



NAAB Accreditation: 2020 Conditions and Procedures



**National Architectural
Accrediting Board, Inc.**

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NAAB Updates and Developments

Events and Trainings

Past Trainings



2020 Conditions and Procedures: Organizing Evidence with the Digital Guidelines

September 14, 2021, 2:00-4:00 p.m. EDT

As part of the virtual site visits, and according to the 2020 Conditions and Procedures, programs need to organize all their evidence of compliance in a digital format for their accreditation visit. NAAB developed the Digital Guidelines to help programs collect and organize their supporting documentation in a standardized format to allow for an efficient review by visiting teams. Join NAAB Directors and Staff in the discussion of Digital Guidelines.

[View](#)



Ask NAAB: Q&A with NAAB Directors and Staff

June 22, 2021, 2:00-4:00 p.m. EDT

We know that the accreditation process can be evidence of compliance needs to be, NAAB is here to help your program is going through re-accreditation. Join us for an opportunity to get more information about the process.

[Visit our FAQ Page](#)



2020 Conditions and Procedures: Student Criteria

May 25, 2021, 2:00-4:00 p.m. EDT

Join NAAB as we present an in-depth review of the 2020 Conditions and Procedures. We will provide examples of evidence for programs to demonstrate their understanding of the session with you!

[View](#)



2020 Conditions and Procedures: Outcomes-based Practices

Review of outcomes-based practices, cycle of accreditation, and on-going program improvement.

[View](#)

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Frequently Asked Questions

Accreditation Process Questions

- How does an architecture program start the process of accreditation?
- How long does it take for a program in candidacy to become accredited?
- When is a term of Accreditation effective?
- What happens if the program I am enrolled in loses its NAAB accreditation?
- When can I find a list of accredited programs?

2020 Conditions and Procedures Questions

- Do programs need to provide copies of exams for evaluation of learning?
- Do programs need to provide PowerPoint PDFs?
- Do programs need to anonymize student work in team room, i.e. marked with low pass?
- How can programs make student work and student work FERPA?
- What is the procedure if an SPC was missed but the SPC is not part of the 2020 Conditions?
- Are the "Shared Values" as indicated by NAAB determined by individual programs?
- What is the role of the Shared Values in the PC?
- We would like to count both the final studio and for SC.5/SC.6. If we can't get the past work from show this year's work from the same level?
- How should evidence be collected from multiple courses?
- We are expected to provide student work examples of student group projects where two or more on a single project how does NAAB expect this work identified if it is done by multiple authors?
- If both Course X and Course Y (as noted in the satisfy SC.5/SC.6, do programs need to show student work from Course Y? If so, how are we to collect this from Course Y?
- In section 3.5.3 of the 2020 Procedures, under for SC.5-6, what is the difference between collection year before the visit and the full academic cycle offered?
- For section 3.5.3 of the 2020 Procedures, under Examples for SC.5-6, how evidence from multiple aligned?
- For the courses we've identified that satisfy the exactly is required of the syllabi? For example, if course, are we to provide the full syllabus for each representative example suffice? Also, should the same graphic template? Finally, if the same course several PC or SC, do we need to submit duplicate

Accreditation Resources

2020 Conditions and Procedures



Accreditation Guidelines

The Guidelines to the Accreditation Process (2020 Conditions and Procedures) serve as a resource and provide clarification and examples as programs plan and engage in the NAAB accreditation process.



VSV Supplement

The Virtual Site Visit Supplement to the 2020 Procedures provides a framework for virtual site visits (VSV) for accreditation. The VSV Supplement is in effect for all visits under the 2020 Procedures.



APR

Accreditation Program Report Template for Programs Seeking Continuing Accreditation.



APR - IA

Accreditation Program Report Template for Programs Seeking Initial Accreditation.



APR - C

Accreditation Program Report Template for Programs in Candidacy (Initial or Continuing).



PC/SC Matrix

Program Criteria (PC) and Student Criteria (SC) Matrix for programs to self-identify where evidence of compliance is demonstrated.



