August 11, 2014

INTRODUCTION TO THE COMPARISON

This table is designed to supplement the final edition of the *2014 Conditions for Accreditation*, and the *Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports* now available at www.naab.org

The table compares each 2014 condition or Student Performance Criterion (SPC) against the language of the condition or SPC found in the *2009 NAAB Conditions for Accreditation.*

This comparison focuses only conditions and SPC, and 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 item 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.

2014 NAAB Conditions for Accreditation	New	Revised	No Change	*2009 NAAB Conditions for Accreditation*
I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development. • Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program. • The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**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.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional. • The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct. • The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**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.

3

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.
 	
   • The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
 	
   • The program must document that institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.
	Social Equity re-established as a separate element of program identify.			

4

8/6/14

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.
 	
  A. **Collaboration and Leadership**. The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles.
 	
  B. **Design**. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
 	
  C. **Professional Opportunity**. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
 	
  D. **Stewardship of the Environment**. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
 	
  E. **Community and Social Responsibility**. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.
	There are five new perspectives.
	
	Overall, ARC13 participants agreed that programs should no longer be expected to define themselves against the perspectives of the five organizations within architecture. Instead, programs define their approach to values and core principles held in common throughout the profession and the academy relative to both the practice and discipline of architecture.
	
	Further, SPC were culled out of these statements and either applied to specific SPC in Condition II.1 or deleted as redundant.
	
	The five, new perspectives are:
	
	  • Collaboration and Leadership
	
	  • Design
	
	  • Professional Opportunity
				I 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 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

5

	• Stewardship of the Environment • Community and Social Responsibility			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.
I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**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.

I.1.6 Assessment
 	
  A. **Program Self-Assessment:** The program must demonstrate that it regularly assesses the following:
 	
    • How well the program is progressing toward its mission and stated objectives.
 	
    • Progress against its defined multiyear objectives.
 	
    • Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
 	
    • Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.
 	
  The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.
 	
  B. **Curricular Assessment and Development**: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.
		Revised for clarity and to eliminate redundancy with other *Conditions.*		**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.

				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.

I.2.1 Human Resources and Human Resource Development*:* The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.
 	
• The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement.
 	
• The program must demonstrate that an Architect Licensing Advisor (formerly known as an Intern Development Program [IDP] Educator Coordinator) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined by NCARB, and regularly attends ALA training and development programs.
 	
• The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
 	
• The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.
		Revised for clarity and to eliminate redundancy with other *Conditions.*		**I.2.1 Human Resources & Human Resource Development**:
				▪ Faculty & Staff:
				  o 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.
				  o Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
				  o 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.
				  o 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.
				  o 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.
				  o Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.
				
				▪ Students:
				  o 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

8

				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.
I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement. Physical resources include but are not limited to the following: • Space to support and encourage studio-based learning. • Space to support and encourage didactic and interactive learning, including labs, shops, and equipment. • Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising. • Information resources to support all learning formats and pedagogies in use by the program. If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.[1]		**Revised** for clarity and to eliminate redundancy with other *Conditions.*		**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.
I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.		**Revised** for clarity and to eliminate redundancy with other *Conditions.*		**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.

9

---

[1] In reviewing a program's physical resources, the NAAB is not offering an opinion as to whether, or certifying that, the institution's facilities comply with all applicable fire, safety, building, and health codes and regulations.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture. Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.			N/C	**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.
I.2.5 Administrative Structure and Governance ▪ **Administrative Structure**: The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution. ▪ **Governance**: The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution		**Revised** for clarity and to eliminate redundancy with other *Conditions*. Also, moved to the end of I.2.		**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.

ELIMINATED.				**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.

10

	○ 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.

