii. The program is required to provide faculty and incoming students with access to the current student performance criteria and related accreditation documents. (See 2009 Conditions for Accreditation, Part II: Section 4. Public Information).

iv. The NAAB makes available in its office the APRs and the VTRs of all accredited programs, candidate programs, or programs that have lost accreditation. These are available to the public by appointment. Beginning in 2011, the NAAB will publish all VTRs at www.naab.org after accreditation decisions are made. These will be published without the confidential recommendation of the team.

v. The accreditation decisions for a given year are published in the annual Report on Accreditation in Architecture Education. In addition they are made available to the collateral organizations and the public, and to other organizations upon request.

vi. 

vii. Within 30 calendar days of a decision to deny candidacy, the NAAB will notify the collateral organizations and the appropriate regional accrediting agency.

4. **Subsequent Evaluations.** Continuation of candidacy is subject to submission of Annual Statistical Reports (Section 10), reviews, and visits at two-year intervals until initial accreditation is achieved. The reporting, team composition, and visit requirements for each subsequent visit are the same as for initial candidacy.
SECTION 4. PROCEDURES FOR INITIAL ACCREDITATION

Once a program has achieved initial candidacy and completed a minimum number of years in candidacy status, it is eligible to apply for initial accreditation of its professional degree program. For institutions that already have at least one NAAB-accredited professional degree program, some of these steps may be waived or modified. Generally, the steps are as follows:

- Request for initial accreditation
- Initial accreditation visit

Throughout the process, there are points of review by the NAAB staff and the NAAB Board of Directors.

All visits for initial accreditation take place in the fall following the graduation of the first cohort of students to complete the program.

Terms of initial accreditation may only be three years. See Section 2.2

In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation.

The “two-year rule,” as it is sometimes called, is promulgated by NCARB. The full text can be found in the Handbook for Interns and Architects, Chapter 1, in the statement defining the education requirement for an NCARB Certificate.

“You must hold a professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) or the Canadian Architectural Certification Board (CACB/CCCA) no later than two years after your graduation, or hold a professional degree in architecture, certified by the CACB, from a Canadian university.”

In practical terms, this means that if a program receives an initial term of accreditation effective January 1, 2008, for example, individuals who graduated after January 1, 2006, are considered to have met the education requirement for an NCARB Certificate. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction.

1. Eligibility for Initial Accreditation
   a. Programs seeking initial accreditation for a first professional degree program in architecture that do not currently offer a NAAB-accredited degree program must have by the time of the visit for initial accreditation:
      i. Completed no less than four years in continuous candidacy.
      ii. One graduating class that has completed the entire professional degree program for which accreditation is sought. This class or cohort must have graduated not more than one year prior to the year in which the initial accreditation visit is scheduled (e.g., for visits in 2011, the first cohort must have graduated in 2010).
b. Programs that already have at least one NAAB-accredited professional degree program must have:
   i. No less than two years in continuous candidacy.
   ii. A six-year term of accreditation, without a focused evaluation\(^2\), for the pre-existing accredited professional degree program in architecture.
   iii. One graduating class that has completed the entire professional degree program for which accreditation is sought. This class or cohort must have graduated not more than one year prior to the year in which the initial accreditation visit is scheduled (e.g., for visits in 2011, the first cohort must have graduated in 2010).
   iv. It is the responsibility of the program, not NAAB, to inform students of the status of their degree program(s) relative to accreditation and whether the program is on schedule to achieve initial accreditation (See Condition II.4 and Appendix 5 of The 2009 NAAB Conditions for Accreditation).

2. **Official Request for Initial Accreditation.** Institutions seeking initial accreditation for a professional degree program in architecture that has been granted candidacy status must first notify the NAAB of their desire to be granted an initial term of accreditation.

   a. To initiate the process for achieving initial accreditation, the program must formally request the NAAB to schedule a visit for initial accreditation. The request is due not later than March 1 of the year prior to the year in which the visit for initial accreditation is requested. In making a request for initial accreditation, the program effectively forfeits any remaining time in the six-year candidacy. For example, if a program has completed four years in candidacy and requests initial accreditation and initial accreditation is denied, then the program must begin the process again with an application for candidacy.

   b. The request must include the following:
      i. A written request from the chief academic officer of the institution to schedule a visit for initial accreditation of the professional degree program in architecture. The letter should include the specific degree name (e.g., B. Arch., M. Arch., or D. Arch.) including pre-requisites (e.g., M. Arch. (preprofessional degree plus 60 graduate credits)).
      ii. A copy of the most recent decision letter from the NAAB.
      iii. A copy of the most recent decision letter from the recognized, U.S. regional accrediting agency for the institution (see NAAB 2009 Conditions for Accreditation Part II, Section 2.1, Regional Accreditation).
      iv. A brief assessment of the progress against the Plan for Achieving Initial Accreditation with specific attention to providing evidence that the plan will be fully implemented by the time of the site visit for initial accreditation.
      v. The request must be submitted electronic format only.
         1. Requests are limited to 75 pages including all supplemental information.

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\(^2\) Programs with focused evaluations scheduled for 2013, 2014, or 2015 may not apply for initial accreditation of any new program until after the next accreditation decision on the existing program.
2. The request is to be sent either in Microsoft Word or Adobe PDF and is limited to 3 MBs.

3. Applications are to be addressed to the Accreditation Manager, NAAB by email: info@naab.org with a copy to cpair@naab.org. Please include “Application for Initial Accreditation Site Visit” in the subject line.

3. **Initial Accreditation.** Once the application has been reviewed for completeness, the program will be added to the annual visit schedule for the next calendar year. Visits for initial accreditation are conducted in the fall only and are similar to those for continuing accreditation. The first step is the preparation of an **Architecture Program Report for Initial Accreditation (APR-IA)** and preparation for a visiting team. The APR-IA, selection of the visiting team, and other elements of the site visit are described below.

   a. **Architecture Program Report for Initial Accreditation**

      i. **Purpose.** The **Architecture Program Report for Initial Accreditation (APR-IA)** serves both as a self-study for the program and as the principle source document for the team conducting the visit.

      ii. **Content.** For programs seeking initial accreditation, the APR-IA should:

         1. Present complete and accurate information to demonstrate the extent to which the program is already in compliance with each of the NAAB Conditions.

         2. Present complete and accurate information to demonstrate how the program has used its **Plan for Achieving Initial Accreditation** to achieve compliance with the **NAAB Conditions.** Areas and levels of excellence will vary among candidate programs as will approaches to meeting the conditions and reporting requirements. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.

      iii. **Format.** Schools must use the following format for the APR-IA. Each part should be used to describe how the program’s unique qualities, its **Plan for Achieving Initial Accreditation**, and its students’ achievements satisfy the conditions that all programs must meet in order to become accredited. For additional information on the contents of the APR-IA see, **NAAB Conditions for Accreditation**, 2009 edition.

         1. Part One – Institutional Support and Commitment to Continuous Improvement

            a. 1.1 Identity & Self-Assessment

            b. 1.2 Resources

            c. 1.3 Institutional Characteristics

               i. Statistical Reports

               ii. **Annual Statistical Reports**

               iii. Faculty Credentials

         2. Part Two – Educational Outcomes and Curriculum

            a. 2.1 Student Performance Criteria

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3 Information from 2008 forward will be provided by the NAAB from its Annual Report Submission System.
2.2 Curricular Framework
2.3 Evaluation of Preparatory/Preprofessional Education
2.4 Public Information

3. Part Three – Progress Since the Last Site Visit
   a. 3.1 Summary of Responses to the Team Findings
      i. Responses to Conditions Not Met/Not-Yet Met
      ii. Responses to Causes of Concern
   b. 3.2 Summary of Responses to Changes in the NAAB Conditions

4. Part Four – Supplemental Information
   a. 4.1 Description of policies and procedures for evaluating student work
   b. 4.2 Course Descriptions (see 2009 Conditions, Appendix 1 for format)
   c. 4.3 Faculty Resumes (see 2009 Conditions, Appendix 2 for format)
   d. 4.4 Visiting Team Report (VTR) from the previous visit
   e. 4.5 Catalog (or URL for retrieving online catalogs and related materials)

5. APR-IAs may only be submitted in electronic format (see below).
6. APR-IAs are limited to 150 pages for Parts 1-3 and 100 pages for Part 4. The page limit does not include the C-VTR from the previous visit or the institution’s catalog.
   a. The APR is to be prepared in Microsoft Word or Adobe PDF and is limited to 7 MBs.
   b. APRs are to be uploaded through the NAAB’s integrated information management system.

   iv. Review and acceptance
1. The APR-IA is first reviewed by the NAAB staff to ensure it is complete.
2. The APR-IA is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program’s structure, and to identify issues that may affect the duration and agenda for the site visit. The visiting team chair’s review results in a recommendation to the staff to do one of the following:
   a. Accept the APR-IA and schedule the site visit.
   b. Accept the APR-IA, schedule the site visit, and request additional information before the visit.
   c. Require additional information to be submitted not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed and determined to be acceptable.
   d. Reject the APR-IA and require a new report be submitted for review not less than 45 days prior to the date for the

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4 This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the 2009 Conditions as compared to the Conditions in effect at the time of the most recent visit for candidacy.
visit. If the new APR-IA is considered acceptable, the visit will take place.

i. Should the chair recommend the APR-IA be rejected, the APR-IA and the chair’s review are brought before the NAAB Board of Directors for review and action.

ii. Should the school fail to deliver an acceptable amended or replacement APR-IA, the chief academic officer of the institution is notified that the initial accreditation visit will have to be postponed until the next semester. A new chair will be appointed and a new team assembled.

v. Dates/Deadlines
   1. APR-IAs are due in the NAAB offices by March 1 of the calendar year in which the initial accreditation visit is scheduled to take place.
   2. The review must be completed before the regularly scheduled summer meeting of the NAAB Directors.
   3. New APR-IAs (if they are requested) are due not less than 45 days prior to the dates for visit.

vi. Dissemination of the APR-IA to the Public Prior to the Visit. To stimulate broad-based participation, the program is encouraged to distribute the APR-IA within the school community before and during the site visit. However, the APR-IA is not to be shared with the general public until after the final decision is communicated by the NAAB (see Section 5.4).

b. Visiting Teams
   i. Composition of Teams
      1. Teams are composed of at least four individuals, each of whom represents one of the four constituent organizations of the NAAB: the AIA, AIAS, ACSA, and NCARB. One of these individuals will be nominated by the NAAB Directors to serve as the team chair.
      2. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined below. To maintain uniform quality of visits and Visiting Team Reports (VTRs), teams are selected so that not more than one person, excluding the AIAS representative, is on his or her first visit.
      3. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

   ii. Team Chair
      1. Role. The team chair is responsible for the following:
a. Negotiating the date for the visit with the program administrator.
b. Reviewing the APR-IA and identifying needs for additional information or requesting changes to the report.
c. Conducting a mandatory, pre-visit conference call with all members of the team to establish expectations and special requirements or circumstances. This call is arranged by the NAAB in consultation with the chair.
d. Developing the agenda for the visit with the program administrator.
e. Consulting with the program administrator on the format and content of the team room.
f. Consulting with the executive director on the approval of a proposed non-voting team member. The team chair has the discretion to dismiss a non-voting team member if he/she determines, during the course of the visit that the non-voting member has a real or potential conflict of interest or is not prepared to fully participate in the visit.
g. Preparing the final draft of the Visiting Team Report (see below) and sending it to the NAAB offices within 30 days of the visit.
h. Securing the signatures of all team members on the report, including the non-voting member.
i. Securing the signatures of the team on the confidential recommendation, excluding the non-voting member (see more below).
j. Approving corrections of fact submitted by the program after reviewing the draft VTR.
k. Ensuring the team’s compliance with the Procedures for Accreditation and appropriate standards of conduct during the visit.
l. Attend team chair training.

2. Selection. Visiting team chairs are nominated by the Executive Committee before the site visit. The selection is based on a review of the resumes of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notify program administrators once a chair has been nominated. The administrator may challenge the nomination for potential conflicts of interest. Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.

iii. Non-voting members

1. Role. To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one non-voting member to participate in the site visit.

2. Selection and Approval

   a. The program may nominate one non-voting member for an initial accreditation visit.
b. The nomination must be approved by the executive director in consultation with the team chair. Nominations must be accompanied by a resume or vitae and a description of the relationship between the individual and the program.

c. Non-voting team members cannot be proposed less than 21 days before the start of the visit.

d. A program non-voting member may be a member of the architecture community or an alumnus/a nominated by the program to offer insight into its unique qualities or history. Individuals who have graduated from the program during its candidacy are considered per se to have a real conflict of interest and may not serve on the visiting team for initial accreditation in any capacity.

e. Any individual who had or has a contractual or consulting relationship to the program at any time, whether paid or voluntary may not participate as a non-voting team member.

f. Non-voting team members can only be nominated after a program has approved the membership of its visiting team.

g. No individual may serve as a non-voting team member more than once in any three-year period.

h. On rare occasions and for training purposes only, the NAAB may ask the program and the visiting team chair to include a special, additional, non-voting team member. On teams for initial accreditation these may include prospective team members, non-voting members from affiliated accrediting agencies, staff from collateral organizations, or NAAB staff members. Such requests must be approved by the program administrator and the team chair.

3. Participation

a. The non-voting member must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. He/she is encouraged to offer comments and advice to the visiting team chair and team members.

b. The non-voting member does not participate in the formal team decisions concerning the recommendation on accreditation.

c. The non-voting member may be present at the last team work session solely at the discretion of the visiting team chair.

d. The non-voting member must agree in advance on the principles of confidentiality and conflicts of interest (See Section 9) as outlined below.

e. The non-voting team member must complete an online NAAB training program.
iv. **Notification to Program.** The NAAB staff notify the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.

v. **Conflicts of Interest.** The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 9 for additional information.

vi. **Challenges to Team Members.** Programs may challenge up to two members of a proposed visiting team, including the chair, under the terms of Section 9, Conflicts of Interest. Such challenges are to be made in writing within 10 days of receiving notice of the nomination of a chair or the membership of a visiting team. Challenges will be reviewed by the NAAB executive director and accreditation manager. Where challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days prior to the start of an accreditation visit.

c. **Site Visits**

i. **Scheduling the Dates for the Visit**

1. The dates for a visit for initial accreditation are set by the team chair and the program administrator in consultation.
2. Generally, these visits take place between the first week of September and the last weekend in October each year.
3. Once a team has been assembled and proposed, the dates for a visit cannot be changed.
4. Visits for initial accreditation begin on Saturday evening and end the following Wednesday at noon.
5. All members of the team are expected to participate in the visit the entire time.
6. If the program seeking initial accreditation is offered in more than one site, the team chair may be scheduled to arrive early in order to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff. See Section 8 for additional information on visits with special circumstances.

ii. **Schedule/Agenda for the Visit.** The schedule for a visit for initial accreditation is the same as for continuing accreditation. See Section 5 for this information.

iii. **Team Room.** The purpose, contents, access, standards, and equipment for a team room for a visit for initial accreditation are the same as for a visit for continuing accreditation. See Section 5 for this information.

iv. **Faculty Exhibits.** The program must provide evidence through a faculty exhibit⁵ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in the *Conditions for Accreditation.* This exhibit should include highlights

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⁵ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.
of faculty professional development and achievement since the last candidacy visit.

d. **Visiting Team Report (VTR)**
   i. **Purpose.** The VTR serves multiple purposes. It is essential to the NAAB in making its accreditation decision; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. VTRs are considered advisory to the NAAB Board of Directors.
   
   ii. **Contents.** The VTR conveys the visiting team’s assessment of whether the program has fully implemented the *Plan for Achieving Initial Accreditation*; whether the program meets the *Conditions for Accreditation*, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. It establishes the degree to which the program is functioning in the manner described in the APR. Therefore, the VTR must be concise and consistent and include documentation of the following:
      1. The program’s noteworthy qualities with respect to the *Conditions*.
      2. The program’s deficiencies with respect to the *Conditions*, especially the Student Performance Criteria.
      3. Concerns about the program’s future performance and/or capacity to meet its long-term strategic objectives.
      4. Comments that may be helpful in preparing for future accreditation visits.
   
   iii. **Format.** The VTR, generally speaking, includes the following:
      1. **Section I – Summary of Team Findings**
         a. **Team Comments.** This is a narrative in which the team makes its general comments on the program, the APR, and its observations and assessments with special attention to the items in 5.3.ii.1-4 (above).
         b. **Conditions Not Met.** This is a list of the conditions and student performance criteria that the team determines are not met.
         c. **Causes of Concern.** This is a narrative that describes specific concerns of the team relative to unmet conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team has concerns or questions. It is not necessary for an unmet condition to generate a cause for concern; likewise conditions/criteria that are determined to be met may have also generated concerns within the team.
         d. **Progress since the Previous Site Visit/VTR.** This is a narrative in which the current team reviews the program’s progress against each of the not-met or not-yet-met conditions and causes of concern from the previous visit and VTR. It is the responsibility of the current team to determine, based on their review, whether previously not-
met or not-yet-met conditions are now met and whether the
causes of concern have been addressed.
2. **Section II – Compliance with the 2009 Conditions for
   Accreditation**
3. **Section III – Appendices**
   a. Appendix A. Program and institutional information from
      Part I: Section 1 of the *APR*.
   b. Appendix B. Conditions Met with Distinction. This is a list of
      the conditions and student performance criteria for which
      the team wishes to commend the program. The team is
      encouraged to include a brief narrative for each one of the
      conditions or criteria listed here.
   c. Appendix C. The team roster.
4. **Section IV – Report Signatures.** This page includes the
   signatures of all team members, including the non-voting
   member(s).
   iv. **Confidential Recommendation.** In a separate document, the team
       transmits a recommendation on a term of initial accreditation to the NAAB
       Board of Directors. This document is signed by all members of the team, except
       the non-voting member(s) (see Section 2.2 for the term of initial
       accreditation). This document is confidential in perpetuity and non-binding
       on the Board. It must be transmitted not more than 30 days after the visit
       ends.
   v. **Review/Acceptance/Transmittal by the Team.** The team chair must
      transmit a final draft of the *VTR* to the NAAB office not later than 30
      calendar days after the visit ends. During the interim, the team chair is
      responsible for completing the draft and collecting additional input or
      suggested text from the other members of the team.
   vi. **Review by NAAB Staff.** Upon receiving the draft from the team chair, the
       NAAB staff reviews the draft report and makes corrections for grammar,
       spelling, and punctuation. In addition the report is reviewed for
       completeness and comprehension and to ensure the team has not
       offered advice or recommendations for changes or modifications to the
       program. If there are concerns or requests for additional review, the draft
       is returned to the chair. Once the chair makes the adjustments to the
       draft, it is sent, without the confidential recommendation, to the program
       administrator.
   vii. **Corrections of fact.** The program administrator is asked to review the
       draft *VTR* to make corrections of fact only. These corrections are to be
       transmitted to the NAAB staff, who, in turn will review the corrections of
       fact with the team chair. The team chair has 10 calendar days to accept
       the corrections of fact and resubmit a final *VTR*.
   viii. **Optional response.** The final *VTR* is transmitted to the program
        administrator who may choose to write a response.
   ix. **Dates and deadlines**
      1. 30 days after the visit ends: team chair sends draft *VTR* and
         confidential recommendation to NAAB staff.
2. NAAB staff completes the initial edits and corrections, in consultation with the chair, and then sends the draft VTR to the program administrator.

3. Within 10 calendar days of receiving the draft VTR, program submits corrections of fact. Corrections received after the deadline will not be accepted.

4. Within 10 calendar days of receiving the corrections of fact, the team chair accepts or rejects corrections and submits final VTR to NAAB staff.

5. NAAB staff transmits the final VTR to the program administrator for an optional response.

6. Within 10 calendar days of receiving the final VTR, the program sends its optional response to NAAB offices. Responses received after the deadline will not be forwarded to the Board.

7. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepares the final report package for Board of Directors review. This package contains these documents in the following order:
   a. An executive summary.
   b. The final VTR.
   c. Confidential recommendation.
   d. Program response, if one is submitted.

   e. **Decision of the Board of Directors.** At its next regularly scheduled meeting, the final report package, is presented to the Board of Directors for a decision.

   f. **Transmitting the Decision of the Board of Directors.** Within 14 calendar days of a Board decision regarding a term of initial accreditation, a letter announcing the decision is sent to the president of the institution, with copies to the program administrator, the team chair, and the team members. This letter is sent by overnight delivery. The institution has 14 calendar days from the receipt of a decision letter to request reconsideration. See Section 13.

   g. **Confidentiality.** The team and any non-voting members must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team’s recommendation on a term of initial accreditation in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the accreditation decision, both the NAAB and the program are prohibited from making either the APR or the VTR available to the collateral organizations or the public.

4. **Public Disclosure of Accreditation Outcomes**
   a. After the accreditation decision, the program is required to disseminate the APR-IA, the final VTR and pertinent attachments, the current editions of the Conditions
and the Procedures and any addenda, and, eventually, the Interim Reports and the NAAB response to the Interim Report. These documents must be housed together in the architecture library and be freely accessible to all.

b. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the Conditions and the Procedures and any addenda and the VTR.

c. The program is required to inform faculty and incoming students that access to the current student performance criteria and any addenda may be read or downloaded from the NAAB Web site.

d. The NAAB makes available in its office the APRs and the VTRs of all accredited programs, candidate programs, or programs that have lost accreditation. These are available to the public by appointment. Beginning in 2011, the NAAB will publish all VTRs at www.naab.org after accreditation decisions are made. These will be published without the confidential recommendation of the team.

e. The accreditation decisions for a given year are published in the annual Report on Accreditation in Architecture Education. In addition they are made available to the collateral organizations and the public, and to other organizations upon request.

f. Within 30 calendar days of a decision to deny initial accreditation, the NAAB will notify the collateral organizations and the appropriate regional accrediting agency.

5. **First Term of Continuing Accreditation Following Initial Accreditation:** Programs that achieve a three-year term of initial accreditation must receive a six-year term of accreditation as a result of the Board’s decision following the first visit for continuing accreditation or accreditation may be revoked.

The team for a first visit for continuing accreditation subsequent to a term of initial accreditation will be composed of experienced team members and, to the extent possible, may include a former NAAB Director.
SECTION 5. PROCEDURES FOR CONTINUING ACCREDITATION

Today, the NAAB’s system for accreditation of professional degree programs within institutions requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Board of Directors.

For programs that have achieved an initial accreditation or are seeking continuing accreditation of their NAAB-accredited degree programs, the sequence is essentially the same.

- Program submits an Architecture Program Report.
- NAAB assigns a visiting team and a visit is conducted.
- The visiting team prepares a report and makes a confidential recommendation to the NAAB Board.
- The Board makes the final decision.

Once the Board has made a decision regarding a term of accreditation, continuing accreditation is subject to the submission of Annual Statistical Reports (See Section 10) and an Interim Report (See Section 11).

1. **Architecture Program Report**
   a. **Purpose.** The Architecture Program Report (APR) serves both as a self-study for the program and as the principal source document for conducting the visit.
   
   b. **Content.** The APR is, largely, a narrative document that is comprehensive and self-analytical. It is expected to succinctly describe how a program meets each of the conditions for accreditation. However, to the extent that photographs, tables, or other types of information support the program’s narrative, they should also be included, but not to the detriment of the narrative. Areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Nevertheless, schools must present complete and accurate information to demonstrate compliance with each of the NAAB Conditions; positive aspects of a degree program in one area cannot override deficiencies in another.
   
   c. **Format.** Schools must use the prescribed format for the APR. Each part is intended to allow a school to describe how the program’s unique qualities and how its students’ achievements satisfy the conditions that all accredited programs must meet. APRs are limited to 150 (or 75 double-sided) pages excluding all supplemental information. Supplemental materials are limited to 100 pages (or 50 double-sided pages) and do not include the VTR from the previous visit or the institution’s catalog. The APR is to be delivered through the NAAB’s integrated information management system in either Microsoft Word or Adobe PDF formats and is limited to a 7 MB file size. **APRs that exceed the file size or the page limits cannot be uploaded. Hard copy APRs are no longer accepted.**
   
   - i. Part One – Institutional Support and Commitment to Continuous Improvement
1. 1.1 Identity & Self-Assessment
2. 1.2 Resources
3. 1.3 Institutional Characteristics
   a. Statistical Reports
   b. Annual Reports
   c. Faculty Credentials

ii. Part Two – Educational Outcomes and Curriculum
   1. 2.1 Student Performance Criteria
   2. 2.2 Curricular Framework
   3. 2.3 Evaluation of Preparatory/Preprofessional Education
   4. 2.4 Public Information

iii. Part Three – Progress Since the Last Site Visit
   1. 3.1 Summary of Responses to the Team Findings
      a. Responses to Conditions Not Met
      b. Responses to Causes of Concern
   2. 3.2 Summary of Responses to Changes in the NAAB Conditions

iv. Part Four – Supplemental Information
   1. 4.1 Description of policies and procedures for evaluating student work
   2. 4.2 Course Descriptions (see Appendix 1 for format)
   3. 4.3 Faculty Resumes (see Appendix 2 for format)
   4. 4.4 Visiting Team Report (VTR) from the previous visit and Focused Evaluation Team Reports from any subsequent Focused Evaluations scheduled to take place before December 31, 2015.
   5. 4.5 Catalog (or URL for retrieving online catalogs and related materials)
   6. 4.6 Response to the Offsite Program Questionnaire (See Section 8)

v. APRs may be submitted in electronic format only (see above).

The specific contents of the APR with respect to each element of Part One and Part Two are outlined in the 2009 Conditions for Accreditation.

d. Review and acceptance of the APR.
   i. The APR is first reviewed by the NAAB staff to ensure it is complete.
   ii. The APR is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program’s structure, and to identify issues that affect the size of the team or length and locales of the site visit. The visiting team chair’s review results in a recommendation to the staff to do one of the following:
      1. Accept the APR and schedule the site visit.

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\(^6\)Statistical information from 2008 forward will be provided by the NAAB from its Annual Report Submission System. Programs are expected to provide the narrative reports and the NAAB responses to the narrative reports.