Frequently Asked Questions

The Frequently Asked Questions page includes information on the accreditation process and the 2020 Conditions and Procedures, based on inquiries from programs.



Digital Guidelines

The Digital Guidelines provide a framework for organizing evidence for Student Criteria (SC) and Program Criteria (PC). The Digital Guidelines are in effect for all visits under the 2020 Conditions.



VTR - 1 Program

Visiting Team Report Template for visits to one program (B.Arch., M.Arch., or D.Arch.).



VTR - 2 Programs

Visiting Team Report Template for visits to two programs at one institution (B.Arch. and M.Arch.).



Plan to Correct

The Plan to Correct is for Programs whose initial or continuing accreditation visit results in conditions not met.



Faculty Resume

Faculty Resume Template for inclusion in the APR



June 2021



Mid-Year Message from the President

Midway through 2021, I am pleased to write with an update on the work of the NAAB.

Over the past six months, the NAAB has successfully completed two cycles of virtual accreditation, including the inaugural visit under the 2020 Conditions and Procedures for Accreditation. [Read More.](#)



Updated Digital Guidelines

In response to feedback from programs, NAAB has revised its Digital Guidelines, clarifying the maximum file size allowed, and providing details on how student work will be randomly collected by NAAB. The revised document is available on our [Resources webpage](#).



Events and Trainings

Check out our latest session recording on the Implementation of the 2020 Conditions and Procedures: "In-Depth Review of Program and Student Criteria," now available on our [Events and Trainings webpage](#)!



NAAB Elects Annie Ringhofer

Congratulations to Annie Ringhofer, elected to the Board to fill an AIAS representative vacancy for a 2020-2022 term.

Ringhofer served on three accreditation visits while pursuing her M.Arch. degree from the University of Kansas.

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2020 Conditions & Procedures Development

New process for development of new *Conditions & Procedures*

- Nearly a 3-year process with continuous research and input
 - Steering Committee: 4 representatives each from ACSA, AIA, AIAS, and NCARB
 - Several public comment periods including sessions at ACSA meetings
 - ARForum19: 3-day meeting with full board of directors of ACSA, AIA, AIAS, NCARB, and NAAB plus presidents of NOMA and CCCAP



- **Result: Revised focus within both *Conditions* and *Procedures***

2020 Conditions Philosophy

❖ Strong focus on

- Shared values (academia and practice)
- Diversity, equity and inclusivity
 - Condition 2-Shared Values: Equity, Diversity and Inclusion
 - Condition 3: PC.8 Social Equity and Inclusion
 - Condition 5: 5.5 Social Equity, Diversity and Inclusion
- Teaching and Learning Culture

Assessment

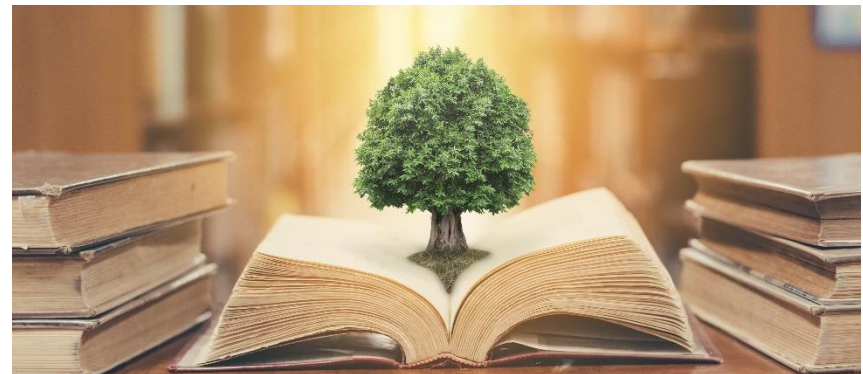
2020 Conditions Philosophy

❖ Assessment fosters innovation and allows program to be distinct in their own ways

- Establish **assessment measures** with **benchmarks**
- Collect, analyze **data** and make **changes/improvements**
- Provide **evidence** of compliance with Conditions (**timing (!)**)
- Part of a **continuous** improvement process