Moved to the *Guide* as part of APR requirements for Human Resources & Human Resource Development	**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 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.
ELIMINATED. Relevant items relocated within APR instructions. See the *Guide.*	**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): 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 below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion. The criteria encompass two levels of accomplishment:[2] • *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. **II.1.1 Student Performance Criteria (SPC):** The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.		Revised.		**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.
Realm A: Critical Thinking and Representation. <mark>Graduates from NAAB-accredited programs must be able</mark> to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. <mark>Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas,</mark> including writing, investigating, speaking, drawing, and modeling. Student learning aspirations for this realm include: • Being broadly educated. • Valuing lifelong inquisitiveness. • Communicating graphically in a range of media. • Assessing evidence. • Comprehending people, place, and context. • Recognizing the disparate needs of client, community, and society.		**Revised.**		**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. • Recognizing the assessment of evidence. • Comprehending people, place, and context. • Recognizing the disparate needs of client, community, and society.	
A.1	<mark>Professional Communication Skills</mark>: *Ability* to write and speak effectively and <mark>use representational media</mark> appropriate for both within the profession and with the general public.		A.1 and A.3 have been merged.		A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.
					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.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.			N/C	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	Investigative Skills: *Ability* to gather, assess, record, and <mark>comparatively evaluate</mark> relevant information <mark>and performance in order to support conclusions related to a specific project or assignment.</mark>		**Revised.**		A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes

14

[2] See also L.W. Anderson and D.R. Krathwold, eds., *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001).

A.4	Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.	**NEW** Based on A.6., Fundamental Design Skills, and expanded.			A. 6.	Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.
A.5	Ordering Systems: *Ability to apply* the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.		**Revised.** Raised to the level of ability.		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.6	Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.		**Revised.**		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.7	History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.		**Revised.**		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.8	Cultural Diversity and Social Equity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.		**Revised.**		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: Building Practices, Technical Skills, and Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered. Student learning aspirations for this realm include • Creating building designs with well-integrated systems.			**Revised.**		**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:	

15

	• Comprehending constructability. • Integrating the principles of environmental stewardship. • Conveying technical information accurately					• 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 that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.		**Revised.**		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	Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.		**Revised;** list of factors to be considered expanded.		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.3.	Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.		B.2. and B.5 have been merged.		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. 5.	Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress
B.4	Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.		**Revised.**		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.
B.5	Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.		**Revised.** Raised to the level of ability.		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.

16

8/6/14

B.6	Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.		**Revised.** Raised to the level of ability.		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.7	Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.		**Revised.**		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.8	Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.		**Revised.**		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.
B.9	Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.		**Revised.**		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.10	Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.		**Revised.**		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.
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4 Based on input at ARC13, the NAAB made a conscious decision to establish a perspective on environmental stewardship and also to embed responsibility for the environment and sustainable practices into several SPC. ARC13 participants believed that a stand-alone SCP on sustainability did not sufficiently express the extent to which environmental considerations needed to be included across the spectrum of design decision-making. As a result, the specific SPC on sustainability was eliminated.					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.

17

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include • Comprehending the importance of research pursuits to inform the design process. • Evaluating options and reconciling the implications of design decisions across systems and scales. • Synthesizing variables from diverse and complex systems into an integrated architectural solution. • Responding to environmental stewardship goals across multiple systems for an integrated solution.				**NEW** This realm is about the ability to demonstrate the full scope of integrative thinking that shapes complex design and technical solutions. Beginning with research and selection, proceeding through decision-making, and concluding with documentation. Creation of this new realm was clearly supported by ARC13 participants.
C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.				A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior
C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.				**NEW** Responds to the aspiration for evaluating options and reconciling the implications of design decisions.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.		**Revised.**
		Specific list of SPC eliminated.
		