\(^7\)This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the 2009 Conditions as compared to the Conditions in effect at the time of the last visit.
2. Accept the APR, schedule the site visit, and request additional information before the visit.

3. Require additional information to be submitted by November 15 and schedule the site visit after the additional information is received, reviewed and determined to be acceptable.

4. Reject the APR and require a new report be submitted for review by November 15. If the new APR is considered acceptable, the visit will be scheduled.
   a. Should the chair recommend the APR be rejected, the APR and the chair’s review are brought before the NAAB Board of Directors for review and action.
   b. Should the school fail to deliver an acceptable amended or replacement APR by 15 November, the chief academic officer of the institution is notified that the site visit cannot proceed and that accreditation may lapse.

e. Dates/Deadlines
   i. APRs must be uploaded on or before September 7 of the calendar year immediately preceding the year in which accreditation is scheduled to expire (e.g., For visits scheduled in spring 2013 the APR is due September 7, 2012).
   ii. Review of APRs must be completed before the regularly scheduled fall meeting of the NAAB Board of Directors.
   iii. If a complete revision of the APR is requested by the team chair (see below), the revised APR is due November 15.

f. Dissemination of the APR to the public prior to the visit. To stimulate broad-based participation, the program is encouraged to distribute the APR within the school community before and during the site visit. However, the APR is not to be shared with the general public until after the final decision is communicated by the NAAB (see Section 3.5).

2. Visiting Teams
   a. Composition of Teams
      i. Generally, teams are composed of at least four individuals, each of whom represents one of the four constituent organizations of the NAAB: the AIA, AIAS, ACSA, and NCARB. One member of the team will be nominated by the NAAB Executive Committee to serve as the team chair.
      ii. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined in Section 9. Every effort is made to assemble teams in such a way as to ensure that no more than one person, excluding the AIAS representative, is on his or her first visit. This is not always possible.
iii. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

b. **Team Chair**
   i. **Role.** The team chair is responsible for the following:
      1. Negotiating the date for the visit with the program administrator.
      2. Reviewing the *APR* and identifying needs for additional information or requesting changes to the report.
      3. Developing the agenda for the visit with the program administrator.
      4. Consulting with the program administrator on the format and content of the team room.
      5. Consulting with the executive director on the approval of a proposed non-voting member. The team chair has the discretion to dismiss the non-voting team member if he/she determines, after the visit begins that the individual has a real or potential conflict of interest or is not prepared to fully participate in the visit.
      6. Leading a required pre-visit conference call with all members of the team to establish expectations for preparatory work prior to the visit, and special requirements or circumstances. This call is arranged by the NAAB in consultation with the chair.
      7. Preparing the final draft of the *Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the last day of the visit.
      8. Securing the signatures of all team members on the report, including the non-voting member.
      9. Securing the signatures of the team on the confidential recommendation, excluding the non-voting member (see more below).
      10. Reviewing corrections and comments submitted by the NAAB staff.
      11. Approving corrections of fact submitted by the program after reviewing the draft *VTR*.
      12. Ensuring the team’s compliance with the *Procedures for Accreditation* and appropriate standards of conduct during the visit.
      13. Attend team chair training.
   
   ii. **Selection.** Visiting team chairs are nominated by the Executive Committee before the site visit. The selection is based on a review of the resumes of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notify program administrators once a chair has been nominated. The administrator may challenge the nomination for potential conflicts of interest (See Section 9). Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.
c. **Non-voting member**

i. **Role.** To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one non-voting member to the visiting team.

ii. **Selection and Approval**

1. The program administrator may nominate one non-voting member.
2. The nominations must be approved by the executive director in consultation with the team chair. Nominations must be accompanied by a resume or vitae and a brief description of the relationship between the individual and the program.
3. Non-voting team members cannot be proposed less than 21 days before the start of a visit.
4. A non-voting member may be a member of the architecture community or an alumnus/a nominated by the program administrator to offer insight into the program’s unique qualities or history. Individuals who have graduated since the previous site visit are considered per se to have a real conflict of interest and may not participate on a visiting team in any capacity. Programs considering the use of alumni/ae in this role are encouraged to invite individuals who graduated at least 10 years prior to the visit.
5. Any individual who had or has a contractual or consulting relationship to the program at any time, whether paid or voluntary may not participate as a non-voting team member.
6. Non-voting team members may only be nominated after a program has approved the membership of its visiting team.
7. No person may serve as a non-voting team members more than once in any three-year period.
8. An individual who previously visited the program as a member of a NAAB visiting team may not serve as a non-voting team member on any subsequent visit.
9. Occasionally, for training purposes, the NAAB may ask the program and the team chair to accept a special, additional, non-voting member. These individuals may be NAAB Directors, administrators from programs seeking candidacy or initial accreditation, prospective team members, foreign visitors, representatives of affiliated accrediting agencies, volunteer leaders or staff from collateral organizations, or NAAB staff members. These requests must be approved by the program administrator and the team chair.
10. Any non-voting team member must complete an online training program before the visit begins.

iii. **Participation**

1. The non-voting member(s) must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. They are encouraged to offer
comments and advice to the visiting team chair, team members, program, or institution.

2. Non-voting members do not participate in the team’s decision concerning the recommendation on the term of accreditation.

3. Non-voting members may be present at the last team work session solely at the discretion of the visiting team chair.

4. All non-voting members must agree in advance to abide by the principles of confidentiality as outlined below and by the Conflict of Interest policies in Section 9.

d. **Notification to Program.** The NAAB staff notify the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.

   i. **Conflicts of Interest.** The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 9 for additional information on Conflict of Interest.

   ii. **Challenges to Team Members.** Programs may challenge no more than two members of a proposed visiting team, including the chair, under the terms of Section 9, Conflicts of Interest. Such challenges are to be made in writing within 10 days of receiving notice of the nomination of a team chair or the membership of a visiting team. Challenges will be reviewed by the NAAB executive director and accreditation manager. When challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days prior to the start of an accreditation visit.

3. **Site Visits**

   a. **Scheduling the Dates for the Visit**

      i. The dates for a visit for continuing accreditation are set by the team chair in consultation with the program administrator.

      ii. Generally, these visits take place between the last week of January and the first week of April each year.

      iii. Visits for continuing accreditation begin on Saturday evening and end the following Wednesday at noon.

      iv. All members of the team are expected to participate in the visit the entire time.

      v. Additional days may be added if the program is offered in more than one site; likewise individual members of the team may be scheduled to participate for more days to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff. See Section 8 for additional information on visits with special circumstances.

      vi. Dates for visits cannot be changed once a team has been assembled and proposed to the program.

   b. **Schedule/Agenda for Each Visit.** Each visit must include, at a minimum, the following:
i. **Prior to the Visit**

1. **Team Orientation.** Team members and non-voting members participate in a mandatory pre-visit conference call, in which the visiting team chair reviews the *APR, Conditions* and the *Procedures*, discusses visit protocols, and establishes expectations for each team member and how the team will work. Generally, this call will take place 14 days prior to the start of the visit.

2. **Review of the APR** (Team only). This review allows team members to discuss their initial reactions to the *APR*, to raise any initial concerns and to identify and prioritize the questions to be addressed during the visit. In light of this discussion, the visiting team chair outlines team assignments and may revise details of the agenda.

3. **Attend Team Training.** All team members are required to complete the NAAB Team Member Training program prior to the visit.

ii. **Onsite**

1. **Tours**
   a. **Physical Resources.** The school conducts a brief tour of the physical resources that support the professional degree program. This tour should include an explanation of how the team room is organized, the facilities the program uses, as well as, meetings with the personnel of media centers, workshops, and laboratories.
   b. **Library/Information Resources.** The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.

2. **Meetings** (NOTE: All meetings are confidential, informal discussions, not presentations.)
   a. **Staff.** This is a meeting with key staff of the academic unit and without any faculty or administrators present. Staff that attend this meeting should include but not be limited to administrative assistants, shop personnel, librarians, career placement professionals, advisors and others.
   b. **Program Head.** These include a discussion of issues arising from the *APR*, the program’s strategic plan and self-assessment procedures, progress made since the previous site visit, any required changes to the visit agenda, and any requests for additional materials the team may need. These meetings are often held daily.
   c. **Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students.** These are separate meetings and allow comparison of the views held by each constituency on the program’s strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.
i. Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.

ii. Meetings with students, without the presence of any administrators, staff, or faculty, should be arranged so that all students can attend.

d. **Meeting with student representatives.** This is an informal gathering of a small group of student leaders, without the presence of any administrators, staff, or faculty, who may be officers in student organizations or elected to attend by their peers.

e. **Meeting with Graduates and Local Practitioners (Optional).** This meeting is optional. Attendees may include recent and past graduates, local registration board members, and representatives of the local AIA chapter.

3. **Review of Student and Faculty Exhibits.** Team members are individually and jointly responsible for assessing work in the team room and elsewhere.

4. **Observation of Studios, Lectures, and Seminars.** The team may divide to attend scheduled classes and may use evenings to observe unscheduled studio activity.

5. **Review of General Studies, Electives, and Related Programs.** This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree program.

6. **Review of Student Records and Transfer Credit Assessment.** The visiting team chair may request school and student records, which should be presented with names removed.

7. **Debriefing Sessions.** Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for additional information.

8. **Accreditation Deliberation and Drafting the VTR.** The last afternoon and evening of the site visit is devoted to developing the team’s consensus on whether the program has met each of the NAAB conditions, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB Directors on a term of accreditation. By the end of the last work session, the VTR should be in a draft form and ready for editing by the visiting team chair.

9. **Exit interviews.** The sequence of exit interviews is proscribed in order to ensure the team delivers its initial information to key leaders within the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. Further, the purpose of these interviews is to communicate the following:
a. the conditions met with distinction,
b. the conditions not met,
c. causes of concern, and
d. any general team comments or acknowledgements.

These interviews are led by the chair; other members of the team may be called upon by the chair to comment. All members of the team are advised to avoid making any comments that may be interpreted as offering advice or other recommendations to the program or as revealing the content of the confidential recommendation.

The recommended sequence of exit interviews on Wednesday morning is as follows:

1. Exit interview with the program administrator, one hour. Questions and answers of clarification are permitted; the team chair will lead any response.
2. Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response. NOTE: this may be broken down into more than one meeting.
3. Exit interview with the central administrators responsible for oversight of the academic unit (e.g., provost, vice president for academic affairs, or president), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response.
4. Exit interview with the students, faculty, and staff of the program, 30 minutes; questions and answers are not permitted.
5. The team is expected to leave the institution as soon as the last interview is completed.

c. **Team Room**

i. **Purpose.** The team room is a securable, reasonably soundproof room accessible only to the team that is set up within the building for the exclusive use of the team to evaluate the program in confidence.

ii. **Contents.** Before the site visit, the program head and visiting team chair discuss the content and organization of the team room, which must contain fully labeled and easily accessible exhibits of student work. Exhibits must include examples of both the minimum passing grade and high achievement; be of sufficient quantity to demonstrate that all graduates are meeting the performance criteria; have been executed since the previous site visit; and span no less than a single previous academic year. In all cases, student work should be presented in the form in which it was turned in. If work was turned in using electronic format, the program is expected to provide the applications used to create the work in order for the team to review it.
iii. **Standards for Visit Preparation.** The process of preparation for an accreditation visit – drafting documents, collecting, and displaying student work, documenting student achievement and outcomes, and installing prepared materials in the team room and beyond – shall be accomplished by the program in accordance with its studio culture policy.

The team room must contain the following:

1. **Student Studio Work.** The visual material should be mounted on vertical surfaces; not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various faculty and must include syllabi, project statement or assignments, handouts, bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals must be included, or the progress of one group of students may be illustrated. Finally, the achievement of the student must be indicated (i.e., high or low pass) on the work.

2. **Course Notebooks.** A notebook should be provided for each required and elective course, including studio courses. The notebook must contain a syllabus showing weekly activities and assignments, a bibliography, quizzes and examinations, where applicable, and corresponding samples of student work with grades or instructors’ comments included. The achievement of the student must be indicated (i.e., high or low pass) and a statistical summary of achievement by all students must also be included.

Notebooks may be presented electronically but only after consulting with the team chair. In the event a program chooses to present course notebooks electronically, it is the responsibility of the program to make this material available to the team in the team room.

3. **Student Admissions and Advising Files.** These are copies of files for students admitted to the program, with identifying information removed, that demonstrate the process by which students are admitted to the program and how, if appropriate, advanced standing is determined (See 2009 Conditions for Accreditation, Part II. Section 3.).

4. **Team Work Area.** The room must contain a conference table, with enough seating to accommodate the entire team.

5. **Access.** The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team’s invitation.

6. **Equipment.** The room must contain a telephone, a document shredder, computer equipment as requested by the visiting team chair, Internet access, a printer, an LCD projector, and a sufficient number and type of electrical outlets.

7. **Visit Agenda and Resumes.** The visit agenda and resumes of the team should be posted in the vicinity of the room.
8. **Faculty Photos.** Faculty photos should be posted in the team room.

9. **Matrices**
   a. A large format copy of the faculty credentials matrix for the current semester, described in the *2009 Conditions for Accreditation*, Part II; Section 3, Faculty Credentials, should be posted in the team room.
   b. A large copy of the matrix(ces), described in the *2009 Conditions for Accreditation* Part II; Section 1, Student Performance Criteria, should be posted in the team room.

If work from more than one professional degree program or track or from additional teaching sites is being reviewed, student work from each program or track, or site must be clearly identified. While a range of work must be displayed for each required course, it is not necessary to present the complete output of a studio, lecture, or seminar.

Class assignments must be available for all projects presented. As the team will need to gain an overview of the curriculum and the integration of studio and coursework during each year of the program, it may be helpful to organize a single year’s documentation in one area.

The program is responsible for determining the logic of the team room, in consultation with the chair. However each item must be cross-referenced to the course matrix and criteria it addresses, be dated, and indicate its assessment from minimum to high achievement. Ideally, examples by several different students or teams will be furnished.

Exhibits in spaces outside the team room can augment, but not substitute for, team room exhibits. They should be identified in a manner consistent with team room displays, except that indications of minimum to high pass should be omitted in public displays.

d. **Faculty Exhibits.** The program must provide evidence through a faculty exhibit\(^8\) that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two of the *2009 Conditions for Accreditation*. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

4. **Visiting Team Report (VTR)**

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\(^8\) The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.
a. **Purpose.** The VTR serves multiple purposes. It is essential to the NAAB in making its accreditation decision; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. VTRs are considered advisory to the NAAB Board of Directors. A template for VTRs can be found in Appendix 1.

b. **Contents.** The VTR conveys the visiting team’s assessment of whether the program meets the *Conditions for Accreditation*, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. It establishes the degree to which the program is functioning in the manner described in the APR. Therefore, the VTR must be concise and consistent and include documentation of the following:

i. The program’s noteworthy qualities with respect to the *Conditions*.

ii. The program’s deficiencies with respect to the *Conditions*, including the Student Performance Criteria.

iii. Concerns about the program’s future performance and/or capacity to meet its long-term strategic objectives.

iv. Comments that may be helpful in preparing for future accreditation visits (if any).

c. **Format.** The VTR, generally speaking, includes the following:

i. **Section I – Summary of Team Findings**
   1. **Team Comments.** This is a narrative in which the team makes its general comments on the program, the APR, and its observations and assessments of the areas listed in 3.4.b. i-iv (above).
   2. **Conditions Not Met.** This is a list of the conditions and student performance criteria that the team determines are not met.
   3. **Causes for Concern.** This is a narrative that describes specific concerns of the team relative to unmet conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team has concerns or questions. This is a numbered list. Each item should have a brief title. It is not necessary for an unmet condition to generate a cause for concern; likewise conditions/criteria that are determined to be met may have also generated concerns within the team.
   4. **Progress since the Previous Site Visit/VTR.** This is a narrative in which the current team reviews the program’s progress against each of the not-met conditions and causes of concern from the previous visit and VTR. It is the responsibility of the current team to determine, based on their review, whether previously not-met conditions are now met and whether the causes of concern have been addressed.

ii. **Section II – Compliance with the 2009 Conditions for Accreditation**

iii. **Section III – Appendices**
   1. **Appendix A.** Program and institutional information from Part I: Section 1 of the APR.
2. **Appendix B.** Conditions Met with Distinction. This is a list of the conditions and student performance criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the conditions or criteria listed here.

3. **Appendix C.** The team roster.
4. **Section IV – Report Signatures.** This page includes the signatures of all team members, including the non-voting member(s).

   d. **Confidential Recommendation.** In a separate document, the team transmits a recommendation on the term of accreditation to the NAAB Board of Directors, signed by all members of the team, except the non-voting member(s) (see Section 2 for terms that may be recommended). The content of this document remains confidential in perpetuity. The recommendation is non-binding on the Board. This document is to be transmitted separately from the VTR not later than 30 calendar days after the visit ends.

   e. **Review/Acceptance/Transmittal by the Team.** The team chair must transmit a final draft of the VTR to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other members of the team.

   f. **Review by NAAB Staff.** Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition, the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. If there are concerns or requests for additional review, the draft is returned to the chair. Once the chair makes the adjustments to the draft, it is sent, without the confidential recommendation, to the program administrator.

   g. ** Corrections of Fact.** The program administrator is asked to review the draft VTR to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who will review the corrections of fact with the team chair. The team chair has 10 calendar days to accept the corrections of fact and resubmit a final VTR.

   h. **Optional response.** The final VTR is transmitted to the program administrator who may choose to write a response.

   i. **Dates and deadlines**
      1. 30 days after the visit ends, the team chair sends draft VTR to NAAB staff.
      2. NAAB staff complete the initial edits and corrections, in consultation with the chair, and then sends the draft VTR to the program administrator.
iii. Within 10 calendar days of receiving the draft VTR, program submits corrections of fact. Corrections sent after the deadline will not be accepted.

iv. Within 10 calendar days of receiving the corrections of fact, the team chair accepts or rejects the corrections and submits final VTR to NAAB staff.

v. NAAB staff transmits the final VTR to the program administrator for an optional response.

vi. Within 10 calendar days of receiving the final VTR, the program sends its optional response to NAAB offices. Responses sent after the deadline will not be forwarded to the Board.

vii. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepare the final report package for Board of Directors review. This package contains four separate documents. They include the following, in this order:

1. An executive summary
2. The final VTR.
3. Confidential recommendation
4. Program response, if one is submitted.

5. **Decision of the Board of Directors.** At its next regularly scheduled meeting, the final report package, is presented to the Board of Directors for a decision.

6. **Transmitting the Decision of the Board of Directors.** Within 14 calendar days of a Board decision regarding a term of accreditation, a letter announcing the decision is sent to the president of the institution, with copies to the program administrator, the team chair, and the team members. This letter is sent by overnight delivery. In the event the Board decides to revoke accreditation, the letter will include the reasons for the decision and advice for addressing the deficiencies before applying for reinstatement (See Section 8). The institution has 14 calendar days from the receipt of a decision letter to request reconsideration (see Section 13).

7. **Confidentiality.** The team and any non-voting members must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team’s recommendation on a term of accreditation in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the accreditation decision, both the NAAB and the program are prohibited from making either the APR or the VTR available to the collateral organizations or the public.

8. **Public Disclosure of Accreditation Outcomes**
   a. After the accreditation decision, the program is required to disseminate the APR, the final VTR and pertinent attachments (including the program response, if one was prepared), the current editions of the Conditions and the Procedures and any addenda, and, eventually, the Interim Report(s) and the NAAB response to
the Interim Report(s). These documents must be housed together in the architecture library and be freely accessible to all.

b. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the APR, VTR, the Conditions and the Procedures and any addenda. Programs may not publish these documents in abbreviated or excerpted forms.

c. The program is required to provide faculty and students with access to the current student performance criteria and related accreditation documents (see 2009 Conditions for Accreditation, Part II: Section 4 – Public Information).

d. The NAAB makes available in its office the APRs and the VTRs of all accredited programs, candidate programs, or programs that have lost accreditation. These are available to the public by appointment. Beginning in 2011, the NAAB will publish all VTRs after accreditation decisions are made at www.naab.org. These will be published without the confidential recommendation of the team.

e. The accreditation decisions for a given year are published in the annual Report on Accreditation in Architecture Education. In addition they are made available to the collateral organizations and the public, and to other organizations upon request.

f. Within 30 calendar days of a decision to revoke accreditation, the NAAB will notify the collateral organizations, the appropriate regional accrediting agency, and the licensing board for the jurisdiction in which the institution is located.

9. Special Provisions for Institutions with More than One NAAB-Accredited Degree Program. If an institution offers more than one NAAB-accredited degree program certain adjustments may be made to the schedule, team, and the APR.

a. Adjustments to the Schedule. To the extent possible, the NAAB prefers to schedule a concurrent review of all NAAB-accredited programs in a single visit. Thus, any institution that offers more than one NAAB-accredited program would be expected to prepare one APR, one team room, and host one team. At the discretion of the team chair and in consultation with the program administrator(s), the visit may be extended by one day to facilitate review of student work.

b. Adjustments to the Team. Any team scheduled for concurrent review for continuing accreditation of more than one NAAB-accredited program at the same institution will have one additional team member selected from the pool of individuals nominated to serve on visiting teams by the ACSA. This additional team member will not affect the ability of the program to nominate a non-voting member.

c. Adjustment to the APR

   i. Part I Institutional Support and Commitment to Continuous Improvement.

      1. Part I: Section 1. The APR may provide one response for all accredited degree programs.
2. Part I: Section 2. The *APR* must provide information that there are appropriate resources for each NAAB-accredited program.

3. Part I: Section 3. The *APR* must provide quantitative information for each NAAB-accredited program.

4. Part I: Section 4. The *APR* must identify one set of documents included in the team room.

ii. Part II: Educational Outcomes and Curriculum.

1. Part II: Section 1. The program must provide a separate matrix for each degree program offered and for each track for completion of the accredited degree(s).

2. Part II: Section 2. The program must provide complete information regarding the curriculum for each of the NAAB-accredited programs and for all tracks for completing the NAAB-accredited degree.

3. Part II: Section 3. The program must demonstrate the processes for the analysis and evaluation of the preparatory/preprofessional education of students admitted to any of its accredited degree programs, with special attention paid to evaluating whether SPC are expected to have been met in educational experiences in non-accredited programs.

4. Part II: Section 4. The program may provide one response for all NAAB-accredited programs.

d. **Special Provisions for Institutions Seeking Candidacy or Initial Accreditation at the Same Time as a Visit for Continuing Accreditation.**

   In the rare case that an institution is seeking candidacy or initial accreditation for an additional NAAB-accredited professional degree program in architecture in the same year as a visit for continuing accreditation, the visits will not be combined. Instead separate visits will be scheduled with separate teams. In addition, a separate *APR* must be prepared for each program to be visited.
SECTION 6. PROGRAM CHANGES THAT REQUIRE REVIEW BY THE NAAB

Occasionally, programs may seek to make significant changes to the NAAB-accredited degree program. These changes may include changing the title(s) of the NAAB-accredited degree program they offer (e.g., B. Arch. to M. Arch.) or making a major curricular change that does not require a change of title. The former are referred to as nomenclature changes; these are addressed in Section 7. The latter are considered professional degree and curriculum changes and are addressed in this section. A professional degree and curriculum change may require approval by the NAAB.

Professional degree and curriculum changes that must be reviewed by the NAAB include the following:

- Changes that may affect the admissions requirements of a program (e.g., shifting from a non-baccalaureate M. Arch. to an M. Arch. that requires a preprofessional undergraduate degree for admission).
- Changes that effectively “split” an accredited single-degree program into a multi-degree sequence that concludes with an M. Arch or D. Arch., and which may require a preprofessional degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires a preprofessional degree for admission).

Any program seeking to make a professional degree and curriculum change must first consult the NAAB to determine whether this procedure is appropriate or whether the changes are sufficiently expansive to constitute a new, proposed program that may be required to pursue candidacy and initial accreditation. In the event the program must pursue candidacy and initial accreditation, the Board may approve an accelerated schedule.

Generally, approval of these types of changes follow this sequence:

- Letter of application to the NAAB Board of Directors.
- Submission of a proposal.
- Review of the proposal and application.
- Decision by the NAAB Board of Directors.