❖ Require programs to:

- **DESCRIBE**
- **DEMONSTRATE**
- **DOCUMENT**



Purpose of APR

- Provide programs with an opportunity to:
 - Describe in a **narrative** form how Programs are meeting each Condition
 - Provide supporting documentation as **evidence** for each Condition (if required at the time of APR)

Condition 1: Context and Mission

- Replaced “History” with “Context”
- Purpose: to help NAAB and the visiting team to understand the specific circumstances of the school/department
 - Institutional context and geographic setting (public or private, urban or rural, size, etc.)
 - Multidisciplinary relationships
- Mission remains
- Summary paragraph and page limitation
- **Described | Not Described**

Condition 2: Shared Values of the Discipline and Profession

- Design
- Environmental Stewardship and Professional Responsibility
- Equity, Diversity, and Inclusion
- Knowledge and Innovation
- Leadership, Collaboration, and Community Engagement
- Lifelong Learning
- **Described | Not Described**

Example – Condition 2 Shared Values

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Example – Condition 2 Shared Values

Approach

1. ARC 102 – Introduction to Sustainability in the Built Environment (curricular)
2. ARC 507 – Comprehensive Studio (curricular)
3. AIA Cote Top Ten for Students Design Competition (non-curricular)
4. Change from physical to digital presentations
5. Materials Lab includes materials made from recycled materials
6. Campus-wide initiative reduce landfill waste | compostable disposable dinnerware added

Assessment

1. ARC 102 – final exam performance 90% receive B or better in on final exam
2. ARC 507 Final project review using sustainability rubric – benchmark 80% meet or exceed expectations
3. # of students honored over time
4. % decrease in end-of-term waste
5. % use of recycled materials in key projects
6. % reduction in landfill bound waste

Improvement

- 1-2. Data to be collected Fall 2021 for the first time
3. Studio project in ARC 325 adjusted to include stronger environmental focus
4. All remote classrooms 2020-21 – data to be collected 2021-22 AY
5. Increase in use of recycled materials by 20% YoY. Additional focus on recycled materials in all studios
6. Compostable dinnerware now available in dinning halls & for special events

Condition 3: Program and Student Criteria

- These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.
- **Met | Not Met**

3.1 Program Criteria (PC)

- A program must demonstrate how its curriculum, structure, and other experiences address Program Criteria 1–8.
 - PC.1 Career Paths
 - PC.2 Design
 - PC.3 Ecological Knowledge and Responsibility
 - PC.4 History and Theory
 - PC.5 Research and Innovation
 - PC.6 Leadership and Collaboration
 - PC.7 Learning and Teaching Culture
 - PC.8 Social Equity and Inclusion

3.1 Program Criteria (PC) Evidence *(Procedures, 3.5.1)*

- **Primary Evidence** for PC. The program will submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit.
- Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them. The program must provide a **narrative** description of how the program achieves each criterion. The program must also provide evidence that each criterion is **assessed** by the program on a recurring basis, and must summarize the **modifications** made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.
- **Supporting Materials:** The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.

PC.1 Career Path

- How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Example: Non-curricular activities presented in the APR narrative—The Architect Licensing Advisor is implementing a tracking system on which students attended student meetings on licensing with a follow-up survey on information obtained, and is including placement information on students who graduated and where they work. In the future the program wants to create a process for staying connected with students and tracking information on where and when the graduates get licensed. Another example includes mandatory attendance at career fairs and follow-up survey regarding career opportunities.