		Focus placed on the "ability to make design decisions … while demonstrating broad integration and consideration of…"
				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

18

8/6/14

Realm D: Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning aspirations for this realm include • Comprehending the business of architecture and construction. • Discerning the valuable roles and key players in related disciplines. • Understanding a professional code of ethics, as well as legal and professional responsibilities		**Revised.** Formerly Realm C.		**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.	
D.1	Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs		Revised.	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
D.2	Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.		**Revised.**	C. 4.	Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
D.3	Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.		**Revised.** New title.	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.
D.4	Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.		**Revised.** Eliminates list and focuses on broader definitions.	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.
D.5	Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural		**Revised.**	C. 8.	Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of

19

design and practice <mark>and understanding the role of the *NCARB Rules of Conduct* and the *AIA Code of Ethics* in defining professional conduct.</mark>		Specifically focuses on professional conduct by architects.			professional judgment regarding social, political and cultural issues in architectural design and practice.
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4				C. 1.	Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
Individual SPC eliminated; these principles are now expressed as learning aspirations for Realm A.				C. 2.	Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4				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
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4				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.

20

II.2.1 Institutional Accreditation For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria: 1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: • Southern Association of Colleges and Schools (SACS) • Middle States Association of Colleges and Schools (MSACS) • New England Association of Schools and Colleges (NEASC) • North Central Association of Colleges and Schools (NCACS) • Northwest Commission on Colleges and Universities (NWCCU) • Western Association of Schools and Colleges (WASC). 2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances: a. The institution has explicit, written permission from all applicable national education authorities in that program's country or region. b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation. Institutions in this category that are interested in seeking candidacy for NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.	**Revised.** Now includes access to accreditation of professional degrees in architecture offered by foreign institutions. Places certain restrictions on the institutions relative to quality assurance within their home countries.	**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).
II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies. The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D.	**Revised.** Current definitions for degree programs. Definitions of general studies,	**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

Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.
 	
Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.
 	
The number of credit hours for each degree is specified below. All accredited programs must conform to the following minimum credit hour requirements:
 	
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,[3] in academic course work in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree.
 	
• **Master of Architecture**. Accredited degree programs awarding the M. Arch. degree may take three forms:
 	
    o Single Institution (SI): Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level and all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. The program is a combination of undergraduate and graduate education. Combined undergraduate and graduate degree programs structured in this manner must include general studies, professional studies, and optional studies.
 	
    o Preprofessional-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a preprofessional degree[4] in architecture or a related field before admission to the graduate
		professional studies, and optional studies are more closely aligned with current practice in higher education.
		
		Makes the degree titles B. Arch., M. Arch, and D. Arch. exclusive to the NAAB-accredited degree.
		
		Requires programs using these titles for non-accredited degree programs to change the titles.
				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

22

---

[3] Programs that operate on the quarter system must multiply these totals by 1.5 to identify the approximate minimum credit requirements for their programs.

[4] **Preprofessional architecture degree:** The term refers to architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program.

degree program. The graduate-level academic course work must include professional studies and optional studies.

- Non-preprofessional degree-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold an undergraduate degree from a regionally accredited institution before admission to the graduate degree program. The graduate-level academic course work must include professional studies and optional studies.

- **Doctor of Architecture**. Accredited degree programs awarding the D. Arch. degree must require an undergraduate baccalaureate degree (minimum of 120 undergraduate semester credit hours, or the undergraduate-level quarter-hour equivalent) for admission. Further, the D. Arch. must require a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic course work in professional studies and optional studies.

General studies, professional studies, and optional studies are defined as follows:

General Studies. Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this requirement can be satisfied by the general education program of an institution's baccalaureate degree*.*

Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extracurricular

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. 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.

23

learning opportunities to supplement or complement required course work. **Optional Studies (Curricular Flexibility).** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the professional studies curriculum.				
PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY EDUCATION The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program. • Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program. • In the event a program relies on the preparatory educational experience to ensure that admitted 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. • The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.		**Revised** for clarity. Establishes parallel requirements for public information.		**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.
II.4.1 Statement on NAAB-Accredited Degrees All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *2014 Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.			N/C [new appendix number]	**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.