1. Professional Degree and Curriculum Changes
   a. Application. Programs seeking approval of a professional degree and curriculum change must submit the following to the NAAB Board of Directors:
      i. A letter from the chief academic officer of the institution requesting approval of the change.
      ii. A proposal for implementing the change (see below).
      iii. A copy of the most recent decision letter from the NAAB Board of Directors.
      iv. Copies of other institutional or state-required approvals for the change. The NAAB will not consider professional degree and curriculum change requests that have not met all other requirements for institutional or state-required approvals.

   b. Applications for professional degree and curriculum changes may be sent by email only and are to be addressed to the NAAB Accreditation Manager.
i. Applications are limited to 50 pages and 2 MBs.
ii. They are to be in either Word or Adobe PDF.
iii. By e-mail: info@naab.org with a copy to cpair@naab.org. Please include “Application for Professional Degrees and Curriculum Change – [Name of Institution]” in the subject line.

c. Proposal for Professional Degree and Curriculum Changes. The proposal for the change must include the following:
   i. Part I – Description of the current degree program.
      1. This should be similar to the program’s response to Part II, Section 2.1 Professional Degrees and Curriculum in its most recent Architecture Program Report.\footnote{Part II, Section 2.1 is similar to Condition 12 from the 2004 NAAB Conditions for Accreditation.}
      2. The matrix for Part II, Section 1, Student Performance Criteria, for the current degree program.
   ii. Part II - Proposed new degree program configuration.
      1. Part A – Professional Degrees & Curriculum. This section should describe the changes that will made to the program while also ensuring it conforms to NAAB and institutional requirements including:
         a. A narrative that responds to the requirements of Part II, Section 2, Curricular Framework.
         b. A new matrix for Student Performance Criteria for the accredited program under its new configuration
         c. Any prerequisites.
   iii. Part III – Implementation Plan. This section must identify a course of action for implementation of the program change within not more than two academic years after receiving approval from the NAAB. The plan must include the following:
      1. Securing resources not already available to the program (e.g., faculty, space, financial support), if necessary.
      2. Developing and implementing new courses and/or curricular sequences, if necessary.
      3. Proposed last academic year in which students will be admitted to the program in its current configuration.
      4. Plans for ensuring that students in the existing configuration are able to complete the program on time.
      5. Proposed first academic year in which students may enroll in the new program configuration.
      6. Proposed academic year in which the first cohort of students will complete the newly configured program.
      7. A plan for communicating with students, faculty, staff, alumni and the state registration/licensing board if the program change is approved by the NAAB. NOTE: If approved, program changes may not be applied retroactively.
d. **Professional Degrees and Curriculum Change Review Team**
   i. The NAAB will assign a team of two persons (one educator and one practitioner), one of whom is a member of the NAAB Board of Directors, the other will be from the most recent visiting team, if possible.
   ii. One of the two will be designated by the NAAB Directors as the team chair.
   iii. There are no non-voting team members on teams to review professional degree and curriculum change requests.

e. **Responsibilities of the Team Chair**
   i. Coordinate the review of documents with the other member of the team.
   ii. Coordinate the initial assessment of the reports and make a recommendation to the NAAB Board as to whether a visit is required.
   iii. Communicate with the program on the details of the visit, if required.
   iv. Prepare the final *Nomenclature Change Request Report*.

f. **Professional Degrees And Curriculum Change Sequence**
   i. The team will review the application and proposal along with the most recent *VTR*.
   ii. The team will confer, using any reasonable means, to determine whether the documentary evidence is sufficient for making a recommendation to the NAAB Board of Directors. The team will reach an initial decision from among the following:
   1. Based on a review of the documentary evidence, the team determines that the program has provided sufficient documentation for making a recommendation to the NAAB Board of Directors and no visit is necessary.
   2. The team determines based on a review of the documentary evidence that a visit is necessary to review additional documentation or to confer with program administrators and other institutional leaders.
   iii. If the team determines that no visit is necessary.
      1. The team chair will prepare a report using the *Professional Degrees and Curriculum Change Report* template. The report will be confined to the analysis of the proposal and the program’s preparation to implement the new degree configuration.
      2. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.
      3. The team will prepare, as a separate document, a confidential recommendation to the Board, signed by both members of the team. This document is confidential in perpetuity and is non-binding on the Board.
      4. The final copy of the report, with the recommendation of the team will be sent to the NAAB Board for action.
   iv. If the team determines a visit is necessary.
      1. The team chair will consult with the program administrator to set a date for a one-day Professional Degrees and Curriculum Change
visit. Visits are to take place on a weekday during a week when classes are in session and students are on campus.

2. The scope of the visit is limited to the preparation by the institution or academic unit to implement the professional degree and curriculum changes.

3. The team chair and program administrator will consult on the schedule for the visit. Generally, visits should include the following:
   a. Entrance and exit meetings with the program administrator.
   b. Meetings with institutional administrators with responsibility for implementation of the changes (e.g., department chair or dean).
   c. Meetings with faculty.
   d. Meetings with students.
   e. Review of documents and other evidence deemed appropriate by the program or requested by the team chair to demonstrate the program’s readiness to implement the program changes.

4. A team room may or may not be necessary depending on the documents or other evidence to be reviewed.

5. Upon the conclusion of the visit, the team chair will prepare a report using the Professional Degrees and Curriculum Change Request Report template.

6. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.

7. The final copy of the report, with the recommendation of the review team will be sent to the NAAB Board for action.

8. The program, if it wishes, may submit a written response to the final report when it submits its corrections of fact.

   g. **Recommendations for Professional Degree and Curriculum Change Requests.** The team may make one of three recommendations to the NAAB Board of Directors.
      1. Approve the request and leave the existing visit schedule unchanged.
      2. Approve the request and advance the time for the next visit while allowing adequate time for the program to prepare.
      3. Deny the request.

      In the event the change is approved, the team will recommend a specific date by which the existing program will be fully phased out, including appropriate “teach out dates.” In the event the professional degrees and curriculum change results in a new degree title, a date after which the new title will be considered the accredited degree will be reported to NCARB.

   h. **Final Decision.** The responsibility for the final decision rests with the NAAB Board of Directors.
i. In the event the professional degree and curriculum change request is denied, the program must wait until after its next regularly scheduled accreditation visit to reapply.

ii. Decisions of the NAAB regarding professional degree and curriculum changes are not subject to reconsideration or appeal.

2. **Confidentiality.** The team must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team’s recommendation on a nomenclature change request in perpetuity. The team bases its assessment of the request, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the decision, both the NAAB and the program are prohibited from making the application, proposal, or final report available to the collateral organizations or the public.
SECTION 7. NOMENCLATURE CHANGE REQUESTS

Occasionally, programs may seek to make significant changes to the NAAB-accredited degree program. These changes may include changing the title(s) of the NAAB-accredited degree program they offer (e.g., B. Arch. to M. Arch.) or making a major curricular change that does not require a change of title. The former are referred to as nomenclature changes. The procedure for reviewing nomenclature changes is found in this section. The latter are considered professional degree and curriculum changes, which are covered in the previous section.

Both types of changes must be approved by the NAAB Board of Directors. Generally, these approvals follow this sequence:

- Letter of application to the NAAB Board of Directors.
- Submission of a proposal.
- Review of the proposal and application.
- Decision by the NAAB Board of Directors.

Nomenclature change requests are limited to the following:

- Programs seeking to convert an existing B.Arch. already in excess of 150 credits to a single-degree M. Arch. program by modest adjustments to the curriculum in order to achieve the 168-credit minimum.
- Programs seeking to convert an existing five-year, non-baccalaureate M. Arch program into a B. Arch program through modest adjustments in the curriculum in order to achieve the 150-credit minimum.
- Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for admission into a D. Arch. program by modest adjustments to the curriculum in order to achieve the 210-credit minimum.

Any program seeking to use the nomenclature change procedure must first consult the NAAB to determine whether this procedure is appropriate if approved, nomenclature changes may not be applied retroactively.

3. **Eligibility.** Programs seeking approval of a nomenclature change request must have the following:

   a. A six-year term of accreditation that does not include or require a focused evaluation for their current program (only applicable through December 31, 2015).

   b. All elements of Part II, Section 2, of the 2009 Conditions for Accreditation Curricular Framework must have been met in the last accreditation visit and VTR.

   c. No element of Part II, Section 3 of the 2009 Conditions for Accreditation may be listed as a cause for concern in the most recent VTR.

   d. No more than four years have elapsed since the last regularly scheduled accreditation visit.
4. **Nomenclature Change Requests.**
   a. **Application.** Programs seeking approval of a nomenclature change request must submit the following to the NAAB Board of Directors:
      i. A letter from the chief academic officer of the institution requesting approval of the change.
      ii. A proposal for implementing the change (see below).
      iii. A copy of the most recent decision letter from the NAAB Board of Directors.
      iv. Copies of other institutional or state-required approvals for the nomenclature change. The NAAB will not consider nomenclature change requests that have not met all other requirements for institutional or state-required approvals.

   b. Applications for nomenclature changes may be sent by email only and are to be addressed to the NAAB Accreditation Manager.
      i. Applications are limited to 50 pages and 2 MBs.
      ii. They are to be in either Word or Adobe PDF.
      iii. By e-mail: info@naab.org with a copy to cpair@naab.org. Please include “Application for Nomenclature Change –[Name of Institution]” in the subject line.

   c. **Proposal for Nomenclature Changes.** The proposal for the nomenclature change must include the following:
      i. Part I – Description of the current degree program.
         1. This should be similar to the program’s response to Part II, Section 2.1 Professional Degrees and Curriculum in its most recent *Architecture Program Report*.  
         2. The matrix for Part II, Section 1, Student Performance Criteria, for the current degree program.
      ii. Part II - Proposed new degree nomenclature.
         1. Part A – Professional Degrees & Curriculum. This section should describe any changes that must be made to the program in order to conform to NAAB and institutional requirements including:
            a. A narrative that responds to the requirements of Part II, Section 2, Curricular Framework.
            b. A new matrix for Student Performance Criteria for the accredited program under its new title.
            c. Any prerequisites.
      iii. Part III – Implementation Plan. This section must identify a course of action for implementation of the renamed degree program within not more than two academic years after receiving approval of the nomenclature change. The plan must include the following:
         1. Securing resources not already available to the program (e.g., faculty, space, financial support), if necessary.

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10 Part II, Section 2.1 is similar to Condition 12 from the 2004 *NAAB Conditions for Accreditation*. 
2. Developing and implementing new courses and/or curricular sequences, if necessary.
3. Proposed last academic year in which students will receive diplomas with the current title for the NAAB-accredited degree program.
4. Proposed first academic year in which students may enroll in the newly titled NAAB-accredited degree program.
5. Proposed academic year in which students will receive diplomas that display the new degree title.
6. Plans for ensuring that students in the current degree program are able to complete their NAAB-accredited degrees on time.
7. A plan for communicating with students, faculty, staff, alumni and the state registration/licensing board if the nomenclature change is approved by the NAAB. NOTE: If approved, nomenclature changes may not be applied retroactively.

d. Nomenclature Change Review Team
   i. The NAAB will assign a team of two persons (one educator and one practitioner), one of whom is a member of the NAAB Board of Directors, the other will be from the most recent visiting team, if possible.
   ii. One of the two will be designated by the NAAB Directors as the team chair.
   iii. There are no non-voting team members on teams to review nomenclature change requests.

e. Responsibilities of the Team Chair
   i. Coordinate the review of documents with the other member of the team.
   ii. Coordinate the initial assessment of the reports and make a recommendation to the NAAB Board as to whether a visit is required.
   iii. Communicate with the program on the details of the visit, if required.
   iv. Prepare the final Nomenclature Change Request Report.

f. Nomenclature Change Sequence
   i. The team will review the application and proposal along with the most recent VTR.
   ii. The team will confer, using any reasonable means, to determine whether the documentary evidence is sufficient for making a recommendation to the NAAB Board of Directors. The team will reach an initial decision from among the following:
      1. Based on a review of the documentary evidence, the team determines that the program has provided sufficient documentation for making a recommendation to the NAAB Board of Directors and no visit is necessary.
      2. The team determines based on a review of the documentary evidence that a visit is necessary to review additional documentation or to confer with program administrators and other institutional leaders.
   iii. If the team determines that no visit is necessary.
1. The team chair will prepare a report using the *Nomenclature Change Request Report* template. The report will be confined to the analysis of the proposal and the program's preparation to implement the new degree title.

2. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.

3. The team will prepare, as a separate document, a confidential recommendation to the Board, signed by both members of the team. This document is confidential in perpetuity and is non-binding on the Board.

4. The final copy of the report, with the recommendation of the team will be sent to the NAAB Board for action.

iv. If the team determines a visit is necessary.

1. The team chair will consult with the program administrator to set a day for a one-day Nomenclature Change visit. Visits are to take place on a weekday during a week when classes are in session and students are on campus.

2. The scope of the visit is limited to the preparation by the institution or academic unit to implement the new degree title.

3. The team chair and program administrator will consult on the schedule for the visit. Generally, visits should include the following:
   a. Entrance and exit meetings with the program administrator.
   b. Meetings with institutional administrators with responsibility for implementation of the new degree (e.g., department chair or dean).
   c. Meetings with faculty.
   d. Meetings with students.
   e. Review of documents and other evidence deemed appropriate by the program or requested by the team chair to demonstrate the program’s readiness to implement the new degree title.

4. A team room may or may not be necessary depending on the documents or other evidence to be reviewed.

5. Upon the conclusion of the visit, the team chair will prepare a report using the *Nomenclature Change Request Report* template.

6. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.

7. The final copy of the report, with the recommendation of the NC team will be sent to the NAAB Board for action.

8. The program, if it wishes, may provide a written response to the final report at the time it submits corrections of fact.

**g. Recommendations for Nomenclature Change Requests.** The team may make one of three recommendations to the NAAB Board of Directors.

i. Approve the nomenclature change request and leave the existing visit schedule unchanged.
ii. Approve the nomenclature change request and advance the time for the next visit while allowing adequate time for the program to prepare.

iii. Deny the nomenclature change request.

In the event the change is approved, the team will recommend a specific date by which the current degree title will no longer be considered accredited and a date after which only the new title will be considered the accredited degree. These dates will also be reported to the National Council of Architectural Registration Boards.

h. Final Decision. The responsibility for the final decision rests with the NAAB Board of Directors.

i. In the event the nomenclature change request is denied, the program must wait until after its next regularly scheduled accreditation visit to reapply.

ii. Decisions of the NAAB regarding nomenclature changes are not subject to reconsideration or appeal.

5. Confidentiality. The team must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team’s recommendation on a nomenclature change request in perpetuity. The team bases its assessment of the request, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the decision, both the NAAB and the program are prohibited from making the application, proposal, or final report available to the collateral organizations or the public.
SECTION 8. SPECIAL CIRCUMSTANCES

1. **Request for Postponement of a Regularly Scheduled Visit**

   Under certain circumstances, a program may request postponement of a regularly scheduled visit for continuing accreditation or continuation of candidacy. The process for requesting a postponement is the same in either case. A program may only request a postponement one time in any accreditation cycle.

   The following may not be postponed: visits for initial accreditation, curriculum and program change reviews, and nomenclature change reviews.

   a. **Submitting the Request:**

      Not later than July 1 in the year prior to a regularly scheduled visit for continuing accreditation, or initial or continuation of candidacy, a program may request that the visit be postponed to the next academic semester or quarter (e.g., a visit scheduled for Spring 2011 may be postponed to Fall 2011). The request must include the following:

      i. A written request for the postponement from the institution’s chief academic officer.

      ii. A brief description of the reason(s) for requesting the postponement.

      iii. A brief description of the benefit(s) of the postponement to the program and institution.

      iv. A brief description of the benefit(s) of the postponement to the accreditation process.

      v. Requests to postpone visits originally scheduled for the following spring must be received in the NAAB offices no later than close of business on July 1. Requests to postpone visits originally scheduled for the fall, must be received in the NAAB offices no later than close of business on March 1.

      vi. Applications may be submitted in electronic format only.

         1. Applications are limited to 3 pages and 200 KB including all supplemental information.

         2. The request is to be sent either in Microsoft Word or Adobe PDF.

         3. Requests are to be addressed to the Executive Director, NAAB at info@naab.org with a copy to cpair@naab.org. Please include “Request for Postponement of Regularly Scheduled Visit – [Name of Institution]” in the subject line.

   b. **Action on the Request.** Decisions to grant or deny a request for a postponement will be made by the NAAB Executive Committee at its next regularly scheduled meeting. Results of the decision will be communicated by a letter addressed to the chief academic officer within 7 calendar days of the executive committee’s decision.

   c. **Special Circumstances.** In the event of a natural disaster or other catastrophic event, a program may request a postponement of a regularly scheduled visit without regard to the deadlines described above.
2. **Request to Advance the Date for a Regularly Scheduled Visit for Initial Accreditation.** Occasionally programs in candidacy for accreditation may wish to advance the date for a visit for initial accreditation from the fall semester to the previous spring.

   a. **Procedure:** The procedure for requesting a spring visit for initial accreditation is as follows:
      
      i. A written request to advance the visit for initial accreditation from the institution’s chief academic officer is sent to the NAAB. This request must include:
         1. A brief description of the reason(s) for requesting the earlier date.
         2. A brief description of the benefit of advancing the date to the program and institution.
         3. A brief description of the benefit of advancing the date to the accreditation process.
      
      ii. Requests to advance the date for visits originally scheduled for the fall must be received in the NAAB offices no later than close of business on July 1 one year prior to the originally scheduled visit for initial accreditation.
      
      iii. Applications may be submitted in electronic format only.
         1. Applications are limited to 3 pages and 200 KB including all supplemental information.
         2. The request is to be sent either in Microsoft Word or Adobe PDF.
         3. Requests are to be addressed to the Executive Director, NAAB at info@naab.org with a copy to cpair@naab.org. Please include “Request for Advancing Regularly Scheduled Visit –[Name of Institution]” in the subject line.

   b. **Action on the Request.** Decisions to grant or deny a request for advancing the date of a visit for initial accreditation will be made by the NAAB Executive Committee at its next regularly scheduled meeting. Results of the decision will be communicated by a letter addressed to the chief academic officer within 7 calendar days of the executive committee’s decision.

3. **Request for Reinstating Accreditation**
   A request for reinstatement following revocation or in the event a program’s accreditation expires must be made by an institution’s chief academic officer. The procedure for reinstatement is the same as that for Candidacy and Initial Accreditation, as described in Sections 3 and 4. For programs requesting reinstatement, the minimum period of candidacy is one year.

4. **Programs at Remote Locations**
   The NAAB recognizes that institutions continue to seek innovative ways in which to deliver curricula leading to an NAAB-accredited degree. These innovations may vary from individual courses offered in unique settings (e.g., urban design centers) to dual-campus institutions where a single curriculum is delivered in part or in full by the same faculty at more than one location. For the purpose of accreditation of a first
professional degree in architecture accredited by the NAAB, the following definitions apply.

a. Definitions

i. **Branch Campuses.** A branch campus is a location that is geographically apart from and independent of the accredited program offered at the main/flagship campus of the institution, is permanent in nature, offers at least 50 percent of the curriculum leading to a NAAB-accredited degree, or has a curriculum that differs significantly from that offered at the main/flagship campus, has its own faculty and administrative/supervisory organization, including committee structures, and has its own budgetary and hiring authority. Students and faculty are engaged in committees or professional organizations that are unique to the branch campus. Opportunities for research and scholarship are controlled at the branch campus. NAAB-accredited programs offered at branch campuses must be accredited separately from those offered at the main campus (e.g., University of California system or the University of Texas system). For the purposes of accreditation, institutional partnerships to offer a NAAB-accredited program at more than one main/flagship campus of more than one institution will be considered under this definition.

ii. **Additional Site.** An additional site is a location that is geographically apart from, but not independent of the accredited program at the main/flagship campus or its organizational control and management. There is one dean or administrative head with overall responsibility for the program and one committee structure serving the programmatic needs of the additional site and the main campus site (i.e., one curriculum committee, one grievance committee, and one admissions committee). Faculty, staff, and students are integrated into the academic, professional and social life of the program at the main campus. This includes faculty and students from the additional sites being engaged in committees, professional organizations, and having comparable access to scholarly and research activities. Programs offered at a main campus and at an additional site are accredited together as a single program.

iii. **Teaching Site and Study-Abroad.** A teaching site is a location that is geographically apart from, but not independent of the accredited program. It is used only for instruction during a specific course or single-semester sequence. The teaching site allows the program to meet the needs of different course components within a single curriculum. Teaching sites and study abroad programs are reviewed within the context of the curriculum for the NAAB-accredited program.

iv. **Online Learning.** For the purposes of accreditation, courses offered online will be considered under the definition of teaching sites, except to the extent that more than 40 percent of the curriculum is delivered online or the residency requirement is less than six weeks. In such cases, the online program will be considered an additional site.
b. **Determination of Accreditation Status for Branch Campuses or Additional Sites.** In the APR submitted for a visit for continuing accreditation, the program must include its responses to the questionnaire found in Appendix 3 and a narrative description of its branch campuses, additional sites, teaching sites and online learning using the definitions above. The narrative must address the following matters:
   i. Curriculum
   ii. Geographic location
   iii. Administrative structure
   iv. Budgetary and hiring authority and responsibilities
   v. Faculty access to committee assignments, research and scholarship opportunities and participation in professional societies
   vi. Student access to services and equipment, and participation in governance.
   vii. Physical resources

   The responses to the questionnaire and narrative taken together will be used by the team chair and the staff to determine which category to assign and what additional requirements may be added to the visit. The program will be notified no later than January 1 as to what adjustments may be needed for the visit. The criteria for the determination of the status of the remote programs are outlined below.

c. **Separate APRs and Separate Site Visits.** Programs on branch campuses will be treated as unique, individually accredited programs and will follow the procedure outlined in Section 5. This will require a separate APR and a separate visit.

d. **Expanded APR and Extended Visit**
   i. Programs with additional sites, teaching sites, or online learning are required to describe these sites in the APR and to identify the role(s) these sites play in the ability of the program to deliver the curriculum leading to the accredited degree or the ability of the institution to meet its mission.
   ii. Visits to additional sites or teaching sites will be included in the regularly scheduled visit to the accredited program. The site visit may be extended by up to two days to accommodate the visit to the additional or teaching site. The additional or teaching site will be visited by the visiting team chair and at least one other member of the team. (NOTE: Teaching sites located outside the U.S. may be visited by the team chair; the decision to do so is made by the chair after review of the APR and in consultation with the NAAB.)

e. **New Programs at Branch Campuses or Additional Sites**
   i. Programs initiating new programs at branch campuses will be treated as unique, individual programs and will be required to follow the procedures for candidacy and initial accreditation as outlined in Sections 3 and 4.
ii. Programs initiating or altering additional sites, teaching sites or online learning must provide this information in the *Interim Report*, at such time as the changes are made or considered. When the program prepares its next *APR*, the team chair and the NAAB staff will determine whether additional time will be added to the visit to review the new or altered sites.

f. **Review of Student Work**

NAAB visiting teams shall have access to student work completed at other locations or online. There are several options for this review. The team chair, program administrator, and NAAB staff should consult on the method that best meets the needs of the visit. These options include:

i. Establishing a team room at the additional or teaching site and displaying student work there. In this case, a day will be added to the visit.

ii. Displaying student work from the additional or teaching site in the team room at the primary location for the program. The work must be clearly identified as having been produced by students at the additional or teaching site.

iii. In all cases, the institution will coordinate the location of the display and logistics of the visit with the team chair prior to the accreditation visit.

g. **Visiting Team Report**

In all cases, the NAAB *Visiting Team Report* shall address the additional sites, teaching sites, or online learning relative to the conformance of their administrative structure, financial responsibilities, equipment and facilities, student demographics, curriculum and student/faculty governance policies to those of the main/flagship campus. The evaluative essence of the accreditation process is to assure the profession and the public that the conditions and performance standards for accreditation as measured through institutional and student performance criteria has been achieved in all sites at which the NAAB-accredited degree is offered.

5. **Phasing Out Programs**

An institution that intends to eliminate its NAAB-accredited degree, must maintain compliance with the NAAB *Conditions for Accreditation* until the conclusion of the fiscal year in which the institution will cease awarding the accredited degree.

Any institution that intends to eliminate a NAAB-accredited degree must provide a narrative report that describes the process for eliminating the degree program, the last year in which students will be admitted to the program, and the last year in which the degree will be awarded. During a phase-out period, students who enrolled in the accredited degree program must be able to complete their entire course of study, with the necessary resources, as accredited by the NAAB. Further, regularly scheduled visits for continuing accreditation will take place.
SECTION 9. CONFLICTS OF INTEREST

The NAAB and its volunteer leaders are dedicated to serving the interests of the NAAB’s constituencies and collateral partners in the most honorable and ethical manner possible. Among the NAAB’s duties is the responsibility to provide assurance to its constituencies and partners that debates, decision making, and all governance at the NAAB is conducted in an objective and bias-free context. Thus, the NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions.\(^{11}\)

No person shall take part as a visiting team member and no Board member shall participate in an accrediting decision or the deliberations leading thereto if he/she cannot evaluate a program objectively and without bias even if none of the categories for automatic disqualification set forth below apply. The term “program” shall include, in addition to the program specifically to be evaluated, any previous program, substitute program, or other program at the institution regardless of its degree title, that has received or is seeking NAAB accreditation.

The NAAB shall not assign an individual to serve on a visiting team to evaluate a program if it appears that the individual has a real or perceived conflict of interest that would raise a question as to that individual’s objectivity regarding the evaluation.

All conflicts, real or potential, must be disclosed to the program administrator, the visiting team chair, and the NAAB staff at least 21 days before the visit begins in order to determine whether specific action should be taken.

1. Except as set forth below, no individual shall be assigned more than once to serve as a member of a visiting team for the same program. This provision shall also apply to non-voting members on a visiting team.

2. If a program received less than the maximum term of accreditation during its last accreditation cycle, then, with the express agreement of the program, one member of the last visiting team, exclusive of the non-voting member may be assigned to the subsequent visiting team.

3. Directors and potential team members, including non-voting members are responsible for determining and reporting whenever they have a conflict of interest, or appearance of a conflict of interest, with regard to a particular accreditation matter. Before serving as a team member or participating in any decision on the matter, an individual shall inform the NAAB if such a conflict or the appearance of a conflict exists.

4. An individual, in determining whether he or she should be disqualified from participation shall consider, even in the absence of a true conflict of interest, whether the potential

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\(^{11}\) The policy on conflict of interest was approved by the NAAB Board of Directors on July 20, 2008.

\(^{12}\) Non-voting members are likely to be alumni or individuals otherwise considered “friends” of the program. These relationships do not, necessarily preclude an individual from serving as a non-voting member, however, they must be identified and reported to the team chair prior to an individual’s being accepted by the chair as a non-voting member on the team. These relationships are to be documented in the VTR under Team Comments.
appearance of a conflict of interest is sufficiently serious to dictate the individual’s withdrawal from the team

5. When considering whether he or she has a conflict of interest or an apparent conflict of interest that would prevent the individual from taking part in the evaluation of a program, the individual should take into account such matters (nonexclusive) as these:
   a. Graduation from the institution in which the program being evaluated is located.
   b. Close association with administrative or faculty personnel in the program or at the institution at which the program is located.
   c. Having relatives or close friends who are associated with the program or the institution at which it is located.
   d. Being a donor or providing other resources and support to the program or institution at which it is located.
   e. Demonstrating that he/she holds a preconceived opinion based on the type of program to be evaluated, its reputation, the underlying philosophy of the program, the extent of expected faculty research, or the extent to which it is an undergraduate or graduate program.