24

II.4.2 Access to NAAB Conditions and Procedures
 	
The program must make the following documents electronically available to all students, faculty, and the public:
 	
The *2014 Conditions for Accreditation*
 	
The *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)
 	
The *Procedures for Accreditation* (edition currently in effect)
			N/C	**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
 	
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.
		Revised. Places focus on program's ability to provide students with access to career development and placement services.		**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
 	
To promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:
 	
All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012)
 	
All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual Reports [narrative] submitted 2009–2012)
 	
The most recent decision letter from the NAAB
			N/C	**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

The most recent APR[5] 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 NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/postsecondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their web sites to the results.			N/C	**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.
II.4.6. Admissions and Advising The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution. This documentation must include the following: • Application forms and instructions • Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing • Forms and a description of the process for the evaluation of preprofessional degree content • Requirements and forms for applying for financial aid and scholarships • Student diversity initiatives	**NEW** These are the new public information requirements that correspond to II.3, Evaluation of Preparatory Education.			

26

---

[5] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

II.4.7 Student Financial Information • The program must demonstrate that students have access to information and advice for making decisions regarding financial aid. • The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.				
III.1 Annual Statistical Reports: The program must submit annual statistical reports in the format required by the NAAB *Procedures*. 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.	**NEW** This condition formalizes what has previously been covered in decision letters and the *Procedures for Accreditation*.			
III.2 Interim Progress Reports. The program must submit Interim Progress Reports to the NAAB (See, NAAB *Procedures for Accreditation*).	**NEW** This condition formalizes what has previously been covered in decision letters and the NAAB *Procedures*.			**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 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.

ELIMINATED AS A CONDITION OF ACCREDITATION.
 	
Now 1-cluded in the *Guide* among the materials required as supplemental to an APR.
	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:
	    o Position descriptions for all faculty and staff
	    o Rank, Tenure, & Promotion
	    o Reappointment
	    o EEO/AA
	    o Diversity (including special hiring initiatives)
	    o 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

Appendix 1: Statement on NAAB-Accredited Degrees — Required Text for Catalogs and Promotional Materials			**N/C** New appendix number.	**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.				The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs.

Appendix 1 column continued:

"In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree."

This text is to be followed by the following information about each NAAB-accredited program:

[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 registration boards require a degree from an accredited professional degree program as a

Appendix 5 column continued:

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*):

29

prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.
 	
[name of university, name of academic unit (department, college, or school)], offers the following NAAB-accredited degree programs:
 	
    B. Arch. (150 undergraduate credits)
 	
    M. Arch. (preprofessional degree + 42 graduate credits)
 	
    M. Arch. (non-preprofessional degree + 63 credits)
 	
    Next accreditation visit for all programs: 2017
				[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)

In addition to the above text, programs that have been granted candidacy status must also 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 expects to achieve initial accreditation 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. However, meeting the education requirement for the NCARB Certificate may not be

30

8/6/14

equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information."				M. Arch. (pre-professional degree + 42 graduate credits)
				M. Arch. (non-pre-professional degree + 60 credits)
This text is to be followed by the following information about each candidate program:				Next accreditation visit for all programs: 2013
[name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture:				In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety:
[name of degree] [prerequisite + total number of credits required]				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.
[year candidacy was awarded]				
[year and purpose of the next visit]				
[projected year of initial accreditation]				
A sample follows:				
SAMPLE TEXT FOR CANDIDATE PROGRAMS				
In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.				[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.
Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional 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				A sample follows:

31

accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented.				**SAMPLE TEXT FOR CANDIDATE PROGRAMS**

accreditation. Candidacy status indicates that a program expects to achieve initial accreditation 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. 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.

[name of university, name of academic unit (department, college, or school)], is in candidacy for accreditation of the following NAAB-accredited degree program:

M. Arch. (preprofessional degree + 45 graduate credits)

Initial Candidacy granted: 2014

Next visit for continuation of candidacy: 2016

Projected year of initial accreditation: 2020

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