6. No person shall serve as a visiting team member and no director shall take part in the deliberations or decision regarding the accreditation of a program under the following circumstances:
   a. The individual has, or has had, a direct relationship to the program being evaluated, as an employee, current or former student, or graduate of this program.
   b. Within the 10 years prior to the visit the individual, whether paid or unpaid, has had a limited relationship with the program being evaluated as a temporary employee, visiting faculty member, recipient of an honor, speaker on more than a single occasion, volunteer teacher or mentor, consultant, or financial supporter.
   c. The individual is currently seeking, or at any time in the 10 years prior to the visit has unsuccessfully sought permanent employment or a relationship of the types set forth in paragraph 6.b. above.
   d. The individual or a member of the individual’s immediate family (including the individual’s spouse, child, parent, or sibling and the immediate family of the spouse, child, or sibling) is an employee of, or is currently seeking employment with, the institution in which the program is located.

7. Exceptions to the above policy may be made if approved by an administrator of the program in writing or if the program fails to make a timely objection to a substitution necessary on short notice.
SECTION 10. ANNUAL STATISTICAL REPORTS

Continuing accreditation and candidacy is subject to the submission of Annual Statistical Reports.

Annual Statistical Reports are submitted online through the NAAB’s Annual Report Submission (ARS) system (http://ars.naab.org) and are due by November 30 of each year. For specific information or instructions on how to complete Annual Statistical Reports, please refer to the ARS website.

1. Annual Statistical Report
   a. Content. This report has six sections that capture statistical information on the institution in which an architecture program is located and on the accredited degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS). Much of the information requested this report corresponds to the Institutional Characteristics, Completion and 12-Month Enrollment Report submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. A copy of the questionnaire used in the ARS is in Appendix 3.

   b. Submission. Annual Statistical Reports are submitted through the NAAB’s Annual Report Submission system and are due on November 30.

   c. Fine for Late Annual Statistical Report. Annual Statistical Reports are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of $100.00 per calendar day until the Annual Statistical Report is submitted. This fine will be assessed when the report is submitted.

   d. Failure to Submit an Annual Statistical Report. If an acceptable Annual Statistical Report is not submitted to the NAAB by the deadline, the NAAB may advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable Annual Statistical Report after an extensive period of time, the NAAB executive committee may consider advancing the program’s next accreditation sequence by at least one calendar year. 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.

SECTION 11: INTERIM PROGRESS REPORT

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13IPEDS is the “core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid.” For more information see http://nces.ed.gov/IPEDS/
Continuing accreditation is subject to the submission of a narrative, interim progress report submitted two years after a six-year term of continuing accreditation is approved. Programs with two-year or three-year terms are exempt from this requirement.

*Interim Progress Reports* are due November 30 two years after the most recent visit and are also submitted through the ARS (see Section 10).

1. **Interim Progress Report.** Any program receiving a six-year term of accreditation must submit an interim progress report two years after the most recent visit.
   a. **Content:** It is a narrative report in which a program provides the following:
      i. Plans and actions for addressing any item listed in *VTR* Section 1.4 Conditions Not Met and *VTR* Section 1.5 Causes of Concern of the most recent *VTR*.
      ii. Plans, actions or additional information requested in subsequent decision letters on other accreditation actions (e.g., nomenclature change).
      iii. A description of planned changes to the program.
      iv. Samples of student work (in electronic format) demonstrating achievement at the prescribed level for any SPC listed as Not Met in the previous *VTR*.
   b. **Submission:** *Interim Progress Reports* are due on November 30. They are submitted electronically through the ARS in Word or PDF. Reports are limited to 15 pages of narrative. Files may not exceed 5 MBs. A template for interim reports is available at [www.naab.org](http://www.naab.org).
   c. **Review.**
      i. *Interim Progress Reports* are reviewed by the NAAB Executive Committee. The Executive Committee may make one of three recommendations to the Board regarding the acceptance of the interim report:
         1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR; no additional reporting is required. The annual statistical report (Section 10) is still required.
         2. Accept the interim report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; a subsequent report is due in two years. The annual statistical report (Section 10) is still required.
         3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. 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*. The annual statistical report (Section 10) is still required.
ii. The Executive Committee’s recommendation will be forwarded to the Board at the next regularly scheduled meeting.
   1. The responsibility for the final decision rests with the NAAB Board of Directors.
   2. Decisions of the NAAB on an interim progress report are not subject to reconsideration or appeal.
SECTION 12. COMPLAINTS ABOUT PROGRAMS

Individuals who wish to file a complaint about an accredited program must do so in writing.

1. A letter, addressed to the president, and sent to the NAAB offices at 1735 New York Avenue, NW, Washington, DC must include the following:
   a. The specific nature of the complaint.
   b. A description of the impact on the accreditation of the program of the failure of the program or institution to address the complaint. The complainant is expected to reference the specific Conditions for Accreditation that may be compromised.
   c. Evidence that the complainant has exhausted all other institutional means for resolving the issue.

2. Upon receiving a written complaint about a program, the NAAB will notify the program that a complaint has been received. The NAAB will make every effort to ensure the complainant’s identity is kept confidential. The NAAB will request a response from the program.

3. The complaint and response are presented for review at the next Board meeting. At that time, the Board may consider the following courses of action:
   a. To take no action.
   b. To require the program to address the matter of the complaint in the next Annual Report and subsequent APR.
   c. To append the complaint and response to the next VTR, FE Report, Nomenclature Change Request Report, or Extension of Term Request Report to be considered as part of the record for the next accreditation action.

4. The NAAB will not consider complaints from students about grades given in specific courses within NAAB-accredited programs.

5. Complaints may be filed at any time during a program’s current accreditation cycle. Complaints about matters that arose in a prior accreditation cycle will not be considered.
SECTION 13. RECONSIDERATIONS

Programs may request reconsideration of Board action regarding terms of accreditation or of Board decisions to deny or revoke accreditation. When making a request for reconsideration, the program must be prepared to present evidence that either of the following is true:

- The Board’s decision is not supported by factual evidence cited in the record or
- The NAAB and/or visiting team failed to comply substantially with established accreditation procedures and any such departure significantly affected the decision.

Reconsiderations may not be requested for the following circumstances:

- Failure of the program to provide information to the NAAB and/or the visiting team in a timely manner.
- Board action regarding the acceptance of APRs or Annual Reports.

Reconsiderations are conducted by the NAAB Directors. The filing of a request for a reconsideration automatically delays implementation of the Board’s accreditation decision.

1. Initiating a Reconsideration
   a. The reconsideration must be requested by the chief academic officer of the institution within 14 calendar days of receiving the NAAB’s accreditation decision.

   b. The request is sent to the NAAB president.

   c. The request must identify the incorrect or insufficient factual information cited by the NAAB in support of the decision and/or evidence of the visiting team’s failure to comply with established accreditation procedures and that such failure significantly affected the accreditation decision.

   d. The request must be sent by certified mail, return receipt requested.

   e. All days refer to regular calendar days, exclusive of national holidays.

2. Reconsideration Sequence
   a. Upon receiving the request, the NAAB president assigns a Board member as Board representative to oversee the reconsideration until its conclusion at the next regularly scheduled meeting of the Board. Other than having participated in the accreditation decision, the Board representative shall have had no prior involvement with the program.

   b. The Board representative sends the request for reconsideration to the team chair and requests a written response to the assertions of incorrect or insufficient evidence and/or failures of the visiting team to comply with established procedures.

   c. The Board representative, using the VTR, the program’s response to the VTR, the program’s request for reconsideration, and the visiting team chair’s response, shall prepare a written analysis of the issues.
d. The written analysis is sent to the program and the visiting team chair.

e. Upon receiving the Board representative’s analysis, the chief academic officer of the institution may request either one of the following:
   i. A reconsideration on the record or
   ii. A reconsideration hearing at the next regularly scheduled Board of Directors meeting.

f. Reconsideration on the Record
   i. If the program requests reconsideration on the record, the reconsideration will be added to the agenda for the next regularly scheduled meeting.
   ii. The agenda item will include the following background material:
      1. The VTR
      2. The program’s response to the VTR
      3. The program’s request for reconsideration.
      4. The visiting team chair’s response.
      5. The Board representative’s analysis.
   iii. If the team chair is a member of the Board, he/she is excused from the deliberations.
   iv. The NAAB Directors review the record and determine whether to reconsider the accreditation decision. At least eight members of the Board must vote in favor of a motion to reconsider the decision.
   v. Reconsideration of the Accreditation Decision.
      1. If the motion to reconsider is approved, a new motion on the accreditation action will be made.
      2. Any new motion regarding a reconsidered term of accreditation must be based only on materials provided in the record.
      3. Any new motion regarding a reconsidered term of accreditation must have at least eight votes in favor to pass.
   vi. Not less than 7 calendar days after the meeting of the Board of Directors where the term of accreditation was reconsidered, the NAAB president shall send the institution the decision. This letter will include reasons supporting it as recorded by the Board designee.

g. Reconsideration Hearing. The hearing has two stages.
   i. Determination to Grant Reconsideration
      1. If the program requests a reconsideration hearing, the chief academic officer and the Board representative may make a written request to the NAAB executive director naming persons required at the hearing. The executive director shall invite these persons, but cannot ensure their attendance. Such requests must be made at least 14 calendar days before the next regularly scheduled meeting of the Board of Directors.
      2. During the Board meeting, the Board recesses from its regular business and reconvenes for the reconsideration hearing. The Board representative serves as chair. In attendance shall be
NAAB Directors, the NAAB executive director, representatives of the institution as determined by the institution, and the visiting team chair.

3. The Board representative opens the hearing by introducing the participants and explaining the procedure to be followed.

4. Representative(s) of the institution, who may include legal counsel, will present their position, confining it to issues of either incorrect or insufficient factual information and/or evidence that the visiting team’s failure to comply with accreditation procedures affected the accreditation decision.

5. Within the same limits, the visiting team chair and the president of NAAB may present other positions.

6. The Board representative may question any attendee and, solely at his/her discretion, may direct questions from Board members to the institution and vice versa.

7. The institution’s representative(s) make a closing statement, which concludes the reconsideration hearing, after which the institution’s representatives and the visiting team chair are excused.

8. The NAAB Directors review the evidence and determine whether to reconsider the accreditation decision. At least 8 members of the Board must vote in favor of a motion to reconsider the decision.

ii. Reconsideration of the Accreditation Decision

1. If the motion to reconsider is approved, the reconsideration hearing will adjourn and the Board will reconvene in its regular meeting. The president will resume the chair.

2. Any new motion regarding a reconsidered term of accreditation must be based on information available to the visiting team with respect only to those matters that served as the basis for the grant of reconsideration. The Board may take the steps deemed necessary to review material available to the visiting team but not contained in the APR or VTR.

3. Any new motion regarding a reconsidered term of accreditation must have at least 8 votes in favor to pass.

4. Not less than 7 calendar days after the meeting of the Board of Directors where the term of accreditation was reconsidered, the NAAB president shall send the institution the decision. This letter will include reasons supporting it as recorded by the Board designee.
SECTION 14. APPEAL OF A RECONSIDERATION DECISION

Programs may appeal denial of a reconsideration decision only in the instance of a revocation decision. By entering an appeal process, the institution agrees to accept the ruling of the appeal panel as final.

Appeals may only be made on the following grounds:
- The NAAB decision to deny the reconsideration request was not supported by sufficient factual evidence cited in the record.
- The Board of Directors failed to comply substantially with NAAB procedures and such departure significantly affected the decision to deny the reconsideration request.

Failure of the program to provide information to the NAAB in a timely manner cannot provide a basis for requesting the appeal of a reconsideration decision.

Neither the program nor the NAAB may raise issues in the appeal that were not raised in the request for reconsideration.

An appeal is conducted by persons selected to represent the collateral organizations and the public.

1. **Initiating the Appeal**
   a. To initiate an appeal hearing, the chief academic officer must send a written request within 14 calendar days of receiving official notice of the reconsideration decision. The request must include a specific response to the reconsideration decision.
   b. The request is sent to the NAAB president.
   c. The request must identify the incorrect or insufficient factual information cited by the NAAB in support of the decision and/or evidence of the Board’s failure to comply with NAAB procedures and that such failure significantly affected the reconsideration decision.
   d. The request must be sent by certified mail, return receipt requested.
   e. All days refer to regular calendar days, exclusive of national holidays.
   f. The filing of a request for an appeal automatically delays implementation of the Board’s original accreditation decision.

2. **Appeal Sequence**
   a. Selecting the Appeal Panel
      i. Each collateral organization is informed that an appeal has been filed and asked to submit to the NAAB president a list of persons who can represent the collateral organization and those who can represent the public; who are willing to serve on an appeal panel; and who have never
been involved with either the institution or the reconsideration decision under appeal.

ii. The NAAB president draws from these lists to propose an appeal panel composed of five persons, one each representing the AIA, AIAS, ACSA, NCARB, and the public.

iii. Within 14 calendar days of receiving a request for an appeal hearing, the NAAB executive director forwards the proposed membership of the panel to the chief academic officer and proposes a date and place for convening the panel.

iv. Within 7 calendar days of receiving the list, the chief academic officer either notifies the NAAB president that the panel is acceptable or challenges no more than two proposed members. In the latter case, the NAAB president will appoint replacements, after which the membership of the appeal panel is final.

v. The NAAB president selects a member of the approved panel to serve as the appeal panel chair.

b. Appeal Panel Review of the Record
   i. The appeal panel receives and reviews the program’s APR, VTR, the program’s response to the VTR, materials reviewed or presented during the reconsideration hearing, the institution’s response to the reconsideration decision, and the NAAB’s response to the program’s assertions.

   ii. The appeal panel chair reviews the record, the format for the hearing and any policies, correspondence, and documents applicable to the appeal hearing with the executive director.

   iii. After the initial review, the appeal panel chair and the chief academic officer of the institution then determine a time and place for the hearing.

c. Appeal Hearing
   i. The appeal panel chair convenes an appeal hearing. In attendance are the appeal panel, the NAAB president and Board representative, the visiting team chair, the NAAB executive director, and not more than three representatives of the institution as determined by the institution.

   ii. The appeal panel chair opens the hearing by introducing the participants and explaining the procedure to be followed.

   iii. A representative or representatives of the institution, who may include legal counsel, first present their position, confining it to issues of incorrect or insufficient factual information cited by the NAAB in support of the decision to deny the reconsideration request and/or evidence that failure of the Board to comply with NAAB procedures significantly affected the reconsideration decision.

   iv. The appeal panel chair may question any attendee.

   v. The appeal panel chair calls a recess so the panel may consider whether to receive or request the addition of material to the record.

   vi. The NAAB’s representative make a closing statement.
vii. The institution’s representative or representatives make a closing statement, which concludes the appeal hearing, after which the institution’s representatives are excused.

d. Appeal Decision
   i. The panel convenes in executive session to rule on whether the reconsideration decision is upheld.
      1. If the reconsideration decision is upheld, the following occur:
         a. The appeal panel chair prepares a statement to be signed by the members of the appeal panel, stating the reconsideration decision is upheld, and delivers it to the NAAB office within 7 calendar days of the appeal hearing.
         b. Within 7 calendar days of its receipt, the NAAB president forwards the statement to the chief academic officer of the institution.
      2. If the reconsideration decision is not upheld, the following occur:
         a. The appeal panel identifies the factual evidence found to be incorrect or insufficient to support the NAAB decision to deny a reconsideration request and/or those lapses in compliance by the Board with NAAB procedures that significantly affected the reconsideration decision.
         b. The appeal panel chair prepares a report containing the appeal panel decision and the reasons supporting it and delivers it to the NAAB office within 7 calendar days of the appeal hearing.
         c. Within 7 calendar days of its receipt, the NAAB President forwards the report to the chief academic officer of the institution.
         d. The NAAB immediately takes steps to correct factual evidence as specified in the appeal panel report and to have the NAAB make a new reconsideration decision in light of the corrections. This new reconsideration decision is subject to appeal, as if it were an original reconsideration decision.

3. Decision. The ruling of the appeal panel is final.

4. Expenses. The institution shall bear the expenses directly associated with the hearing, such as those for preparing documents, special services requested at the hearing, meeting rooms and for the travel, meals, and lodging of its representatives and for support and travel of the appeal panel. The institution shall bear the expense of having witnesses appear at its request, and the NAAB shall do the same.

SECTION 15. RESPONSIBILITIES

1. Responsibilities of the NAAB office. The NAAB staff is responsible for:
a. Ensuring that the visiting team chair, team members, and non-voting members are informed of their responsibilities.

b. Providing the team chair and team members with the *Conditions* and *Procedures*, and a template for completion of the *VTR* not less than 4 weeks prior to the visit.

c. Stewarding the resources of the NAAB and the programs by approving all airline reservations with an estimated fare above $750.00.

d. Communicating with team members on behalf of the program. Team members are advised not to communicate with the program directly; this is the responsibility of the NAAB staff and the team chair.

e. Billing programs for the expenses of the visiting team. These invoices will be sent not later than September 1 for visits that took place during the spring; and not later than February 1 for visits that took place in the fall. The NAAB will provide the following supporting documentation:
   i. Copies of invoices or itineraries for airfare or other transportation.
   ii. Copies of receipts for ground transportation, including rental cars.
   iii. Copies of receipts for all meals and other expenses (except mileage).

2. **Responsibilities of the team members.** Team members are responsible for:
   a. Contacting the NAAB office to confirm their participation in the site visit not less than 4 weeks before the visit.
   b. Promptly suggesting any revisions to the *VTR*.
   c. Reviewing Section 9, Conflict of Interest, and verifying to the NAAB office and the team chair that no conflict of interest exists or disclosing potential conflicts so they can be managed appropriately.
   d. Making air travel arrangements at least 4 weeks in advance to secure economical fares.
   e. Before the visit, reviewing the *Conditions* and the *Procedures*, the program’s *APR*, the format for the *VTR*, and the visiting team members’ resumes.
   f. Thoroughly examining documentation in the team room as assigned by the visiting team chair.
   g. Actively participating or observing, as applicable, in all aspects of the visit and carrying out all tasks assigned by the visiting team chair with integrity and timeliness.
   h. Participating in writing the draft of the *VTR*, which should reflect the team’s consensus on all matters of substance. Teams are encouraged to completed the draft on the last night of the visit before the exit interviews.
i. Holding information in strictest confidence as specified in these Procedures.

j. Notifying the NAAB office immediately in the event of a personal emergency that renders the team member unable to fulfill his/her responsibilities. In the event a team member withdraws from a team less than 30 days prior to the visit for reasons other than a personal or health emergency, he/she will be permanently removed from the pool of potential team members.

k. Completing and submitting his/her reimbursement request in a timely manner.
   i. A copy of the reimbursement form can be found on the NAAB website site in the Documents section in the Team Room folder.
   ii. Requests for reimbursement must be submitted within 30 days of the end of the visit. Requests for reimbursement must include:
       1. Invoice/itinerary for transportation (air or rail).
       2. Receipts for ground transportation, including rental cars.
       3. Receipts for all meals and incidental expenses (except mileage).
   iii. Any reimbursement item that does not have an accompanying receipt will not be honored and the total amount of the reimbursement will be adjusted accordingly.
   iv. Requests for reimbursement submitted after July 1 for spring visits and after January 15 for fall visits will not be honored.
   v. In the event an individual has already completed his/her travel reservations and must withdraw from the team, he/she will be invoiced for the expense of the travel.
   vi. In the event an individual has already completed his/her travel reservations and must reschedule his/her air transportation in order to ensure attendance for the entire visit, he/she will be invoiced for any change fees assessed by the airline.

l. Complete the required NAAB team training program prior to being assigned to a visiting team.

3. Responsibilities of the school/program. The program is responsible for:
   a. Making all hotel and lodging arrangements for the team. This includes ensuring that reasonable accommodation has been made for persons with disabilities.

   b. Notifying the NAAB office not less than 30 days prior to the visit of the following:
      i. Visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).
      ii. Specific requirements for documentation to support invoices for team expenses (e.g., boarding passes).

      If the program fails to notify the NAAB office before the team arrives, the program will be responsible for securing the necessary documentation from the team members.
c. Unless otherwise agreed to by the program administrator and the team chair, the program is responsible for all ground transportation during the visit. This includes transportation to and from the airport and all local transportation.

d. The program is responsible for providing team members with copies of the APR not less than 45 days prior to the first day of the visit.

e. The program is responsible for providing the team room and for ensuring the following provisions have been addressed:
   i. Secure, sound proof space for the exclusive use of the team.
   ii. Accessible to the team only 24 hours a day during the course of the visit.
   iii. Students must have been notified if work prepared for a specific course is selected for use in accreditation activities and must have reasonable access to the work, except during the actual accreditation visit.
   iv. The program has been responsible for all expenses related to archiving or preparing original work for accreditation purposes.

4. **Expenses for visiting teams.** The program is responsible for all expenses for visiting teams. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, and program changes.

5. **Fines for Late APRs.** APRs are due each year on September 7. For each calendar day after September 7 that passes until the APR is received, the program will be assessed a fine of $100.00 per day. This fee will be assessed when the program is billed for the expenses of the visiting team.

6. **Fines for Late Annual Reports.** Annual Statistical Reports are due each year on November 30. In the event a program fails to complete the annual statistical report on time, including not more than one extension, the program will be assessed a fine of $100.00 per calendar day until the missing report(s) is submitted.

7. **Fine for Late Interim Progress Reports.** Interim Progress Reports are due on November 30 two years after a six-year term of accreditation is approved. In the event a program fails to submit the Interim Progress Reports on time, including not more than one extension, the program will be assessed a fine of $100.00 per calendar day until the missing report is submitted. This fine will be invoiced once the report is submitted.
APPENDICES
1. History of the NAAB
2. Report Templates
3. Branch Campuses Questionnaire
4. Annual Report Submission
5. Reimbursement Policy
6. NAAB Bylaws
7. List of acronyms and abbreviations
Appendix 1: History of the NAAB

The first step leading to architectural accreditation was taken in Illinois where the first legislation regulating the practice of architecture was enacted in 1897. Following that enactment, the Illinois Board of Examiners and Regulators of Architects gave its first examination in 1898 and by 1902 had established a rule restricting the examination to graduates of the state’s approved 4-year architecture curriculum. In 1903, the board expanded this policy to include graduates from Cornell, Columbia, and Harvard Universities, the Massachusetts Institute of Technology, and the University of Pennsylvania. That action suggested the need for national standards of architectural education.

The first attempt to establish national standards came with the founding of the Association of Collegiate Schools of Architecture (ACSA) in 1912 and its adoption 2 years later of “standard minima” that schools were required to meet to gain ACSA membership. While these standard minima were in place, ACSA membership was equivalent to accreditation.

In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the profession’s national system of education—a hiatus brought to an end when the ACSA, the American Institute of Architects (AIA), and National Council of Architectural Registration Boards (NCARB) established the NAAB and gave it authority to accredit schools of architecture nationally.

The founding agreement of 1940 also announced the intention to create an integrated system of architectural education that would allow schools with varying resources and circumstances to develop according to their particular needs.

Today, the NAAB’s accreditation system for professional degree programs within schools requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Board of Directors.
Appendix 2: Report Templates

A. Visiting Team Report
B. Curriculum and Program Change Request Panel Report
C. Nomenclature Change Request Panel Report

NOTE: The following templates are available online at www.naab.org:

Architecture Program Report (Section 5)
Interim Progress Report (Section 11)
### Appendix 3. Branch Campuses Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Institution:</td>
<td></td>
</tr>
<tr>
<td>Title of Degree:</td>
<td></td>
</tr>
<tr>
<td>Name of Program Administrator:</td>
<td></td>
</tr>
<tr>
<td>Name of Person Completing this Form:</td>
<td></td>
</tr>
<tr>
<td>Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:</td>
<td></td>
</tr>
<tr>
<td>Distance from Main/Flagship Campus:</td>
<td></td>
</tr>
<tr>
<td>Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site</td>
<td></td>
</tr>
<tr>
<td>(List all courses: number, title, credits offered)</td>
<td></td>
</tr>
<tr>
<td>Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?</td>
<td></td>
</tr>
<tr>
<td>Who has administrative responsibility for the program at the branch campus?</td>
<td></td>
</tr>
<tr>
<td>To whom does this individual report?</td>
<td></td>
</tr>
<tr>
<td>Where are financial decisions made?</td>
<td></td>
</tr>
<tr>
<td>Who has responsibility for hiring faculty?</td>
<td></td>
</tr>
<tr>
<td>Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?</td>
<td></td>
</tr>
<tr>
<td>Does the branch campus have its own curriculum committee?</td>
<td></td>
</tr>
<tr>
<td>Does the branch campus have its own admissions committee?</td>
<td></td>
</tr>
<tr>
<td>Does the branch campus have its own</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Does the branch campus have its own resources for faculty research and scholarship?</td>
<td></td>
</tr>
<tr>
<td>Does the branch campus have its own AIAS or NOMAS chapter?</td>
<td></td>
</tr>
<tr>
<td>Does the branch campus maintain its own membership in ACSA?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: NAAB – Annual Statistical Report Submission (ARS)

Introduction

In 2008, the National Architectural Accrediting Board (NAAB) launched the online Annual Report Submission (ARS) system with an annual deadline of November 30.

Continuing accreditation and candidacy is subject to the submission of Annual Reports. They are reviewed by the NAAB staff and a response is prepared and posted to the ARS for easy access by the program.

If an acceptable Annual Report is not submitted to the NAAB by the following January 15 the NAAB may consider advancing the schedule for the program’s next accreditation sequence.

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information:

2. Institution Type:

3. Carnegie Classification:
   a. Basic Classification:
   b. Undergraduate Instructional Program:
   c. Graduate Instructional Program:
   d. Size and Setting:

4. Which regional accreditation agency accredits your institution?

5. In which ACSA region is the institution located?

6. Who has direct administrative responsibility for the architecture program?
   Name
   Title
   Office Phone Number
   Fax Number
   Email

7. To whom should inquiries regarding this questionnaire to be addressed?
   Name
   Title
   Office Phone Number
   Fax Number
   Email

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
   Name
   Title
   Office Phone Number
Fax Number
Email

9. Institutional Test Scores
   a. SAT
      *Critical Reading*
      25<sup>th</sup> percentile SAT score: _____
      75<sup>th</sup> percentile SAT score: _____

      *Mathematics*
      25<sup>th</sup> percentile SAT score: _____
      75<sup>th</sup> percentile SAT score: _____

      *Writing*
      25<sup>th</sup> percentile SAT score: _____
      75<sup>th</sup> percentile SAT score: _____

   b. ACT
      25<sup>th</sup> percentile ACT score: _____
      75<sup>th</sup> percentile ACT score: _____

   c. Graduate Record Examination (GRE)
      Verbal: _____ (200-800)
      Quantitative: _____ (200-800)
      Analytical: _____ (0.0 – 6.0)

SECTION B – NAAB-ACREDITED ARCHITECTURE PROGRAMS
This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. DEGREE PROGRAMS
   a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

      **Accredited**
      B. Architecture ·
      M. Architecture ·
      D. Architecture ·

      **Candidate**
      B. Architecture ·
      M. Architecture ·
      D. Architecture ·

   b. Did your institution offer any preprofessional architecture degree programs during the last fiscal year (Bachelor of Science, Bachelor of Arts, etc.)?

   c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?
2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

4. What academic year calendar type does your institution have?

5. Credit Hours for Completion for each program:
   a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution.
   b. By degree, what is the distribution of the credit hours in the following: General Education, Professional, and Electives?

6. Average credit hours per student per term by degree program?

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? If yes, please provide detailed information including location (city, state, or country) length (credit hours), and indicate if students can complete the full accredited program at the additional campus.

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
   a. What were the tuition and fees for the institution for the last fiscal year?
   b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?
   c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program?
   d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program?

2. Financial Aid: What was the percentage of student financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.
   a. Institution
      i. Percent of students receiving aid
         1. Federal Grants
         2. State/Local Grants
         3. Institutional Grants
         4. Student Loans
      ii. Average amount of types of financial aid received
         1. Federal Grants
         2. State/Local Grants
3. Institutional Grants  
4. Student Loans  

b. Architecture Program  
i. Percent of students receiving aid  
1. Federal Grants  
2. State/Local Grants  
3. Institutional Grants  
4. Student Loans  

ii. Percent of students by types of aid  
1. Federal Grants  
2. State/Local Grants  
3. Institutional Grants  
4. Student Loans  

3. Graduate Assistantships. (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.)

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS  

1. First year students/entering students Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

SECTION E -- DEGREES AWARDED  

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

2. Time to Completion/Graduation  
a. Time to completion equals the total number of semesters/quarters to complete the degree: _____

b. Percentage of students that graduate in normal time to completion\(^\text{14}\) _____

c. Percentage of students that graduate in 150% of normal time to completion _____

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS  
This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8).

\(^{14}\) This is the number of semesters or quarters defined by the program or institution for completion of the program; this information is published in the institution’s catalog.
2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729 (Main Campus; Other locations – links from B8).

3. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?

4. Please indicate which of the following: labs, shop, and other learning resources are available to all students enrolled in NAAB-accredited degree program(s).

5. Financial Resources
   a. Total Revenue from all sources $_______
   b. Expenditures
      i. Instruction $_______
      ii. Capital $_______
      iii. Overhead $_______
   c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program. Instruction + Overhead / FTE Enrollment $_______

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught
   a. Total credit hours taught by full time faculty
   b. Total credit hours taught by part time faculty
   c. Total credit hours taught by adjunct faculty

2. Instructional Faculty
   a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor): Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment:
   b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).
   c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor): Non-tenure track faculty serving in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively.

3. Faculty Credentials:
   Indicate the highest degree achieved by each full-time instructional faculty member (professor, associate professor, assistant professor).
4. Faculty Salaries

Average annual salaries for only full-time instructional faculty teaching in the NAAB-accredited program for the last fiscal year. Do not include administrators.

forum@naab.org

National Architectural Accrediting Board (NAAB)
1735 New York Avenue, N.W.
Washington, DC 20006
t 202.783.2007 / f 202.783.2822
Appendix 5: Reimbursement Policy

The program is responsible for all expenses for visiting teams. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, program and curriculum changes and nomenclature changes.

All programs will be invoiced by the NAAB for all team travel expenses after team members are reimbursed by the NAAB.

The program is responsible for notifying the NAAB staff not less than 30 days prior to the visit if there are visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).

The NAAB reimburses each team member for expenses related to a site visit. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, program and curriculum changes and nomenclature changes.

The NAAB subsequently invoices the program for these expenses. Reimbursable expenses are hotel and subsistence, local travel to and from the airport and during the visit, and expenses incurred in planning the visit or preparing the report, as well as expenses for parking, tips, and food en route. The program is directly responsible for expenses incurred by its nominated non-voting member. If it wishes, the program may provide direct hotel subsistence and other team necessities on site; such expenses are not reported to the NAAB by team members and are not reimbursed by the NAAB nor invoiced to the program by the NAAB.

Immediately following the visit, team members and NAAB non-voting members should complete a reimbursement form (available online) and submit original receipts for transportation, meals, hotel, and miscellaneous expenses to the NAAB office. Reimbursement for air travel is for economy coach class only; car rental requires prior approval from the program. The program’s non-voting members should make arrangements for reimbursement directly with the program. All reimbursements should be submitted to the NAAB office within 30 days of the visit. Please submit expenses for reimbursement only when you can include original receipts. Attach the receipts for all expenses (except mileage) to the form. Requests for reimbursement submitted after July 1 for spring visits and after January 15 for fall visits will not be honored.

When you have filled out the expense reimbursement form, please send it to:

Ms. Ziti Sherman
Financial Manager
NAAB
1735 New York Avenue, N.W.
Washington, DC  20006-5209

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15 Focused evaluations that were scheduled as the result of decisions made in 2010, 2011, and 2012 will still take place.

16 Focused evaluations that were scheduled as the result of decisions made in 2010, 2011, and 2012 will still take place.
Appendix 6: NAAB Bylaws
### Appendix 7. List of Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSA</td>
<td>Association of Collegiate Schools of Architecture</td>
</tr>
<tr>
<td>AIA</td>
<td>The American Institute of Architects</td>
</tr>
<tr>
<td>AIAS</td>
<td>The American Institute of Architecture Students</td>
</tr>
<tr>
<td>APR</td>
<td>Architecture Program Report</td>
</tr>
<tr>
<td>APR-IC</td>
<td>Architecture Program Report for Initial Candidacy</td>
</tr>
<tr>
<td>APR-IA</td>
<td>Architecture Program Report for Initial Accreditation</td>
</tr>
<tr>
<td>ARE</td>
<td>Architect Registration Examination</td>
</tr>
<tr>
<td>FE</td>
<td>Focused Evaluation</td>
</tr>
<tr>
<td>IDP</td>
<td>Intern Development Program</td>
</tr>
<tr>
<td>NAAB</td>
<td>National Architectural Accrediting Board</td>
</tr>
<tr>
<td>NCARB</td>
<td>National Council of Architectural Registration Boards</td>
</tr>
<tr>
<td>NVTM</td>
<td>Non-voting team member</td>
</tr>
<tr>
<td>VTR</td>
<td>Visiting Team Report</td>
</tr>
<tr>
<td>VTR-IC</td>
<td>Visiting Team Report for Initial Candidacy</td>
</tr>
<tr>
<td>VTR-IA</td>
<td>Visiting Team Report for Initial Accreditation</td>
</tr>
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INTRODUCTION

This handbook was prepared by the National Architectural Accrediting Board (NAAB) for visiting team chairs and visiting team members conducting visits during 2013. The handbook has two purposes:

To serve as a supplement to the 2009 NAAB Conditions for Accreditation and 2012 Procedures for Accreditation by providing advice to visiting teams that will assure consistency in the accreditation process for all professional programs in the United States.

To serve as a guide for each visiting team chair and visiting team member to use in organizing and conducting an accreditation visit during the 2013 visit cycle, and preparing the Visiting Team Report.
BASIC PRINCIPLES

There are several basic principles or concepts that are central to the NAAB’s purposes and process. These are explained in detail throughout this document and are summarized below:

1. Outstanding aspects of programmatic compliance with the Conditions or student performance cannot override significant deficiencies in some other aspect.

2. It is the NAAB’s responsibility to verify, to the degree possible, that standards are being met by all students from all programs at the time of graduation. Achieving licensure is not, and cannot be, the primary concern of the NAAB; it is our responsibility to determine through a peer-review process whether an accredited architecture degree program is meeting the standards as established by the NAAB.

3. Team members must understand the difference between the two levels of achievement for the Student Performance Criteria (SPC): understanding and ability.

4. Teams have four tools with which to work during the visit:
   a. The 2009 NAAB Conditions for Accreditation
   c. The team room (i.e. evidence of student work and curricular materials)
   d. Meetings with individuals and groups conducted during the course of the visit. The team must understand the purposes of each element and the differences between them.
SETTING THE CONTEXT FOR NAAB VISITS AND VISITING TEAMS

It is the expectation of the NAAB, and the public, that each accredited professional degree program in architecture satisfies each of the NAAB’s conditions for accreditation.

The extent to which the conditions are satisfied, and the manner in which they have been satisfied, will vary among programs.

Visiting teams will observe student work that represents both outstanding performance and minimal achievement.

The public expectations for accredited degree programs in architecture have specific importance, since a majority of U.S. jurisdictions have made a NAAB-accredited professional degree a requirement for licensure. Although achieving licensure is not, and cannot be, the primary concern of the NAAB, it is our responsibility to verify, to the degree possible, that standards are being met by all students from all programs at the time of graduation.

The 2009 NAAB Conditions for Accreditation and The NAAB Procedures for Accreditation, 2012 Edition are two separate documents. They serve as the fundamental specifications for the accreditation process. References made in this handbook to the “Cs & Ps”, unless otherwise noted, represent the current adopted editions of these documents. Material in this handbook serves as a guide to team chairs and visiting team members, rather than as a statement of NAAB policy.

It is assumed that the reader of this handbook is familiar with the latest editions of the Conditions and Procedures and understands the following:

- The content of the 2009 NAAB Conditions for Accreditation.
- The procedures to be followed before, during, and following a visit. See especially
  - Section 2. Terms of Accreditation
  - Section 3. Candidacy for Accreditation
  - Section 4. Initial Accreditation
  - Section 5. Continuing Accreditation
  - Section 9. Conflicts of Interest
- The purpose and organization of the Visiting Team Report (VTR)

If a team chair or team member has questions or wishes to consult with the NAAB’s executive director or accreditation manager during the visit, please feel free to call the NAAB at 202.783.2007. After hours and on the weekend, please email the executive director or accreditation manager.
GENERAL INFORMATION & BACKGROUND

What is the National Architectural Accrediting Board (NAAB)?
The National Architectural Accrediting Board (NAAB) was founded in 1940, to “produce and maintain current a list of accredited programs of architecture in the United States and its possessions, with the general objective that a well integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural programs with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein.”

“The … societies creating this accrediting board, here record their intent not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices, but rather to create and maintain conditions that will encourage the development of practices suited to the conditions which are special to the individual school. The accrediting board must be guided by this intent.” (from the 1940 Founding Agreement)

Since 1975, the NAAB Conditions for Accreditation have emphasized self-assessment and student performance as central elements of the NAAB model. The Directors have maintained their commitment to both of these as core tenets of the NAAB’s criteria and procedures.

NAAB’s Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

NAAB’s Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

NAAB’s Values: The following principles serve as a guide and inspiration to the NAAB.

1. Shared Responsibility. The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.

2. Best Practices. The NAAB’s accreditation processes are based on best practices in professional and specialized accreditation.

3. Program Accountability. Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.

4. Preparing Graduates for Practice. A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and to engage in related fields.

5. Constant Conditions for Diverse Contexts. The NAAB Conditions for Accreditation are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architectural programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program’s ability to demonstrate how within their institutional context they meet all evaluative criteria. The
process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.

6. **Continuous Improvement through Regular Review.** The NAAB Conditions for Accreditation are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and non-traditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g. studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

**What is Accreditation?**
Accreditation is a voluntary, quality assurance process under which services and operations are evaluated by a third party against a set of standards set by the third-party with input and collaboration from peers within the field. Voluntary accreditation is distinguished by five components:

- It is provided through private agencies
- It requires a significant degree of self-evaluation by the institution or program, the results of which are summarized in a report to the agency
- A team conducts a visit
- Recommendations or judgments about accreditation are made by expert and trained peers
- Institutions have the opportunity to respond to most steps in the process

**What is Accreditation in Architecture Education?**
Accreditation is the primary means by which degree programs demonstrate quality to students and the public.

Accredited status is a signal that a professional degree program meets established standards for resources, facilities, student services, and curriculum.

Professional degree programs must demonstrate through the presentation of student work that all graduates of a particular degree program possess the knowledge and skills defined by the 32 student performance criteria (“the SPC”) set out in Condition II.1 of The 2009 NAAB Conditions for Accreditation.

The NAAB’s SPC represent the education standards -as defined by the profession, the academy, and students – for one seeking to begin internship and become a licensed professional.

**Core Documents for Accreditation by the NAAB**

This handbook is considered advisory and therefore is not identified either in the NAAB’s Bylaws or Rules of the Board, as an official document of the NAAB. Thus, on matters of policy or procedure, these two documents supersede all information in this handbook.
TERMS OF ACCREDITATION

Terms of Continuing Accreditation
The possible terms of accreditation that may be recommended by visiting teams are defined in Section 2 of the 2012 Procedures. Some additional advice on each one follows. These terms apply only to programs that have at least one term of continuing accreditation.

Six-Year Term
If the team believes that the deficiencies, if any, are minor, and both the program and the institution have demonstrated intent to correct them, the team may recommend a six-year term.

Three-Year Term
This term indicates that major deficiencies are present in at least three of the following areas at the time of the current visit and may also have been present at the time of the previous visit:
- Learning Culture and Social Equity
- Long-Range Planning
- Self-Assessment
- Physical Resources
- Human Resources and Human Resource Development
- Financial Resources
- Information Resources
- More than one-third of the SPCs in any realm

Additionally, a team may recommend a three-year term if any single SPC has been identified as Not Met for two previous consecutive accreditation visits and remains Not Met during the current review.

Multiple deficiencies in these areas sufficiently affect the quality of the program and a full accreditation review is required after three years. At the next scheduled review, the program may only receive either a six-year term, or a two-year probationary term.

Further, if the team has determined that the program has failed or inadequately addressed deficiencies noted during the previous visit, they may recommend a three-year term of accreditation.

However, a program’s current term of accreditation also must be taken into account when considering whether to recommend a three-year term of accreditation. The following bullets enumerate how the current term of accreditation is factored into the recommendation and later the decision by the Board.
- If a program visited in 2013 has a six-year term with or without a focused evaluation, the team may recommend a three-year term.
- If the program visited in 2013 has a two-year probationary term of accreditation, the team must recommend at least a three-year term or may recommend revoking accreditation.
- If the program visited in 2013 has a three-year term that was immediately preceded by a two-year probationary term, the team may recommend a six-year term.
Two-Year Probationary Term
If the team determines during its review that the deficiencies are severe enough to erode the quality of the program and that the intent or capability to correct these deficiencies is not evident, the team may recommend a two-year probationary term.

Such a recommendation, generally, is made when a program with a three-year term has failed to address the deficiencies identified by the previous team.

Recommending a two-year probationary term sends a signal to the Board that the team believes the program is in danger of failing and incapable of providing a learning environment where students can succeed at the levels of achievement proscribed by the SPC.

In the event the Board approves a two-year probationary term the following steps are taken:
- The program is on probation and must show cause for the continuance of its accreditation.
- At its next scheduled review, the program must receive at least a three-year term or accreditation will be revoked.
- The next scheduled review of a program that has received a two-year probationary term usually will be conducted by a team consisting of three former NAAB Directors and a person not from the NAAB.

Revocation of Accreditation
If a team that is undertaking a visit at the end of a two-year probationary term has determined that insufficient progress was made during a two-year probationary term to warrant a three-year term and a subsequent six-year term (see above), then the team may recommend revoking accreditation. Under such circumstances, this is the team’s only option.

Accreditation can also be revoked if no Architecture Program Report is submitted or if the team observes substantial and uncorrectable noncompliance with the NAAB conditions for accreditation during any site visit.
**Candidacy and Initial Accreditation**

Institutions seeking initial accreditation for a degree program must first be granted candidacy status by the NAAB. Institutions intending to establish a professional degree program should seek guidance from the NAAB for assistance in selecting the appropriate degree program type or types before proceeding with the development of a candidacy application.

**Initial candidacy.** Programs seeking candidacy may be granted a period of candidacy of not less than two years. Candidate programs are subsequently reviewed every two years until they achieve initial accreditation.

**Initial accreditation.** Programs seeking initial accreditation for candidate programs may be granted a term of initial accreditation of three years. This is not the same as a three-year term of continuous accreditation.

**Continuing Accreditation following Initial Accreditation.** Programs that have achieved a term of initial accreditation must subsequently achieve a six-year term of accreditation during their first continuous accreditation visit or accreditation may be revoked. A two-year term is not an option.

For more information on candidacy and initial accreditation see the *2012 Procedures*, Sections 2, 3, and 4.

**Accreditation Decisions**

The final decision on a term of accreditation is made by the Board. In making its decision, the Board relies upon the observations and conclusions of the visiting team, as recorded in the VTR. And then reviews the confidential recommendation. The Board may also review the APR, and the program’s response to the VTR.

Decisions on terms of accreditation are based on whether the visiting team has indicated through its assessment in the VTR that the program:

- Is making reasonable progress toward eliminating the deficiencies identified during the previous site visit;
- Offers an overall learning environment that meets the NAAB Conditions for a professional degree program;
- Is producing graduates whose work demonstrates satisfaction of the Student Performance Criteria;
- Has the human, physical, information, and financial resources to sustain an adequate level of achievement.
THE 2009 NAAB CONDITIONS FOR ACCREDITATION

Conditions I.1-I.4
Part I of the 2009 Conditions includes fourteen distinct conditions for accreditation. These are related to institutional support and commitment to continuous improvement.

Section 1 has five conditions related to identity and self-assessment and includes the following:
- The mission and history of the program
- Social equity, learning culture, and studio culture
- The program’s response to the Five Perspectives
- The program’s long-range planning activities
- The program’s self-assessment activities.

Section 2 has five conditions related to administrative structure and the resources (human, financial, physical, and information) that support the program given its mission, history, and culture.

Section 3 has three conditions related to institutional characteristics including
- Changes in the demographics of the study body since the last visit.
- Progress of the faculty in achieving tenure and promotion since the last visit.
- The program’s annual statistical reports.
- An overview of the credentials of the faculty taken as a whole.

Section 4 is a stand-alone condition regarding the policy framework within the institution and the program that supports and sustains the other conditions in Part I. Depending on the section, the team may be asked to make a slightly different assessment.

Part I is designed to be evaluated on the basis of whether
- The program has clearly identified its mission and history and culture and supports a culture of planning and assessment (Conditions I.1.1-I.1.5).
- The program has adequate resources for delivering a professional education in architecture within the framework of its mission and culture (Conditions I.2.1-I.2.5).
- The statistical information has been provided and demonstrates appropriate progress (I.3.1).
- The faculty, taken as a whole, demonstrates the capacity to deliver the curriculum (Condition I.3.3).
- An adequate policy framework exists (I.4).

For each of these Conditions, the team must determine whether the program has been responsive to the requirements of the Condition or whether the program meets or does not meet the expectations as they are defined.

These determinations are, generally, based on a review several types of artifacts:
- The APR.
- The policies themselves in the team room.
• The university catalog (usually online, but not exclusively)
• The program's website
• Copies of surveys, faculty assessments, planning documents, program review documents prepared for the university's administration
• Strategic plans
• Policy handbooks for faculty, staff, and students
• Budget reports, floor plans for offices or studios, statistical reports submitted to the NAAB during the annual statistical reporting period (see Section 10 of the 2012 Procedures.)
• Other statistical reports prepared by the university
• Diagrams for the administrative structure of the program

As well as face-to-face meetings with faculty, staff, students, and administrators.

The artifacts will either be in the APR or available in the team room. If a team member does not believe he/she has sufficient material to make an assessment on a specific Condition, he/she should advise the team chair and make a list of the materials needed.

During the course of the visit, the team will meet with a number of groups and individuals. Team members are advised to prepare in advance a list of questions about individual Conditions and to ask them during these meetings. The following list of meetings includes suggested topics. This list is by no means exhaustive, and it is provided only to aid teams in planning.

• Chief Academic Officer (e.g., the provost)
  o Role and purpose of the NAAB visit
  o Administrative structure
  o Resources
  o Challenges facing the institution

• Head of the academic unit in which the program is located (e.g., dean or department head)
  o Resources
  o Faculty credentials
  o Challenges facing the program
  o Faculty professional development
  o Curriculum

• Program administrator – the team should be prepared to discuss all of the Conditions with this individual

• Faculty
  o Tenure
  o Professional Development
  o Curriculum
  o Governance
  o Learning Culture, including Studio Culture
- Social Equity
- Intern Development Program (IDP) Coordinator(s)

- Staff
  - Professional Development
  - Resources
  - Governance
  - Social Equity

- Students
  - Studio Culture
  - Social Equity
  - IDP
  - Challenges or concerns

**Condition II.1: Student Performance Criteria (SPC)**

Part II. Section 1 contains the 32 individual SPC grouped into three realms.
- Realm A: Critical Thinking and Representation
- Realm B: Integrated Building Practices, Technical Skills and Knowledge
- Realm C: Leadership and Practice

The SPC were grouped into realms for two reasons. The first was to identify the core areas of learning to both students and the public. The second was to keep related SPC together rather than to leave them as a single list of individual learning objectives.

The objectives of each realm are intended as aspirations rather than a list of "musts" and "shoulds." While the realm itself will not be assessed as met/not met, the visiting team is asked to provide a brief narrative in the VTR that describes how the program reflects or responds to the aspirations of each realm.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program.

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the 32 criteria. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The program must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

Although the NAAB stipulates the student performance criteria that must be met, it does not specify the educational format or the form of student work that may serve as evidence for having met the criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the program has a formal evaluation process for assessing student achievement of these criteria and documenting the results.
For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below. The criteria encompass two levels of accomplishment:

**Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.

**Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

**Conditions II.2-II.4**

The last eight Conditions address three important areas:

- Curricular Framework (II.2.1-II.2.3)
- Evaluation of Preparatory/Pre-professional Education (II.3)
- Public Information (II.4)

Condition II.2 contains three conditions related to the curricular framework for the accredited degree program(s) including:

- Regional accreditation
- Professional Degrees and Curriculum
- Curriculum Review and Development

Condition II.3 is a standalone condition regarding the evaluation of preparatory and preprofessional education. This condition is new. Originally addressed in Condition 12 (2004), the evaluation of preparatory and pre-professional education is now a separate condition. In the past, institutions that offered a graduate degree, which required a preparatory or preprofessional degree – what many called a “4+2” – included the preparatory or preprofessional curriculum on the SPC matrix and teams reviewed it during the visit.

However, because more and more students are going to graduate programs later and because many institutions are recruiting graduate students from other institutions’ preparatory/preprofessional programs, the Board felt it was important to make a change.

Preparatory/preprofessional education will no longer be evaluated during visits except under very limited circumstances. Programs must instead demonstrate that students entering graduate programs that require preparatory/preprofessional degrees are being evaluated and advised appropriately.

For additional information, see the Explanatory Note on Condition II.3, issued January 18, 2010 and included as an appendix to this handbook. This supplemental note identifies what materials and information should be provided to the team and in the team room, based on whether and how preparatory or preprofessional education is used in making admissions or advising decisions.

Conditions II.4.1-II.4.5 identify five distinct items related to how the program represents itself to prospective students and the public. These includes:

- New required text for program websites and catalogs (II.4.1 and Appendix 5).

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1 See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. L.W. Anderson & D.R. Krathwohl, Eds. (New York; Longman 2001).
• Access to the *NAAB Conditions* and *NAAB Procedures* (II.4.2)
• A minimum standard for providing career development information to students and their parents (II.4.3)
• Public access to APRs and VTRs (II.4.4)
• Finally there is a condition requiring programs to link to the ARE pass rates as reported by NCARB (II.4.5)

Each of these Conditions is assessed separately in the *VTR*.
## THE ACCREDITATION/VISIT SEQUENCE

### NAAB’s Accreditation Timeline for Spring Visits

<table>
<thead>
<tr>
<th>Month/Timing (approx.)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Visit list confirmed</td>
</tr>
<tr>
<td></td>
<td>Chairs nominated &amp; approved</td>
</tr>
<tr>
<td>August</td>
<td>Chairs proposed to programs</td>
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<tr>
<td></td>
<td>Programs challenge or approve the chair</td>
</tr>
<tr>
<td>September 7</td>
<td>Architecture Program Reports due</td>
</tr>
<tr>
<td></td>
<td>Chairs &amp; programs set dates for visits</td>
</tr>
<tr>
<td>October</td>
<td>Chairs review APRs</td>
</tr>
<tr>
<td></td>
<td>NAAB nominates teams</td>
</tr>
<tr>
<td>November-January</td>
<td>Programs challenge or approve teams</td>
</tr>
<tr>
<td>Late January-Early April</td>
<td>Visits take place</td>
</tr>
<tr>
<td>30 days after the visit ends</td>
<td>First draft of Visiting Team Report (VTR) due in NAAB office</td>
</tr>
<tr>
<td>Late March-mid-June</td>
<td>VTRs are edited and reviewed by the NAAB</td>
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<tr>
<td></td>
<td>Programs may make corrections of fact</td>
</tr>
<tr>
<td></td>
<td>Chairs complete a final edit including a review of the corrections of fact</td>
</tr>
<tr>
<td>Four weeks before July NAAB meeting</td>
<td>Program may write a response to the final draft</td>
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<tr>
<td></td>
<td>Final VTRs w/ confidential recommendations and responses from the programs are posted for Board review</td>
</tr>
<tr>
<td>July meeting</td>
<td>Decisions made</td>
</tr>
<tr>
<td>14 days after July meeting</td>
<td>Decision letters sent to president w/ copies to program administrator and team</td>
</tr>
</tbody>
</table>
Architecture Program Report (APR)
The APR serves as the program’s comprehensive, reflective self-study. It provides insight into the program, as well as its institutional context and resources. The APR forms the basis for the visiting team to prepare for the site visit and evaluate evidence during the visit.

Finally, it may aid the team in offering informed observations at the end of the visit. It may also be reviewed by the NAAB Directors while making a decision on a term of accreditation. This is often the case when a team’s assessments and comments in the VTR are not clear or concise.

APR Submission Dates
The APR (in electronic format only) is due in the NAAB office not later than September 7 of the calendar year preceding a spring visit.

If the visit is to occur during the fall, the APR is due in the NAAB office not later than March 1 of the year of the visit.

Each team member receives a copy of the APR directly from the program 45 days prior to the visit.

Review of APRs
The APR is reviewed by the team chair after it has been received by the NAAB. The primary purpose of the review is to determine the clarity and completeness of the APR, and to discern the complexity of the program’s structure. The APR review does not assess the quality of the program.

The team chair must complete the APR review within 10 business days following receipt of the APR. The team chair may recommend one of the following to the NAAB Board of Directors:

- Accept the APR and schedule the site visit.
- Accept the APR; schedule the site visit, and request additional information prior to or during the visit.
- Require additional information, with the visit to be scheduled if the information is acceptable.
- Reject the APR; require a new one with the visit to be scheduled if the new APR is acceptable.

The program will be advised of the team chair’s recommendation(s) no more than 10 working days after the APR review form is complete. In some cases, the chair may communicate directly with the program regarding additional information.

Final Date for APR Approval
The final date for APR approval is November 15 for spring visits, and May 31 for fall visits.

Should a program fail to deliver an acceptable APR by November 15, the senior academic officer of the institution will be notified that the site visit cannot proceed and that accreditation may lapse. At the discretion of the NAAB, the existing accreditation status may be extended for a maximum of one year pending submission of an acceptable document.
The Visit
Visits typically last four days (Saturday afternoon through Wednesday at noon), with the bulk of the time spent reviewing artifacts and student work, meeting with individuals and groups, and preparing the draft VTR. This is a very short time in which to comprehend the full nature of a program. To assure an understanding of a program’s unique educational structure and mission, as well as result in an informed evaluation and recommendation, visiting teams must prepare themselves well in advance of the visit.

This preparation includes reading the APR, preparing preliminary questions to be reviewed and discussed with the team at the beginning of the visit, and reviewing the 2009 Conditions for Accreditation and the 2012 Procedures for Accreditation. Under certain circumstances a visit may be extended or shortened. These are outlined in the Procedures.

The Visit Agenda
The program head and the team chair work together to develop the visit agenda. The visit schedule is intended to promote personal contact and direct observation, not to reiterate the program’s written report.

Typical elements of the site visit agenda include:
- Team-only organizational meeting
- Team review of the APR
- Tour of the facilities
- Entrance meetings with the program or college administrators, the chief academic officer of the institution, faculty and students
- Meetings with student representatives
- Contact with alumnae/alumni and local practitioners (optional)
- Review of student work
- Review of admissions and advising files
- Review of a faculty exhibit
- Observation of studios, lectures, and seminars
- Review of syllabi, course materials, and student work from general studies, electives, and related programs
- Meeting with library and information resources staff
- Debriefing sessions
- Accreditation deliberations and drafting the VTR
- Exit meetings with the program or college administrators, the chief academic officer of the institution, faculty, staff, and students

In setting the visit agenda, the team chair should:
- Maintain some flexibility, especially with non-traditional programs.
- Allow adequate time for team activities, especially when there is a need for the team to visit remote campuses.
- Allow time for the team to be alone to discuss their observations.
- Account for fatigue—“a tired team is a cranky team.”
Tuesday afternoon (the third full day) should be cleared of meetings and other activities to the extent possible so that the team can work on the *VTR*.

Receptions or meetings with faculty, alumni, students, and others should not be regarded by the visiting team as social events. If a reception is scheduled, team members should use the time as an informal opportunity to gain additional information and a better understanding of the program.

All visiting team members, including the non-voting team member, are expected to be present for the entire visit.

**Finalizing the visit agenda**
The deadline for finalizing the visit agenda is six weeks in advance of the visit. The team chair has final authority in setting the agenda. It is no longer necessary to send a copy of the visit schedule to the NAAB office. This item is not required in the final edition of the *VTR*.

**Correspondence between the Team Chair and the Program**
The NAAB office is copied on all correspondence between the team chair and the program, and kept informed of the progress on visit agenda finalization.

**The Team Room**
A lockable, reasonably soundproof room must be set up within the program’s facilities so that the visiting team can review and discuss the program’s documentation in confidence.

The team room must contain fully labeled and easily accessible exhibits of student work. Exhibits must include examples of both minimum pass and high achievement, be of sufficient quantity to assure that all graduates are meeting the performance criteria, have been executed since the previous site visit, and span no less than a single academic year.

The team room must also be equipped with:
- a conference table and chairs
- a telephone (and campus directory)
- a document shredder
- computer equipment that may be requested by the visiting team chair or needed to review digital student work
- Internet access (Ethernet, Broadband, or Wi-Fi)
- a printer
- an LCD projector
- outlets and extension cords

**Display of Student Work**
Normally student work presented as evidence of student outcomes should be displayed only in the team room because (1) student work on display for the visiting team must include indications of high and low grades, and (2) the team needs privacy for confidential discussions of the work being presented.
Exceptions may be made when there are spatial constraints in the team room. In cases where team rooms are constrained spatially, the program is encouraged to consult with the visit team chair to propose solutions.

It is possible and appropriate to display representative pieces in the team room that can be verified against work that is displayed elsewhere. Any time student work must be displayed outside the confines of the team room, the program must provide an inconspicuous and confidential coding system to differentiate between the high and low pass work.

Under some circumstances, programs may wish to use the accreditation visit as an opportunity to celebrate the program. The team room does not serve this purpose. Any public display should be curated and made available after the visit concludes. Any student work on display outside the team room, and not explicitly designated as work submitted for review by the team, is not to be used as evidence for determining whether a particular SPC is met.

There are new expectations placed on programs for the production, storage and curation of student work for a NAAB visit. These are outlined in Section 14 of the 2012 Procedures. While a program cannot be cited for failing to meet these expectations in making a decision on a term of accreditation, such failure may be reflective of the program’s learning and Studio Culture. The team may choose to mention this during its assessment of Condition I.2.

**Preparing for a Visit**

Once a team has been approved by the program, the members are notified and are expected to make travel arrangements. Team members should expect to arrive on site in time for a late afternoon or early evening meeting on Saturday. Team members cannot leave until after noon on Wednesday.

Team members are also expected to use the time prior to the visit to review the 2009 Conditions and 2012 Procedures. Thirty days before the visit is scheduled to begin, each team member will receive a copy of the APR directly from the program. All team members are expected to read the APR at least twice prior to arriving on site and to develop a list of questions and discussion items that will form the basis of the team’s first meeting.

In addition, the team chair will communicate with team members to establish expectations and to orient the team. This will take the form of a mandatory pre-visit conference call.

Team members are encouraged to wear business or business casual attire during the visit. Comfortable shoes and a scarf or sweater are also recommended. The NAAB encourages all team members to be prepared for foul weather during the late winter and early spring.
THE VISITING TEAM REPORT (VTR)

The Visiting Team Report serves as the culmination of the team’s efforts. It must address all of the Conditions. It must be concise and consistent. The team will be provided with a template for the VTR. A template is prepared for each visit and includes the relevant sections for the individual program including the signature pages.

Remember the Reader
The most important readers of any VTR are the NAAB Directors. The report must convey to them, in the clearest, simplest language the assessment of the visiting team for each Condition and SPC and then provide an assessment of the program overall. A sample VTR template can be found in Appendix 1 of the 2012 Procedures. A unique VTR template will be provided to the team in advance of the visit.

The only resource the NAAB Directors have to ensure their understanding of the team’s recommendation on a term of accreditation is the VTR itself. When the contents of the VTR do not clearly and succinctly support the recommendation or are vague or poorly written, the Board is faced with the difficult task of attempting to recreate the team’s logic. VTRs that are vague or inconsistent result in lengthy deliberations and, sometimes, a decision not fully represented by the VTR. The following areas are of the greatest interest to the Board:
- Team Comments
- Conditions Not Met
- Causes of Concern
- Comments that follow an initial Met/Not Met assessment of each Condition or SPC

Consistency is critical. Teams are advised to be certain that deficiencies noted in one part of the report are not later noted as areas of distinction in another part of the report. Likewise, the recommendation for a term of accreditation should be consistent with the overall results of the visit.

Be sure to define all acronyms the first time they appear in the text. For example, everyone on the campus of the program you visited may know that SOAP stands for the School of Architecture and Planning, but your reader may not.

All draft VTRs are reviewed by the NAAB staff for punctuation, format, spelling, and clarity. If the staff believes the report contains unclear language, is overly prescriptive, or indicates a lack of consistency between assessments and team comments and the recommendation, the report will be returned to the chair for additional editing and revisions.

General Advice
Even with the changes to the assessment options for each Condition or SPC, there are, with limited exceptions, only two choices:
- Met or not met
- Did or did not
- Adequate or inadequate

In the case of assessing programs in candidacy, the team may indicate that a Condition or SPC is not-yet-met or otherwise not-yet-demonstrated.

Teams may not assess any individual Condition or SPC with extra adjectives or qualifiers such as “minimally met,” “mostly adequate,” or “met with concern,” or any
other variations. Any VTR that includes these assessments will be returned to the team chair for revision.

Degree Titles and Abbreviations
All NAAB-accredited degree should be abbreviated as follows:

- Bachelor of Architecture = B. Arch.
- Master of Architecture = M. Arch.
- Doctor of Architecture = D. Arch.

Degree Titles on the Cover Page of the Report
Degree titles should not be represented by the number of years (e.g., 4+2). Instead, they should show the title of the degree, any prerequisites plus the total number of credits to be earned at the institution offering the NAAB-accredited program). For example:

- B. Arch. (x undergraduate credits)
- M. Arch (y undergraduate credits + z graduate credits; no baccalaureate awarded)
- M. Arch (preprofessional degree + xx graduate credits)
- M. Arch. (non-preprofessional degree + yy graduate credits)
- D. Arch. (preprofessional degree + yyy graduate credits)
- D. Arch. (non-pre-professional degree + zzz graduate credits)

It is not uncommon for institutions with graduate degree programs to offer more than one track or pathway for completing the degree. See below for additional information when evaluating a program with multiple tracks.

Capital letters
Do not capitalize any noun that is not a proper name, including the names of institutions or academic units within institutions. For example,

... the Russell College of Art and Design is located on the central campus of the University of Someplace ...

... the design college is on the central campus of the university ...

You may capitalize someone’s title if it is immediately followed by his/her last name (e.g. Dean Winters). However, if you are using his/her title, without the last name, the word should not be capitalized, (e.g., I saw the dean leave the building). Further, a title should not be capitalized when it is used as follows, “Dr. Jan Winters, dean of the college...”

Generally speaking, these words do not need capital letters:

- Architecture
- Students
- President
- Provost
- Vice President
- College
- Program
- Department
Resist the impulse to write recommendations for changes or alterations to a particular element of the program. Rather than write, “… the program must deal with this before the next visit…” write, “… the program is encouraged to develop a plan for addressing this matter.”

Consistency of Assessments & Comments (“Met, but…”)
The team’s assessment of an individual Condition or SPC should be consistent with the comments that follow each assessment (see below). Inconsistencies between these two elements are confusing to the Board and raise concerns within the program. This is the most common obstacle to ensuring the Board understands the team’s recommendation on a term of accreditation.

Do not score “Met,” or its equivalent, on an individual Condition or SPC and then follow that assessment with a list or narrative describing the team’s concerns. This sends mixed messages to the Board and later to the program. The team must make a determination as to whether the Condition or SPC is or is not met.

If the team believes there are sufficient concerns or deficiencies, they should choose “not met,” or its equivalent, and explain the concerns. If the team believes the concerns are modest and easily addressed, then include the item in the list of Causes for Concern in Part I of the VTR.

Programs with Multiple Tracks for Completion of the Accredited Degree
Many institutions offer alternative pathways for completing the accredited degree. These are, for the most part, found in M. Arch. programs and are, generally referred to as tracks.

Tracks are designed to allow students with differing preprofessional or preparatory education to be admitted to the graduate program and to earn an accredited M. Arch.
Individual tracks for completing an accredited degree do not constitute separate degree programs and should not be evaluated as such.

When a team is evaluating an M. Arch. program with multiple tracks, the team should pay close attention to materials submitted for Condition II.2. Professional Degrees and Curriculum, Condition II.3, Evaluation of Preparatory/PreProfessional Education, and the SPC matrix.

Next, the team is advised to look closely at the individual curriculum for each track and to determine whether students admitted with preprofessional degrees in architecture are following a significantly different curriculum from students admitted with an undergraduate degree in another discipline.

The program must provide work from all students in all tracks in the team room, especially if students in one track are following a curriculum that differs significantly from another.

Finally, under such circumstances, the team will prepare a single VTR. The tracks are not to be identified within the VTR, except on the cover. Separate tracks should also be identified in the confidential recommendation. The assessment, as written in the VTR, should be for the degree program as a single unit.

In the event, the team believes that students in one track are not achieving at the prescribed level for a particular SPC, then the team is expected to assess the SPC as “Not Met.” In the accompanying narrative, the team should explain its reasoning and clearly identify which group of students may not be achieving at the prescribed level.

**VTR Format**

**Cover Page**

On the cover page of the report, please list all the degree programs covered by the report. Please include the following for each degree program or track for completing the accredited degree program:

- Degree Title (prerequisite(s); number of credits for completion)

For example:

- Bachelor of Architecture (159 credits)
- Master of Architecture (preprofessional degree + 60 graduate credits)
- Master of Architecture (non-preprofessional degree + 90 graduate credits)

**Part I – Team Findings**

Teams are encouraged to use this section of the report to do three things:

- Summarize the team’s findings overall and to identify, in general terms, the state of the program as the visiting team finds it.
- Identify any areas beyond the program’s control that may have affected the visit (e.g., budget cuts during the recession, construction projects that are behind schedule, or illness/unavailability of certain personnel).
- Acknowledge the efforts of the program in preparing for and hosting the team.

There are four sections in Part I:

1. Team Comments
2. Conditions Not Met
3. Causes of Concern
4. Progress Since the Previous Site Visit

Advice for completing each of these sections follows.

Team Comments
This is a critical portion of the report and should be the last section to be written. It is a summation of the visit overall and provides the team with the opportunity to consider the results of their assessment as a whole.

Teams may also use this section to acknowledge the program for its efforts in preparing for the visit, or to note any difficulties encountered during the visit (e.g., difficulties with the team room or delays in the visit due to bad weather).

Conditions Not Met
This should be a list of Conditions or SPC with numbers and titles.

For example,

I.2 Social Equity
II.1.B.6 Comprehensive Design

Causes of Concern
This section of the report is not required. However, teams are advised to include causes of concern under the following circumstances:

- A Condition or SPC has not been met, or its equivalent, for more than one accreditation cycle.
- The team has identified through an evaluation of student work that a certain cohort of students is not achieving at the prescribed level for an SPC.
- The team has identified several factors that when taken together raise a concern for the team.

This section should be an enumerated list (e.g., A., B., C., etc.) Each must have a title and a brief narrative describing the cause of concern.

For example,

"A. Faculty Retirement and Succession Planning. The team noted in its review of the materials for Conditions I.1.2. and I.2.1, Social Equity, and Human Resources, respectively, that six of the eleven full-time faculty members are planning to retire within the next four years. Of the six, three are women and one is from a traditionally underrepresented group. The team is concerned that the program does not have a plan for (a) ensuring that all six faculty lines are retained by the program, and (b) identifying and recruiting candidates for these vacancies that will preserve or enhance the existing demographics of the faculty in general. The program is encouraged to begin the process for effective succession planning for these six faculty positions."

This section of the report should not be used to duplicate comments specific to "Not Met" conditions that are more appropriately treated under the discussion of that specific Condition or SPC. However, it may be helpful to make a cross-reference to the Causes of Concern in other sections of the report.

For example,
Condition I.2.1 Human Resources and Human Resources Development

[X] Human Resources (Faculty & Staff) are adequate for the program

The faculty remains consistently committed to both research and teaching and demonstrates a strong collegial culture. The team notes, however, that more than 50 percent of the faculty are likely to retire before the next visit. Please note, that succession planning for faculty is listed as a Cause for Concern in Part I of this report.

Progress Since the Previous Visit
The NAAB Directors take a keen interest in this section of the VTR, especially if there were deficiencies in Conditions or SPC at the time of the previous visit that remain a deficiency at the conclusion of the current visit. The NAAB staff will include the relevant sections in the template. Please follow the format for the written response to each one, as follows:

2004 Condition 6, Human Resources: The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.


2013 Visiting Team Assessment: Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

NOTE 1: The numbering of the Conditions changed in 2009. The template for this section of the report will include both the 2004 and 2009 numbers.

NOTE 2: If the program underwent a focused evaluation, the results of that assessment will also be included in this section of the VTR.

Part II - Compliance with the 2009 Conditions for Accreditation
There are two sections in this part of the report; each section corresponds to a part of the 2009 Conditions.

1. Institutional Support and Commitment to Continuous Improvement

2. Educational Outcomes and Curriculum

In this section of the report, the team must make a determination as to whether the program has met or not met, or the equivalent, each Condition and SPC.

With particular attention to the SPC, the team must assess whether the program has provided sufficient evidence that all graduates are achieving at the proscribed level of accomplishment.
Outstanding aspects of programmatic compliance with the Conditions or student performance cannot override significant deficiencies in some other aspect.

**Comments after each Condition or Criterion**

After assessing each Condition or SPC, regardless of the team’s determination, the team **must** include a brief comment or statement. Four examples follow:

In the case of a Condition being assessed positively (e.g., met): “The language required in Appendix 5 of the 2009 Conditions for Accreditation, was found in all promotional materials for the program, including online materials.”

In the case of a Condition being deficient (e.g., inadequate): “The team reviewed the administrative structure for the program and compared it to other professional degree programs within the university. As a result, the team has reached the conclusion that the M. Arch. does not have an administrative structure that provides it with sufficient autonomy for allocating resources and ensuring student learning objectives and SPC are being met.”

In the case of an SPC being met, “The team found evidence that students are achieving at the level of ability in work for Sustainability. The team noted especially work completed for ARC 651, Studio 6 - Sustainable Design.”

In the case of an SPC being not met: “Although the program provided ample evidence that students were learning at the level of understanding for most elements of this SPC, the evidence did not demonstrate that students had reached the level of ability.”

**Assessing II.1. B.6. Comprehensive Design**

This SPC is defined as follows:

Comprehensive Design: **Ability** to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:

- A.2. Design Thinking Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.8. Ordering Systems
- A.9. Historical Traditions and Global Culture
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.8. Environmental Systems
- B.9. Structural Systems

The program must identify the course/s in which comprehensive design is most fully met and then provide evidence that students are achieving at the level of ability by displaying student work that demonstrates their achievement. Students must demonstrate achievement of the whole SPC at the level of ability although embedded within this SPC are several other SPC, some of which, when assessed alone must only be demonstrated at the level of understanding (i.e., A.8, A.9, B.8, and B.9)

This does not mean that student work presented for B.6. must demonstrate that students have developed a level of achievement for all 11, related SPC at the level of ability. It means students must demonstrate the ability to produce a comprehensive project wherein these elements are **integrated, used, and represented correctly**.

Teams are sometimes tempted to alter their assessments of the individual SPC included in B.6. on the basis of whether they are fully achieved, as defined, in Comprehensive Design. For example, if a team determines on the basis of student work presented for SPC B.9 that it is met, but does not find evidence that structural systems
have been appropriately addressed in student work presented for B.6, the team may be
tempted to reevaluate its assessment of B.9. This is not appropriate.

Under such circumstances, the team should let stand its assessment of B.9. However,
the team may, based on a preponderance of the evidence, assess B.6 as not met.

In such cases, the team is encouraged to note the discrepancies in Part I under team
findings or causes of concern.

Part III – Appendix 2
Appendices 1 and 3 will be completed by the staff. The team is responsible for
completing Appendix 2, Conditions Met with Distinction.

This should be an enumerated list with both the number and title of the Condition or
SPC for which the team wishes to cite the program as having demonstrated significant
success, innovation, or achievement.

For example,
- I.1.2 Social Equity and Learning Culture
- II.1.A.11 Applied Research
- II.1.B.9 Structural Systems
- II.2.3 Curriculum Review and Development

Part VI – Signature Page
On the last page of the report, all team members sign and submit the report to the
Board. This page is signed by all members of the team including the non-voting
member.

The Confidential Recommendation
The confidential recommendation is a separate document submitted by the team at the
same time as the VTR. This is signed only by the members of the team and must not
include the signature of the non-voting member.

The recommendation is absolutely confidential. It should not be shared with anyone,
including non-voting team member, spouses, colleagues, or anyone else for that matter.
The NAAB has determined that this document will remain confidential in perpetuity.
Volunteers are not permitted to second-guess this decision.

The recommendation must be consistent with the team’s findings and be supported by
the report. When writing the recommendation please use the following format:

Upon consideration of the terms of accreditation in Section 2 of the 2012 NAAB
Procedures for Accreditation, including an assessment of compliance with the
2009 NAAB Conditions for Accreditation, the team unanimously recommends to
the NAAB Board:

Name of Institution:

Name of Academic/Administrative Unit:

Degree Title (this should be exactly the same as on the cover page):

Be granted a [insert Term of Accreditation]:
Scope of Focused Evaluation, if recommended: [List the Conditions or Causes of Concern that will form the scope of the FE]

For example:

University of Someplace, College of Design, Department of Architecture

Master of Architecture
(preprofessional degree + 60 graduate semester credits)
(non-preprofessional degree + 90 graduate semester credits)

Be granted a six-year term of accreditation.

If the visiting team is reviewing two programs for continuing accreditation, they are to repeat the block for each degree program being reviewed.

**When in doubt, call the office.**

If a team is having difficulty writing the VTR, please feel free to call the NAAB executive director or accreditation manager at 202.783.2007. After hours, please send email.
THE VISITING TEAM

Team Chairs
The team chair is the designated leader of a NAAB visiting team. The visiting team chair carries significant responsibility prior to, during, and after the site visit. The team chair will have originally been nominated to serve as a team member by ACSA, or AIA or NCARB.

Individuals who have completed at least three site visits, and who have received positive evaluations on each of these visits, are included in the pool of potential team chairs. Visiting team chairs may also be nominated from among former directors of the NAAB. Individuals may remain in the pool of potential team chairs as long as they continue to receive positive evaluations.

Visiting team chairs are nominated by the staff from among the pool of potential team chairs and approved by the executive committee prior to the Summer Board meeting. The nomination is based on a review of the resumes of current visiting team chairs and experienced visiting team members. Every effort is made to avoid conflicts of interest in making nominations and to ensure the team chairs represent a diverse group of individuals.

Once a team chair is approved by the executive committee, the NAAB staff notify the program administrator that an individual has been nominated. The administrator may challenge the nomination for potential conflicts of interest (see Section 9, 2012 Procedures for Accreditation). Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit. In addition, after a team chair is confirmed, he/she is required to attend team chair training in the fall prior to the spring visit cycle.

Upon the program’s acceptance of the team chair, NAAB staff informs the team chair of her/his selection. Upon agreeing to serve, the team chair is in charge throughout the visit process, including visit preparation, conduct of the visit, and visit follow up. The team chair should immediately contact the program head to initiate a cooperative working relationship, address the ground rules for the visit, and the selection process for non-voting team members.

Once the visiting team has been formed and approved, the team chair should contact each team member, either individually or via a pre-arranged conference call, to discuss planning and assignments in advance of the visit. Communication via telephone in lieu of e-mail is strongly encouraged. In addition, all teams must hold at least one conference call at least two weeks prior to the visit.

Composition of Teams
The composition of visiting teams depends on the type of visit to be conducted. Each of the other four collateral organizations in architecture is represented on each team, except in the case of teams formed for initial or continuing candidacy (see below).

Visiting team members should:

- Be of sufficient professional stature to warrant the program’s respect
- Collectively represent a balance and diversity of viewpoints about architecture and education
- Be as demographically and geographically diverse as possible
Because uniformly high-quality visits and VTRs require experienced team members, teams are, to the extent possible, selected so that no more than one person, excluding the AIAS representative, is on his/her first NAAB visit.

For initial and continuing accreditation each team will have four members, including the chair:
- ACSA
- AIA
- AIAS
- NCARB

For concurrent review for continuing accreditation of more than one accredited degree program each team will have five members, including the chair
- ACSA (2)
- AIA
- AIAS
- NCARB

For initial and continuation of candidacy, each team will have three members, including the chair:
- Educator
- Practitioner
- NAAB Representative

**Sequence for Forming Visiting Teams**
Once dates are set for visits, the NAAB office reviews resumes and availability forms for all individuals eligible to serve on visiting teams and make preliminary assignments.

Team members are then advised to “save the date,” with the understanding that the program must confirm the membership of the team before a team’s composition is considered “final.”

Teams are then proposed to the program administrators. Team members may be challenged on the basis of the NAAB’s Conflict of Interest (See Section 9 of the 2012 Procedures.)

Subsequent changes in teams are coordinated by the NAAB executive director and the NAAB accreditation manager, with the approval of the visiting team chair, and the program administrator.

**Visiting Team Member Pool**
The NAAB solicits the names of individuals from each of the collateral affiliates each year to serve as members of visiting teams.

The AIA, ACSA, and NCARB are asked to nominate at least 20 individuals each to serve a four-year term as potential team members. These terms begin January 1 of the year following the year in which their names are sent to the NAAB.

AIAS is asked to nominate 25-30 individuals to serve a one-year term as potential team members. These terms begin January 1 of the year following the year in which their names are sent to the NAAB.
In addition, the NAAB adds to the pool of potential team members those individuals who have completed their terms of service as NAAB Directors and who were nominated by one of the other four collateral organizations. These individuals may remain in the pool indefinitely.

**Non-voting Team Members**

To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one non-voting team member for the site visit.

The nominations must be approved by the executive director in consultation with the team chair. Nominations must be accompanied by a resume or vitae and a brief description of the relationship between the individual and the program.

Non-voting team members cannot be proposed less than 21 days before the start of a visit.

A non-voting member may be a member of the architecture community or an alumnus/a nominated by the program administrator to offer insight into the program’s unique qualities or history. Individuals who have graduated since the previous site visit are considered *per se* to have a real conflict of interest and may not participate on a visiting team in any capacity. Programs considering the use of alumni/ae in this role are encouraged to invite individuals who graduated at least 10 years prior to the visit.

Any individual who had or has a contractual or consulting relationship to the program at any time, whether paid or voluntary may not participate as a non-voting team member.

Non-voting team members may only be nominated after a program has approved the membership of its visiting team.

No person may serve as a non-voting team members more than once in any three-year period.

An individual who previously visited the program as a member of a NAAB visiting team may not serve as a non-voting team member on any subsequent visit.

Occasionally, for training purposes, the NAAB may ask the program and the team chair to accept a special, additional, non-voting member. These individuals may be NAAB Directors, administrators from programs seeking candidacy or initial accreditation, prospective team members, foreign visitors, representatives of affiliated accrediting agencies, volunteer leaders or staff from collateral organizations, or NAAB staff members. These requests must be approved by the program administrator and the team chair.

Any non-voting team member must complete an online training program before the visit begins.

The non-voting member(s) must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. They are encouraged to offer comments and advice to the visiting team chair, or team members.

Non-voting members do not participate in the team’s decision concerning the recommendation on the term of accreditation.

Non-voting members may be present at the last team work session solely at the discretion of the visiting team chair.
All non-voting members must agree in advance to abide by the principles of confidentiality as outlined below and by the Conflict of Interest policies in Section 9 of the 2012 Procedures.
ADVICE FROM THE NAAB

Site Visit Protocols

- Treat all programs with the same degree of respect: Deficiencies encountered at a prestigious institution should be provided with the same objective assessment offered to programs in less prestigious institutions. It is inappropriate to minimize or turn a blind eye to deficiencies or concerns out of deference to an institution’s perceived stature.

- Celebrate success. Remember that accreditation is meant to be a constructive process to improve architectural education.

- Do not publicly divulge insider information: All the information obtained by a team member in the course of a site visit is privileged and confidential. It is grounds for a reconsideration of a term of accreditation to disclose any aspect of this information outside the institution and the NAAB.

- Do not privately divulge insider information: A visiting team’s sole assignment is to assess a program’s compliance with the conditions for accreditation. It is a breach of trust to disclose any information that is not pertinent to this assignment within the program or the institution.

- Do not use the accreditation visit as a recruiting opportunity: It is inappropriate to solicit personnel for your own program or office during a site visit. It is inappropriate to indicate your interest in being employed by an institution in any capacity until after the institution has received its accreditation decision.

- Do not accept institutional gifts: It is inappropriate to accept any institutional gifts, favors or services during a site visit. Do your best to politely decline.

- Do not overreact to or ignore deficiencies: It should continually be borne in mind that the accreditation process includes a structured method by which a program can improve and correct its deficiencies. It is inappropriate to react to deficiencies in a punitive, threatening manner or, conversely, to ignore them out of unfounded optimism.

- Do not forget your role: The long hours, intensive work, and fatigue can lead you to lower your guard in an attempt to lighten the mood or cut tension. Do not forget that visiting teams are under observation at all times. Their comments and behaviors are closely analyzed and can be misinterpreted.

- Do not superimpose preconceived attitudes about architectural education or curriculum. Every program should be understood in the context of its own unique mission and institutional setting.

- Do not offer personal solutions: It is inappropriate to suggest how a program might meet the NAAB Conditions or in any way impose your personal views on program structure, administration, and pedagogy.

Problems Which May Be Encountered During Visits

Conditions under which a visit might be terminated

Visits may be terminated only under extreme circumstances or catastrophic conditions. These include the following:

- Incomplete team
- Poor preparation by the program
- The team room is inadequate or incomplete
• The program is unable to provide adequate information when requested by the team
• Inadequate facilities and arrangements for the team
• Inability to follow schedule in an appropriate way
• Failure by any member of the team to comply substantially with established accreditation procedures
• Unanticipated crisis beyond the control of the program, institution or team (e.g., weather emergency, state or national emergencies, or illness or death)

The decision to terminate a visit should be made by the entire team and only after consultation with the program, university administrators, and the NAAB executive director. If a team feels that a visit must be terminated, the team chair calls an immediate meeting with the program administrator, his/her superior, and the institution’s chief academic officer to outline the choices available to the program.

In the event the team and the program agree to terminate the visit, the following options are available:
• Terminate the visit, to be rescheduled at a later time,
• Continue the visit, after evaluating the potential consequences to the outcome or potential disruption to the procedures

If a visit must be terminated and rescheduled because of the program’s failure to prepare appropriately, the chief academic officer of the institution is notified that accreditation may lapse as a result.

When a team member violates protocol
In the event a team member violates a protocol, particularly in handling confidential information, the team chair should address the lapse with the individual, discuss the consequences and determine whether the lapse constitutes a breach of procedure that could be grounds for reconsideration of a term of accreditation. Next, the team chair should document the lapse and subsequent discussions in a confidential memorandum to the NAAB executive director.

In the event a team chair violates a protocol, it is the responsibility of the other members of the team to address the situation with him/her and to designate an individual to document the lapse in a confidential memorandum to the NAAB executive director.

To avoid these situations, the team chair should review protocol with team members before the visit begins.

When a non-voting team member violates protocol
If the team finds that a non-voting team member’s attendance is irregular or disruptive or if he/she advocates for the program or otherwise excuses deficiencies, the team chair must address the behavior with the individual directly. The chair may also discuss the problem with the program administrator. The team chair has the discretion to dismiss the non-voting team member if difficulties cannot be resolved.
RESPONSIBILITIES AND EXPECTATIONS

**Team Chair**
The team chair is responsible for the following:

- Negotiating the date for the visit with the program administrator.
- Reviewing the APR and identifying needs for additional information or requesting changes to the report.
- Developing the agenda for the visit with the program administrator.
- Consulting with the executive director on the approval of a non-voting team member. Team chairs have the discretion to revoke this approval if they determine the individual has a real or potential conflict of interest or is not prepared to fully participate in the visit.
- Communicating with the team prior to the visit to establish expectations and special requirements or circumstances. The NAAB is available to assist the team chair in setting up the required pre-visit conference call.
- Preparing the final draft of the Visiting Team Report (see below) and sending it to the NAAB offices within 30 days of the visit.
- Securing the signatures of all team members on the report, including the non-voting member.
- Securing the signatures of the team on the confidential recommendation, excluding the non-voting member.
- Revising the VTR, as necessary after it is reviewed by the staff.
- Ensuring the team’s compliance with the Procedures for Accreditation and appropriate standards of conduct during the visit.
- Contacting team members individually prior to the visit.

**Team Members**
Team members are responsible for:

- Contacting the NAAB office to confirm their participation in the site visit not less than **4 weeks before the visit**.
- Promptly suggesting any revisions to the VTR.
- Reviewing Section 9, Conflict of Interest, and verifying to the NAAB office and the team chair that no conflict of interest exists.
- Making air travel arrangements in advance to secure economical fares.
- Before the visit, reviewing the Conditions and the Procedures, the program’s APR, the template for the VTR, and the other team members’ resumes.
- Thoroughly examining documentation in the team room as assigned by the visiting team chair.
- Actively participating or observing, as applicable, in all aspects of the visit and carrying out all tasks assigned by the visiting team chair with integrity and timeliness.
- Participating in writing the draft of the VTR, which should reflect the team’s consensus on all matters of substance, by the last night of the visit before the exit interviews.
- Holding information in strictest confidence as specified in the **2012 Procedures**.
• Notifying the NAAB office immediately in the event of a personal emergency that renders the team member unable to fulfill his/her responsibilities. In the event, a team member withdraws from a team less than 30 days prior to the visit for reasons other than a personal or health emergency, he/she will be permanently removed from the pool of potential team members.

• Completing and submitting his/her reimbursement requests in a timely manner.
  o A copy of the reimbursement form can be found on the NAAB Web site in the Documents section in the Team Room folder.
  o Requests for reimbursement must be submitted within 30 days of the end of the visit. Requests for reimbursement must include:
    ▪ Invoice/itinerary for transportation (air or rail).
    ▪ Receipts for ground transportation, including rental cars.
    ▪ Receipts for all meals and incidental expenses.
  o Any reimbursement that does not have an accompanying receipt will not be honored and the total amount of the reimbursement will be adjusted accordingly.
  o Requests for reimbursement submitted after August 15 for spring visits and after January 15 for fall visits will not be honored.

The program/institution

The program is responsible for

• Making all hotel and lodging arrangements for the team. This includes ensuring that reasonable accommodation has been made for persons with disabilities.

• Notifying the NAAB office not less than 30 days prior to the visit of the following:
  o Visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).
  o Specific requirements for documentation to support invoices for team expenses (e.g., boarding passes).
    If the program fails to notify the NAAB office before the team arrives, the program will be responsible for securing the necessary documentation from the team members.

• All ground transportation during the visit. This includes transportation to and from the airport and all local transportation.

• Providing team members with copies of the APR not less than 45 days prior to the first day of the visit.
  o The program is responsible for providing the team room and for ensuring the following provisions have been addressed:
    ▪ Secure, sound proof space for the exclusive use of the team.
    ▪ Accessible to the team only 24 hours a day during the course of the visit.
    ▪ Students must have been notified if work prepared for a specific course is selected for use in accreditation activities and must have reasonable access to the work, except during the actual accreditation visit.
The program has been responsible for all expenses related to archiving or preparing original work for accreditation purposes.

**NAAB Office**
The NAAB staff is responsible for:

- Ensuring that the visiting team chair, team members, and observers are informed of their responsibilities.
- Providing the team chair and team members with the *Conditions* and *Procedures*, and a template for completion of the VTR not less than 4 weeks prior to the visit.
- Stewarding the resources of the NAAB and the programs by approving all airline reservations with an estimated fare above $750.00.
- Communicating with team members on behalf of the program. Team members are advised not to communicate with the program directly; this is the responsibility of the NAAB staff and the team chair.
  - Billing programs for the expenses of the visiting team. These invoices will be sent not later than September 1 for visits that took place during the spring; and not later than February 1 for visits that took place in the fall. The NAAB will provide the following supporting documentation:
    - Copies of invoices or itineraries for airfare or other transportation.
    - Copies of receipts for ground transportation, including rental cars.
    - Copies of all receipts for meals and other expenses.
ADMINISTRATIVE POLICIES

Team Travel and Accommodations
Travel arrangements are made by the individual travelers, and must be arranged through the NAAB’s official travel agency, American Express, 1.800.872.9954. Air travel is economy coach class only, with tickets purchased at least four weeks in advance to secure the lowest fares.

The program being visited pays for hotel and subsistence expenses, including all travel incurred during the visit, for a non-voting member nominated by the program or institution, and for any additional team members including those required because the program offers two or more professional degrees.

Team Member Reimbursement Requests
Immediately following the visit, team members complete a reimbursement form provided by the NAAB office, and submit original receipts for all expenses regardless of the amount (a reimbursement requirement of most programs).

The NAAB office must receive all reimbursement requests within 60 days of the end of the visit.

Reimbursements

The NAAB office processes all reimbursement requests within 15 days of receipt; and invoices programs for expenses that are their responsibility. On occasion, the timing of a program visit may result in programs being invoiced beyond the closing date of their fiscal year. This does not affect the program’s responsibility for reimbursing those expenses to the NAAB.
FREQUENTLY ASKED QUESTIONS

What is required in the program’s self-assessment?
Program self assessment is a means for programs to describe their unique identity, their long-term or strategic goals for the program, plans for achieving those goals, means of measuring the fulfillment of the goals and use of data and information gathered in the assessment process. The 2009 Conditions establish the expectation that the entire academic community is included in the process of self-assessment. Institutional self-assessment procedures are not sufficient; the program is expected to undertake assessment on its own in addition to or in support of university-wide initiatives.

Are there differences between major and minor deficiencies?
The NAAB does not provide teams with guidelines for distinguishing between major and minor deficiencies.

In making its assessment, a team must determine whether a Condition or SPC is Met or Not Met (or Not-Yet Met, in the case of initial or continuing candidacy). There is no “Minimally Met” or “Well Met.” Reports that include these designations will be returned to the team chair for revision.

There is an opportunity in Part I of the VTR to cite those conditions or SPC which have been “met with distinction.”

When does a problem become a deficiency?
Some conditions are easily discernible as being “met” or “deficient” (for example, Condition II.4: Public Information). Others allow for more subjectivity, making consistency across teams more difficult.

Where deficiencies have existed for more than one accreditation cycle, the team is expected to highlight this in the report.

Should the visiting team take into account how long a deficiency has existed?
Yes.

The length of time a particular problem has existed without being adequately addressed is part of the Board’s consideration in making its decision and therefore, should be part of the team’s consideration in making its recommendation.

The previous VTR should be appended to the APR. Reading this gives the team an opportunity to determine how long the deficiency has existed and what steps the program has taken to address the problem. Based on that information, and direct questioning of program administrators during the visit, the team must determine whether the program is making a good-faith effort to address the deficiency. If programs have continuously or willfully failed to address a deficiency over at least one accreditation cycle, the team is expected to note this in the report.

Does the visiting team make a holistic assessment of the program, or individual assessments of each of the Conditions and SPC?
The VTR is formatted to allow the team to evaluate each of the Conditions, including the 32 SPC in the 2009 Conditions individually. This is Part II of the VTR.

In Part I of the VTR, the team is expected to offer a holistic evaluation of the program in “team comments” and “causes for concern.”
In addition to these three elements of the report, the team is also asked to assess the program’s response to the previous VTR. The results of all four assessments, taken together, should inform and support the team’s recommendation to the Board.

The overall evaluation and team recommendation should be based on both the individual evaluations and the more holistic evaluation.

Are there separate VTRs for different degree programs or paths at the same institution?
No.

When one team is conducting a concurrent review for continuing accreditation of more than one accredited degree program, a single VTR is prepared. The team will receive a VTR template that includes all the relevant sections for both degree programs.

When one team is reviewing a single accredited degree program with multiple tracks for completing the accredited degree (NOTE: This is often the situation when reviewing an accredited M. Arch. degree), a single VTR is prepared. The tracks are not to be identified within the VTR, except on the cover and in the confidential recommendation.

Does the visiting team evaluate individual tracks or paths for completing an accredited degree?
No.

The NAAB accredits the first professional degree program as a whole and does not accredit individual tracks or paths for completing the program. While many institutions offer multiple tracks, especially at the graduate level, it is incumbent on the team to evaluate the program as a single unit.

When reviewing programs with multiple tracks or paths for completion, the team is expected to review the program as a whole and not to evaluate each track against Conditions and SPC. The assessment, as written in the VTR, should be for the degree program as a single unit.

In the event, the team believes that students in one track are not achieving at the prescribed level for a particular SPC, then the team is expected to assess the SPC as “Not Met.” In the accompanying narrative, the team should explain its reasoning and clearly identify which group of students may not be achieving at the prescribed level.

Should the team recommendation be made public?
No.

The team’s recommendation is kept confidential in perpetuity. Failure to maintain this level of confidentiality may be grounds for a reconsideration of a term of accreditation.

How do programs demonstrate satisfaction of Criterion B.9 Comprehensive Design?
The program must identify the course/s in which comprehensive design is most fully met and then provide evidence that students are achieving at the level of ability by displaying student work that demonstrates their achievement. It is not up to the team to determine when and how a particular program teaches comprehensive design.

In many programs, this criterion is satisfied by a single project. In some it is completed in a capstone or thesis studio taken in the final year or semester of study. In others, it may be completed in an earlier studio. In still others, this SPC may be met in a series of projects each of which demonstrates certain of the abilities called for by the criterion.
In Condition I.2.3 Physical Resources, what is the meaning of “space to support and encourage studio-based learning?”

Studio-based learning takes place in those learning experiences in which students manipulate space and form in relation to a building project. This work often calls for lengthy periods of work both during and outside the normal class schedule. In order to facilitate this work, students are often assigned to specific work spaces within a larger room or work space. The expectation is that these work spaces are assigned in such a way that students have access to them at their discretion and within the context of the Studio Culture Policy.

In Condition I.2.3 Physical Resources, what is the meaning of “space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising?”

Faculty members have four areas of responsibility: teaching, research, mentoring, and advising. In order for each faculty member to meet his/her responsibilities in each area, he/she is expected to have the use of an office or other workspace that can accommodate all four roles and provide the necessary privacy to mentor and advise students in confidence. This is generally applied only to full-time instructional faculty and not to adjuncts or to other faculty that do not have responsibilities for advising students.

What should a team member do if he/she is lobbied by the faculty, students, or others to address a perceived deficiency in resources so that the program can lobby the university for additional resources?

This is a common occurrence during visits. Faculty, staff, and students may approach a team member or the chair and ask him/her to “really emphasize that we need more faculty” in the VTR. Under such circumstances, the best course of action is to listen carefully to the individual, but to make no commitments.

What should a team member do if a member of the university administration asks the team to assess the qualifications of the program administrator?

This type of question places the team in an awkward situation. The best response is to let the chair respond by saying, “I am sorry, but I cannot answer that question. That type of evaluation isn’t part of an accreditation visit.”
March 11, 2011

EXPLANATORY NOTE: 2009 NAAB CONDITIONS FOR ACCREDITATION, PART I: SECTION 1 AND PART I: SECTION 3

Part I: Section 1 of The 2009 NAAB Conditions for Accreditation requires programs to provide information on the history and mission of the institution and the program, learning culture, the five perspectives, long-range planning, and self-assessment procedures.

This section is not only important to the visiting team in preparation for the visit, but also to the Board when the Directors review the Visiting Team Report. For this latter reason, the text provided in the Architecture Program Report is copied into Appendix 1 of the VTR when the final edition is prepared. In an effort to keep VTRs to less than 50 pages, programs are advised to be concise in their preparation of Part I: Section 1 and to limit themselves to 7 pages for this section.

Part I: Section 3.1. In an effort to reduce confusion and to avoid the duplication of information provided to visiting teams from the NAAB’s Annual Report Submission (ARS) system, a template has been prepared for the tables that are to be included in the APR in response to Condition I.3.1. Statistical Reports.

The template is in the Public Documents section of the NAAB website under “School Resources/2010-2015 APR Preparation Resources.”

If you have any questions, please call the NAAB at 202.783.2007 or send an email to forum@naab.org.
EXPLANATORY NOTE: NON-ACCREDITED, POST-PROFESSIONAL DEGREE NOMENCLATURE

On February 20, 2010, the National Architectural Accrediting Board discussed the nomenclature or titling of non-accredited, post-professional degrees offered by institutions with NAAB-accredited degree programs. The principle concern is those post-professional, non-accredited degree programs that are titled “Master of Architecture” or M. Arch.

At that meeting, the NAAB approved a resolution (attached) that in effect would make this practice a violation of Condition II.2.2. Professional Degrees and Curriculum. The Board went on to request that the resolution and intended action be reviewed by counsel in order to ensure that any antitrust matters would be addressed. That review has been completed and a copy of the memorandum from our attorney is attached.

In general terms, as a result of this action and review by counsel, the NAAB has determined that beginning with visits scheduled for 2012, a visiting team may consider Condition II.2.2, Not Met if an institution with a NAAB-accredited degree also uses the same degree title(s) for a non-accredited, post-professional degree program and has not yet initiated a plan for making a change.

This change will be made permanent in the next edition of The NAAB Conditions for Accreditation, currently scheduled for release in 2014. Programs will have until June 30, 2018 to initiate their processes for changing the titles of any non-accredited, post-professional degree programs.

If you have any questions, please do not hesitate to contact the NAAB at 202.783.2007 or by email at forum@naab.org.

Attachments
Memorandum

To: Andrea Rutledge, Executive Director, National Architectural Accrediting Board

From: Geoffrey Davis

Date: April 9, 2010

Re: Titling of Degrees in Architecture

You have asked us to review a proposed policy of the National Architectural Accrediting Board ("NAAB") in the context of federal antitrust laws.1 Specifically, NAAB proposes to require all institutions with NAAB-accredited programs to use degree titles B.Arch, M.Arch, and D.Arch exclusively for NAAB-accredited programs. Institutions would not be permitted to use these titles for degrees received in a program not accredited by NAAB. A copy of NAAB’s resolution adopting the policy is attached as Exhibit A. We refer to this policy as the “Degree Title Policy.”

By letter dated January 25, 2008, we provided NAAB with advice regarding federal antitrust laws in the context of a proposed NAAB policy in which institutions seeking accreditation would be charged a higher price if they were not members of the Association of Collegiate Schools of Architecture. In that letter, we advised caution due to the risks of price discrimination when a group of competitors form trade associations.

The Degree Title Policy is different from the policy that we evaluated in our January 25, 2008, letter on a number of levels. The combination of these differences leads us to the conclusion that there is a low risk of antitrust liability for NAAB when adopting the Degree Title Policy.

First, the Degree Title Policy does not discriminate among institutions offering architectural degrees. The policy applies to all institutions that have NAAB-accredited programs. Equally important is the fact that the policy does not apply to institutions that have no NAAB-accredited programs. Thus the Degree Title Policy does not pose a significant barrier to entry into the market.

Second, the Degree Title Policy is substantively and primarily non-commercial in nature. Federal courts consistently give deference to accrediting bodies when setting accreditation and

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1 Please note that we have only researched the federal antitrust laws. We did not evaluate potentially applicable state competition laws. Federal antitrust laws generally do not preempt state laws, thus there may be specific state laws that, when applied, would prohibit certain activities that are permitted under federal law. See ABA Section of Antitrust Law, Antitrust Law Developments at 632-33 (6th ed. 2007).
The courts have said that, in the absence of intent to affect the commercial aspects of a profession, accreditation policies are not commercial in nature and that any commercial effect is merely incidental to the public benefit conferred by the accrediting body’s actions. As non-commercial action, such policies do not fall within the ambit of the antitrust laws.

In summary, the risk of antitrust liability to NAAB in adopting the Degree Title Policy is minimal given its uniform application and non-commercial nature.

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EXPLANATORY NOTE: 2009 NAAB CONDITIONS FOR ACCREDITATION, PART TWO (II):
SECTION 3 – EVALUATION OF PREPARATORY/PRE-
PROFESSIONAL EDUCATION

Originally addressed in Condition 12 of the 2004 NAAB Conditions for Accreditation, the evaluation of preparatory/pre-professional education is now a separate condition.

This change will have the greatest effect on those institutions with a non-accredited four-year pre-professional degree (e.g., Bachelor of Environmental Design) and an M. Arch. that requires a four-year pre-professional degree for admission or advanced standing.

In the past, most of these institutions admitted their own undergraduates to the M. Arch. However, now that more students are going to graduate school later and many institutions are recruiting graduate students from other institutions’ preparatory/pre-professional programs, the Board and the writing team felt it was important to make this change.

Preparatory/pre-professional education will no longer be evaluated during visits except under very limited circumstances (see below). Programs must instead demonstrate that students entering graduate programs that require preparatory/pre-professional degrees are being evaluated and advised appropriately. Further, if SPC are expected to have been met in preparatory/pre-professional education, the program is taking steps to document such achievement. Teams will be advised to work from the position that if an SPC is expected to have been met in preparatory/pre-professional education, then, the program does not offer the learning required to meet the SPC in a course required for completion of the NAAB-accredited degree program.

The text of the new condition reads:

"Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

"In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

"The APR must include the following:

- A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).

- If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1)."
In order to aid programs in preparing this section of the APR, the NAAB has identified four categories for the degree programs offered and offers the following advice for each category.

**Category I**

If your institution offers any of the following, NAAB accredited degree programs or tracks for completing a NAAB-accredited degree:

- A **B. Arch.** degree that is awarded after completion of at least 150 graduate credits
- A **non-baccalaureate, M. Arch.** first professional degree that does not require an undergraduate degree for admission and is awarded after completion of at least 168 credits of which at least 30 are at the graduate level.
- A **non-baccalaureate, D. Arch.** first professional degree that does not require an undergraduate degree for admission and is awarded after completion of 210 credits of which at least 90 are at the graduate level.

Then the following advice applies:

1. In the APR
   a. List the requirements for admission
   b. Describe the process for admitting transfers from within other departments in the institution
   c. Describe the process for admitting transfers from other institutions
   d. If advanced standing is awarded to students newly admitted to the program, describe the process by which advanced standing is determined and awarded.
2. In the SPC matrix (Appendix 4), the top line, “SPC expected to have been met in preparatory/pre-professional education,” should be blank.
3. In the team room, provide the team with a random sample of admission/advising files of students awarded advanced standing – with names and other identifiers removed – so the team can review the results of the process described above.

**Category II**

If your institution offers a NAAB-accredited M. Arch. degree or track for completing a NAAB-accredited degree that requires a pre-professional degree in architecture or a related field for admission and is awarded after completion of at least 30-or-more graduate credits for a total of at least 168 credits AND your institution also offers a non-accredited pre-professional degree in architecture AND SPC are expected to have been met in certain undergraduate courses offered by your institution, then the follow advice applies:

1. In the APR
   a. List the requirements for admission
   b. If advanced standing is awarded to students newly admitted to the program, describe the process by which advanced standing is determined and awarded.
   c. List any SPC that are expected to have been met in preparatory/pre-professional education offered by your institution.
   d. List any SPC that are expected to have been met in preparatory/pre-professional education completed at another institution.
   e. Describe the process for determining whether any SPC expected to have been met in preparatory/pre-professional education have been met.

Explanatory Note: *2009 NAAB Conditions for Accreditation*, Part Two (II): Section 3 – Evaluation of Preparatory/Pre-Professional Education
2. In the SPC matrix (Appendix 4), the top line, “SPC expected to have been met in preparatory or pre-professional education,” place an X in any box for those SPC.

3. In the team room
   a. Provide evidence of student work only from those undergraduate courses in which SPC are most completely addressed.
   b. Provide the team with a random sample of admission/advising files of students – with names and other identifiers removed – so the team can review the results of the process described above.

**Category III**
If your institution offers a NAAB-accredited M. Arch. or track for completing a NAAB-accredited degree that requires a pre-professional degree in architecture or a related field for admission and is awarded after completion of at least 30-or-more graduate credits for a total of at least 168 credits AND your institution does not offer a non-accredited pre-professional degree in architecture BUT SPC are expected to have been met in preparatory/pre-professional education, then the following advice applies:

1. In the APR
   a. List the requirements for admission
   b. If advanced standing is awarded to students newly admitted to the program, describe the process by which advanced standing is determined and awarded.
   c. List any SPC that are expected to have been met in preparatory/pre-professional education completed at another institution.
   d. Describe the process for determining whether any SPC expected to have been met in preparatory/pre-professional education have been met.

2. In the SPC matrix (Appendix 4), the top line, “SPC expected to have been met in preparatory or pre-professional education,” place an X in any box for those SPC.

3. In the team room provide the team with a random sample of admission/advising files of students – with names and other identifiers removed – so the team can review the results of the process described above.

**Category IV**
If your institution offers either of the following degree programs or tracks for completing a NAAB-accredited degree:

- An **M. Arch** that requires an undergraduate degree in a discipline other than architecture (i.e., non-pre-professional) and is awarded after completion of at least 168 credits, of which at least 30 are at the graduate level.
- A **D. Arch.** that requires an undergraduate degree in a discipline other than architecture (i.e., non-pre-professional) and is awarded after at least 210 credits, of which at least 90 are at the graduate level.

Then the following advice applies:

1. In the APR
   a. List the requirements for admission
   b. If advanced standing is awarded to students newly admitted to the program, describe the process by which advanced standing is determined and awarded.
   c. List any SPC that are expected to have been met in undergraduate or preparatory education. If an SPC is expected to have been met in preparatory education, the implication is that the program does not offer the content of the SPC in a required course.

Explanatory Note: *2009 NAAB Conditions for Accreditation*, Part Two (II): Section 3 – Evaluation of Preparatory/Pre-Professional Education
d. Describe the process for determining whether any SPC expected to have been met in preparatory/pre-professional education have been met.

2. In the SPC matrix (Appendix 4), the top line, “SPC expected to have been met in preparatory or pre-professional education,” place an X in any box for those SPC.

3. In the team room, provide the team with a random sample of admission/advising files of students – with names and other identifiers removed – so the team can review the results of the process described above.

If you have any questions, please call the NAAB at 202.783.2007 or send an email to forum@naab.org.
EXPLANATORY NOTE  NCARB TWO-YEAR RULE

Recently the NAAB has received a number of calls from prospective students and others regarding initial accreditation of a professional degree program in architecture by the National Architectural Accrediting Board and the “two-year grandfathering rule.”

The “two-year rule,” as it is sometimes called, is promulgated by the National Council of Architectural Registration Boards (NCARB). The full text can be found in the Handbook for Interns and Architects, Chapter 1, in the statement defining the education requirement for an NCARB Certificate.

“You must hold a professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) or the Canadian Architectural Certification Board (CACB/CCCA) no later than two years after your graduation, or hold a professional degree in architecture, certified by the CACB, from a Canadian university.”

In practical terms, this means that if a program receives an initial term of accreditation effective January 1, 2008, for example, individuals who graduated after January 1, 2006, are considered to have met the education requirement for an NCARB Certificate. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. While NCARB can establish a common standard for receiving an NCARB Certificate, it cannot compel its member boards to accept the same standard for registration in their respective jurisdictions.

The distinction is fine, but important. The NAAB encourages advisors and administrators in candidate programs to be sure students are fully aware of it. To aid programs and students in understanding, the NAAB has proposed new and expanded language for inclusion in program catalogs and promotional materials in the 2009 NAAB Conditions for Accreditation.

If you have questions about this subject or other matters related to accreditation, please feel free to contact the NAAB at info@naab.org or 202.783.2007.

Thank you.
August 4, 2009

INTRODUCTION TO THE COMPARISON

This table is designed to supplement the final edition of the 2009 NAAB Conditions for Accreditation, now available at www.naab.org.

It compares each 2009 condition or Student Performance Criterion (SPC) against the language of the condition or SPC found in the 2004 NAAB Conditions for Accreditation.

This comparison focuses only conditions and SPC, as well as on the content of the Architecture Program Report. It does not compare the complete text of the two documents. For example, it does not compare the introductory material, transitional text, or all of the appendices. [NOTE: Only changes to SPC are highlighted]

If you have a specific question about an element of the document that is not addressed by the comparison, please feel free to contact the NAAB either by email at forum@naab.org or by telephone at 202.783.2007.

Thank you and we look forward to hearing from you.
I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in a contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in a contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program’s benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

The APR must include the following:

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education.
- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.
- A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.
- A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

NEW

Based in input at the ARC, this has been included in Part I. It will be evaluated on the basis of documentary evidence as well as artifacts and interviews on site.

In the 2004 edition, it was included in Part 1 of the APR and not integrated with other elements of the report or visit.
### I.1.2 Learning Culture and Social Equity:

- **Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- **Social Equity:** The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

  The APR must include the following:

  - A copy of all policies related to learning culture (including the Studio Culture Policy).
  - Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established
  - Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.
  - Evidence that faculty, staff, and students have been able to participate in:

    - REVISED
      - Revised to integrate the core tenets of studio culture into all elements of the learning environment.
      - Evaluation of appropriate policies has been added.
      - Request for comparative data and plans for maintaining or increasing representation by individuals from underrepresented groups initially proposed by the AIA.

### 3.5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The APR must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students. The document on studio culture policy should be incorporated in the APR as Section 4.2.
the development of these policies and their ongoing evolution.

- Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.
- Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).
- Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts (see below).
### 1.1.3 Response to the Five Perspectives

Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

#### A. Architectural Education and the Academic Community
That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

#### B. Architectural Education and Students
That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

#### C. Architectural Education and the Regulatory Environment
That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

#### D. Architectural Education and the Profession
That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of

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#### REVISED

Initially presented in the Measure II Matrix at the ARC. These have been revised to be reflective of current issues to minimize the relationship to the five constituencies that make up the NAAB.

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#### 3.1 Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

The following subsections address what the APR must include.

##### 1.1 Architectural Education and the Academic Context
The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

##### 1.2 Architectural Education and the Students
The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

##### 1.3 Architectural Education and Registration
The accredited degree program must demonstrate that it provides students with a sound preparation for the transition
to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

1.4 Architectural Education and the Profession
The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

1.5 Architectural Education and Society
The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the
1.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

The APR must include the following:
- A description of the process by which the program identifies its objectives for continuous improvement.
- A description of the data and information sources used to inform the development of these objectives.
- A description of the role of long-range planning in other programmatic and institutional planning initiatives.
- A description of the role the five perspectives play in long-range planning.

NEW
Added as a result of discussion at the ARC.
Initially proposed by ACSA.
I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How the program is progressing towards its mission.
- Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
- Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
- Self-assessment procedures shall include, but are not limited to:
  - Solicitation of faculty, students’, and graduates’ views on the teaching, learning and achievement opportunities provided by the curriculum.
  - Individual course evaluations.
  - Review and assessment of the focus and pedagogy of the program.
  - Institutional self-assessment, as determined by the institution.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

The APR must include the following:

- A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement and how it relates to the NAAB Perspectives.
- A description of the results of faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the five perspectives.
- A description, if applicable, of institutional requirements for self-assessment.
- A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).
- Any other pertinent information.

REVISED

Initial draft discussed at ARC.

Revised to connect all four areas: history, culture, the 5 perspectives, and long-range planning.

It is now only reported once in the APR.

3.2 Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

The APR must include the following:

- A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement and how it relates to the NAAB Perspectives.
- Faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the NAAB Perspectives.
- A description, if applicable, of institutional requirements for self-assessment.
- Any other pertinent information.
### I.2.1 Human Resources & Human Resource Development:

**Faculty & Staff:**
- An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.
- Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
- An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
- An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs.
- An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
- Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

**Students:**
- An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time first-year students as well as transfers within and outside of the university.
- An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

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### 3.4 Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

The APR must include the following:

- The criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions
- The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention, and graduation
- A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development
- Identification of any significant problem, with recommendations for improvement.

### 3.6 Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their

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1 A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.
The APR must include the following:

**Faculty/Staff**
- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room).
- A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.
- A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.
- A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2).
- The school’s policy regarding human resource development opportunities, such as:
  - A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
  - A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  - Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.
- A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
- A list of visiting lecturers and critics brought to the school since the previous site visit.
- A list of public exhibitions brought to the school since the previous site visit.

**Students**
- A description of the process by which applicants to the accredited degree

The APR must include these major elements:
- Description of the students’ educational backgrounds and the degree program’s selectivity, retention, and time-to-graduation rates since the last accreditation sequence
- Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content
- Faculty-student teacher ratios for studios for all design levels
- For each administrative position, a description of the distribution of effort between administrative and other responsibilities
- For each staff position, a description of the distribution of effort between administration and other responsibilities
- Identification of any significant problem, with recommendations for improvement.

### 3.7 Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

The APR must include the following major points:
- The school’s policy regarding human resource development opportunities
- A list of visiting lecturers and critics brought to the school since the previous site visit
- A list of public exhibitions brought to the school since the previous site visit
- A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable
- Evidence of the school’s facilitation of student opportunities

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2 This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.
program are evaluated for admission (see also the requirements in Part II, Section 3).

- A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.
- Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.
- Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.
- Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.
- Evidence of support to attend meetings of student organizations and honorary societies

|  |  | to participate in field trips and other off-campus activities |
### I.2.2 Administrative Structure & Governance:

**Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program’s ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

The APR must include the following:
- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
- A description of the program’s administrative structure.
- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

### 3.11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

The APR must include the following information:
- A statement verifying the institution’s accreditation from the regional institutional accrediting agency for higher education
- A description of the school’s administrative structure and a comparison of this structure with those of the other professional programs in the institution
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

### 11.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

The APR must include the following:
- A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
- A description of any changes to the physical facilities either under construction.

### 3.8 Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

The APR must include the following information:
- A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas.
or proposed.

- A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

<table>
<thead>
<tr>
<th>Individual, private faculty offices – it is no longer required as a condition of accreditation.</th>
<th>Libraries, computer facilities, workshops, and research areas, with accessibility clearly indicated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A description of any changes to the physical facilities either under construction or proposed.</td>
<td></td>
</tr>
<tr>
<td>• A description of the hardware, software, networks, and other computer resources available to students and faculty.</td>
<td></td>
</tr>
<tr>
<td>• Identification of any significant problem that impacts the operation or services, with a recommendation for improvements.</td>
<td></td>
</tr>
</tbody>
</table>

### I.2.4 Financial Resources

An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

The APR must include the following:

- **Program budgets:**
  - Current fiscal year report(s) showing revenue and expenses from all sources.
  - Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
  - Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.
  - Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.

**Institutional Financial Issues:**

- A brief narrative describing:
  - Pending reductions or increases in enrollment and plans for addressing these changes.
  - Pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Any other financial issues the program and/or the institution may be facing

### 3.10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

The APR must provide the following:

- Comparative annual budgets and expenditures for each year since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate correlated to the expenditures and investments by other professional degree programs in the institution.
### I.2.5 Information Resources

The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- A description of the institutional context and administrative structure of the library and visual resources.
- An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  - Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  - Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  - Demonstrates sufficient funding to enable continuous collection growth.
  - Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

### 3.9 Information Resources

**REVISED**

This condition has been revised to be less specific and more responsive to current information resource technologies. The burden is on the program to demonstrate that the information resources it provides are appropriate to the program's mission, size, enrollment, and learning objectives.

Guidance from AASL/ARLIS can be made available to candidate programs seeking guidance on the development of architecture collections.

- A description of the institutional context and administrative structure of the library and visual resources.
- An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - Evaluates the degree to which information resources support the program's mission, planning, curriculum, and research specialties.
  - Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional and electronic).
  - Demonstrates sufficient funding to enable continuous collection growth.
  - Identifies any significant problem that affects the operation or services and recommends improvement.
- An assessment of the budget and administration of the library and visual resource operations (see Appendix B).
- A statistics report (see Appendix C).
I.3.1 Statistical Reports

In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since the last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.

NEW

In prior years, this information may have been reported in Condition 6 – Human Resources or Condition 7, Human Resources Development, but without a standard form or set of questions.

The new condition requests standardized information about students and faculty in ways not reported annually to the NAAB.

In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
<table>
<thead>
<tr>
<th>Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information requested above should be presented quantitatively in the APR.</td>
</tr>
</tbody>
</table>

### 1.3.2. Annual Reports

The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

The APR must include, in addition to the materials described above:

A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

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**REVISED**

Previously these were included in Part IV of the APR.

The requirement to include a certification of the statistical data is new; it was originally suggested in the 2005 AIA Demographic Diversity Data Audit.
I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution. In addition, the program must provide evidence through a faculty exhibit\(^4\) that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in Appendix 2]

- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

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**NEW**
This condition increases the expectation that the program has engaged faculty either full- or part-time whose current research, experience and expertise is appropriate to the subject matter being taught. This is in response to concerns expressed at the First Crit and ARC by NCARB.

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\(^4\) The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.
### Part Two (II): Section 1 – Student Performance -- Educational Realms & Student Performance Criteria

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment:

- **Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school’s stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria.

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### Revised

The definitions have been expanded for Understanding and Ability.

### 3.13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment:

- **Understanding**—means the assimilation and comprehension of information without necessarily being able to see its full implication.
- **Ability**—means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school’s stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB will consider innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria.

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### (SPC):

*from p. 25* The APR must include:

- A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.
- A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
  - Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
  - The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track. In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)
  
  [NOTE: Elective courses are not to be included on the matrix.]

### Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students’ learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

| A.1. Communication Skills: **Ability to read, write, speak and listen effectively.** | N/C | 3.13.1 Speaking and Writing Skills: Ability to read, write, listen, and speak effectively |
| A. 2. **Design Thinking** Skills: **Ability to raise clear and precise** | N/C | 3.13.2 Critical Thinking Skills |
questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

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<tr>
<th>Section</th>
<th>Previous Text</th>
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<tbody>
<tr>
<td>A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.</td>
<td>REVISED</td>
<td>Ability to use graphics skills, which include appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.</td>
</tr>
<tr>
<td>A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.</td>
<td>REVISED</td>
<td>Ability to make technically precise drawings and write outline specifications for a proposed design.</td>
</tr>
<tr>
<td>A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.</td>
<td>REVISED</td>
<td>Ability to gather, assess, record, and apply relevant information in architectural coursework.</td>
</tr>
<tr>
<td>A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.</td>
<td>REVISED</td>
<td>Ability to use basic architectural principles in the design of buildings, interior spaces, and sites.</td>
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<tr>
<td>A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.</td>
<td>REVISED</td>
<td>Ability to incorporate relevant precedents into architecture and urban design projects.</td>
</tr>
<tr>
<td>A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.</td>
<td>REVISED</td>
<td>Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.</td>
</tr>
<tr>
<td>A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.</td>
<td>REVISED</td>
<td>Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.</td>
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### Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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<th>Chapter</th>
<th>Description</th>
<th>Status</th>
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<tr>
<td>A. 10.</td>
<td><strong>Cultural Diversity:</strong> Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects</td>
<td>Title change to <strong>13.3.13 Human Diversity</strong></td>
</tr>
<tr>
<td>A.11.</td>
<td><strong>Applied Research:</strong> Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior</td>
<td>NEW</td>
</tr>
</tbody>
</table>

### Realm B: Integrated Building Practices, Technical Skills and Knowledge

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

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<tr>
<th>Chapter</th>
<th>Description</th>
<th>Status</th>
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<tr>
<td>B. 1.</td>
<td><strong>Pre-Design:</strong> Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria</td>
<td>Title change to <strong>3.13.16 Program Preparation</strong></td>
</tr>
<tr>
<td>B. 2.</td>
<td><strong>Accessibility:</strong> Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.</td>
<td>REVISED to <strong>13.3.14 Accessibility</strong></td>
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<td>B. 3.</td>
<td><strong>Sustainability:</strong> <em>Ability</em> to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.</td>
<td><strong>REVISED</strong></td>
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<td>B. 4.</td>
<td><strong>Site Design:</strong> <em>Ability</em> to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.</td>
<td><strong>REVISED</strong></td>
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<td>B. 5.</td>
<td><strong>Life Safety:</strong> <em>Ability</em> to apply the basic principles of life-safety systems with an emphasis on egress.</td>
<td><strong>REVISED</strong></td>
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| B. 6. | **Comprehensive Design:** *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC.  
A.2. Design Thinking Skills  
A.4. Technical Documentation  
A.5. Investigative Skills  
A.8. Ordering Systems  
A.9. Historical Traditions and Global Culture  
B.2. Accessibility  
B.3. Sustainability  
B.4. Site Design  
B.5. Life Safety  
B.7. Environmental Systems  
B.9. Structural Systems | **REVISED** | Specific elements to be included have been listed. |
|   |   |   |
| B. 7 | **Financial Considerations:** *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting. | **REVISED** | Additional financial considerations added. |
|   |   |   |
| B. 8 | **Environmental Systems:** *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; | **REVISED** |   |

**3.13.15 Sustainable Design**  
*Understanding* of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

**3.13.17 Site Conditions**  
*Ability* to respond to natural and built site characteristics in the development of a program and the design of a project.

**3.13.20 Life Safety**  
*Understanding* of the basic principles of life-safety systems with an emphasis on egress.

**3.13.28 Comprehensive Design**  
*Ability* to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.

**3.13.25 Construction Cost Control**  
*Understanding* of the fundamentals of building cost, life-cycle cost, and construction estimating.

**3.13.19 Environmental Systems**  
*Understanding* of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use.
including the use of appropriate performance assessment tools. integrated with the building envelope

### B. 9. Structural Systems: **Understanding** of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

- **N/C**

### 3.13.18 Structural Systems

**Understanding** of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

### B. 10. Building Envelope Systems: **Understanding** of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

- **REVISED**

### 3.13.21 Building Envelope Systems

**Understanding** of the basic principles and appropriate application and performance of building envelope materials and assemblies

### B. 11. Building Service Systems: **Understanding** of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

- **REVISED**

### 3.13.22 Building Service Systems

**Understanding** of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

### 3.13.23 Building Systems Integration

**Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design**

### B. 12. Building Materials and Assemblies: **Understanding** of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

- **REVISED**

### 3.13.24 Building Materials and Assemblies

**Understanding** of the basic principles and appropriate application of construction materials, products, components, and assemblies, including their environmental impact and reuse

### Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.
| C. 1. | Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects. | REVISED | 3.13.7 Collaborative Skills  
Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team. |
| C. 2. | Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment. | REVISED | 3.13.12 Human Behavior  
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment |
| C. 3. | Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains | REVISED | 3.13.27 Client Role in Architecture  
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user. |
| C. 4. | Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods. | REVISED | 3.13.29 Architect’s Administrative Roles  
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts. |
| C. 5. | Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice. | REVISED | 3.13.30 Architectural Practice  
Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others. |
| C. 6. | Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities. | REVISED | 3.13.32 Leadership  
Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities. |
| C. 7. | Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws. | REVISED | 3.13.33 Legal Responsibilities  
Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws. |
### C. 8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

<table>
<thead>
<tr>
<th>3.13.34 Ethics and Professional Judgment</th>
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<tr>
<td>Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.</td>
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### C.9. Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

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### II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

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<tr>
<th>REVISED</th>
<th>See I.2.2 above</th>
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<tr>
<td>3.11. Administrative Structure</td>
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<tr>
<td>The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.</td>
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<td>The APR must include the following information:</td>
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<tr>
<td>• A statement verifying the institution’s accreditation from the regional institutional accrediting agency for higher education</td>
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<tr>
<td>• A description of the school’s administrative structure and a comparison of this structure with those of the other professional programs in the institution</td>
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<tr>
<td>A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.</td>
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### II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M.

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<th>3.12. Professional Degrees and Curriculum</th>
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<tbody>
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<td>The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M.</td>
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</table>
Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

The number of credit hours for each degree is specified below. Every existing accredited program must conform to the following minimum credit hour requirements by January 1, 2015.

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree; or a minimum of 120 undergraduate semester credit hours; or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours; or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.

- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

- **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent, in academic coursework in general studies, professional studies and electives.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, of which at least 30 semester credit hours, or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

The number of credit hours for each degree is specified in the following paragraphs:

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree or a minimum of 120 undergraduate semester credit hours, or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.

- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 semester credit hours, or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

- **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in professional studies and electives.

Every existing accredited program must conform to the above minimum credit hour requirements by 1 January 2015.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the
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<th>accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.</th>
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<tbody>
<tr>
<td><strong>Electives.</strong> A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.</td>
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</table>

The APR must include the following:

- **Title(s) of the degree(s) offered including any prerequisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.**
- **An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.**
- **Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.**
- **A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.**
- **A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.**
- **A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.**

prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, that must be outside architectural studies either as general studies or as electives with other than architectural content. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the liberty to require additional courses including electives to address its mission or institutional context.

- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

The APR must include the following:

- **Title(s) of the degree(s) offered**
- **An outline, for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.**
- **Examples, for each accredited degree offered, of the minors or concentrations students may elect to pursue.**
- **A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.**
- **A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered.**
- **A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.**
## II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

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<th>NEW</th>
<th>Developed in response to a proposal made at the ARC.</th>
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resources, course requirements, and length of stay.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student’s progress through the accredited degree program. This assessment should be documented in a student’s admission and advising files.

The APR must include the following:

• A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student's admissions and advising record (See also I.2.1).

• If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]

NEW
Although implied in 2004 Condition 12, this new condition sets forth specific expectations for evaluation of preparatory and pre-professional education.

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the

NEW & REVISED
2004 Condition 3 has been broken out into 5 sections. Some sections are revisions to the 2004 Condition, while others are new.

3.3 Public Information
To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.
following documents available to all students, parents and faculty:
The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

<table>
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<tr>
<th>II.4.3 Access to Career Development Information</th>
<th>NEW</th>
<th>Developed in response to recommendations from AIAS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty: <a href="http://www.ARCHCareers.org">www.ARCHCareers.org</a> The NCARB Handbook for Interns and Architects Toward an Evolution of Studio Culture The Emerging Professional’s Companion <a href="http://www.NCARB.org">www.NCARB.org</a> <a href="http://www.aiia.org">www.aiia.org</a> <a href="http://www.aias.org">www.aias.org</a> <a href="http://www.acsa-arch.org">www.acsa-arch.org</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.4.4 Public Access to APRs and VTRs</th>
<th>NEW</th>
<th>Supplements requirements outlined in the 2009 NAAB Procedures for Accreditation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public: All Annual Reports, including the narrative All NAAB responses to the Annual Report The final decision letter from the NAAB The most recent APR The final edition of the most recent Visiting Team Report, including attachments and addenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.4.5 ARE Pass Rates</th>
<th>NEW</th>
<th>Developed in response to requests for information from parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The APR must include both of the following:
- A description of the degree program as it appears in university catalogs and other institutionally authorized material
- Evidence that faculty members and incoming students have been informed of how to access the NAAB Conditions for Accreditation (including the Student Performance Criteria) on the NAAB Web site.
and prospective students and their parents either by publishing the annual results or by linking their website to the results.

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents or resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.
**Appendix 3: List of Documents to be Available in the Team Room (Part I: Policy Review)**

The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

- **Studio Culture Policy**
- **Self-Assessment Policies and Objectives**
- **Personnel Policies including:**
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - Reappointment
  - EEO/AA
  - Diversity (including special hiring initiatives)
  - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- **Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)**
- **Square feet per student for space designated for studio-based learning**
- **Square feet per faculty member for space designated for support of all faculty activities and responsibilities**
- **Admissions Requirements**
- **Advising Policies: including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs**
- **Policies on use and integration of digital media in architecture curriculum**
- **Policies on academic integrity for students (e.g., cheating and plagiarism)**
- **Policies on library and information resources collection development**
- **A description of the information literacy program and how it is integrated with the curriculum**

**NEW**
Appendix 5: Required Text for Catalogs and Promotional Materials

The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:

SAMPLE TEXT FOR ACCREDITED PROGRAMS:

[Name of university, name of academic unit] offers the following NAAB-accredited degree program(s) (If an institution offers more than one track for an M.Arch or D.Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately):

[Name of degree] (Prerequisite + total number of credits required)

In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:

SAMPLE TEXT FOR ACCREDITED PROGRAMS:

REVISED
Revised to include the D. Arch., and to require programs to publish information about their terms of accreditation and date of next visit.

Required language on candidacy has been revised to include specific dates and milestones in achieving initial accreditation so that prospective students, parents, and registration boards have accurate information regarding a candidate program’s status.

Appendix A. Required Text for Catalogs and Promotional Materials

The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master’s degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety:

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Arch. (150 undergraduate credits)</td>
<td></td>
</tr>
<tr>
<td>M. Arch. (pre-professional degree + 42 graduate credits)</td>
<td></td>
</tr>
<tr>
<td>M. Arch. (non-pre-professional degree + 60 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Next accreditation visit for all programs: 2013

In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety:

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB
Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation.

[Name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture: [Name of degree] (Prerequisite + total number of credits required) – Year candidacy was awarded, the year and purpose of the next visit and projected year of initial accreditation.

A sample follows:

SAMPLE TEXT FOR CANDIDATE PROGRAMS

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the
education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Anyplace University, School of Architecture and Landscape Architecture was granted candidacy for the following professional degree program in architecture:

M.Arch. (pre-professional degree + 45 graduate credits) – 2009.

Next visit for continuation of candidacy: 2011
Projected year of initial accreditation: 2013