PC.1 Career Path

Student Learning Outcome (SLO) 1: students understand the paths to becoming licensed

- Assessment Measure: Meeting with licensing advisor (LA) with survey/questions on a test (measuring student understanding on the process for licensure); traditionally part of Pro-Practice class
 - Benchmark: Survey-100% completion rate; test-85% of students received B+ or higher
 - Example of improvement: Data indicates that students missed questions—program includes additional content/learning for students in the Pro-Practice course;
 - Example of improvement: Data indicates that students missed lecture by LA—program offers the lecture several times or adds the lecture in a virtual format.
- Assessment Measure: Survey asking students to assess their understanding the path to licensure with a Likert scale of 1-5
 - Benchmark: 85% report 4 or 5

PC.1 Career Path

SLO 2: program provides a range of career opportunities

- Assessment Measure: attendance at career fair presenting a range of employers,
 - Benchmark: 80% of students reporting interaction with 3 or more employers
- Assessment Measure: survey of students measuring student exposure to various roles
 - Benchmark: 90% of students report exposure to diverse career opportunities

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

- A program must demonstrate how it addresses the Student Criteria 1–6 through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.
 - SC.1 Health, Safety, and Welfare in the Built Environment
 - SC.2 Professional Practice
 - SC.3 Regulatory Context
 - SC.4 Technical Knowledge
 - SC.5 Design Synthesis
 - SC.6 Building Integration
- Compared to the former SPC, Student Criteria take a broader and more holistic approach to cover critical material in a manner appropriate to the program's circumstances, mission and context.
- The SC represent specific levels of understanding and ability related to architectural practice that students are expected to attain as they progress through the program.

3.2 Student Criteria (SC.1-4): Evidence *(Procedures, 3.5.2)*

- These criteria will be evaluated at the **understanding** level.
- **Narrative**: A narrative description of how the program achieves and evaluates each criterion.
- **Self-Assessment**: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.
- **Supporting Materials**: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:
 - **Course Syllabus**. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.
 - **Course Schedule**. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.
 - **Instructional Materials**. The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

3.2 Student Criteria (SC.5-6): Evidence *(Procedures, 3.5.2)*

- These criteria will be evaluated at the **ability** level.
- **Narrative**: (same as SC.1 – SC.4)
- **Self-Assessment**: (same as SC.1 – SC.4)
- **Supporting Materials**: (same as SC.1 – SC.4)
- **Student Work Examples**: The program must collect all passing student work produced for the course(s) in which the learning outcomes associated with this criterion are achieved within one year before the visit, or the full academic cycle in which the courses are offered. The visiting team will evaluate approximately 20 percent (no less than three, no more than thirty examples) of the student work collected in this time frame, selected by the NAAB at random before the visit. The program may self-select additional student work, up to 10 percent, for the visiting team to review.

SC.6 Building Integration

- How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

4.1 Institutional Accreditation

- Evidence in the form of most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation is in the APR.

4.2 Professional Degrees and Curriculum

- 4.2.1 Professional Studies
- 4.2.2 General Studies
- 4.2.3 Optional Studies
- 4.2.4 Bachelor of Architecture
- 4.2.5 Master of Architecture
- 4.2.6 Doctor of Architecture

Example – 4.2 Professional Degrees & Curriculum

Program's APR Response: The adoption of the 2020 NAAB Conditions for Accreditation has given program FGH an opportunity to re-assess its curricular structure and the how it apportions credits for each degree. The Summer 2022 Curriculum Summit will focus on ensuring that credits are assigned appropriately across all three categories (professional, general and optional studies) and on adding opportunities for student innovation in the curriculum. The faculty will review student learning assessment data, student satisfaction surveys and other key data points as these issues are considered. The existing curriculum structure is discussed below.

Professional Studies

The five-year, fifteen-quarter program combines theory and practice related to construction, structure, environmental systems. Years one through three address building design and include support courses in design communication, architectural practice, building systems, and history. Sustainability and service to traditionally underserved populations are also introduced and explored. Years four and five focus on advanced design and exploring electives through integrated and studio coursework. Students take a minimum of 6 courses of architecture electives throughout the program. Electives may be chosen from the following areas: History & Theory, Technology, Interior Design, or Landscape Architecture. The required professional studies courses are:

Listing courses provided by following this link [here](#).

4.3 Evaluation of Preparatory Education

- A program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.
- 4.3.1-4.3.3:
 - Documentation of process for evaluating previous coursework allowed in the admissions process
 - Demonstrating standards are met and any gaps in student record are completed
 - Demonstrate the evaluation process and length of time to completion is understood by program applicants

Condition 5: Resources

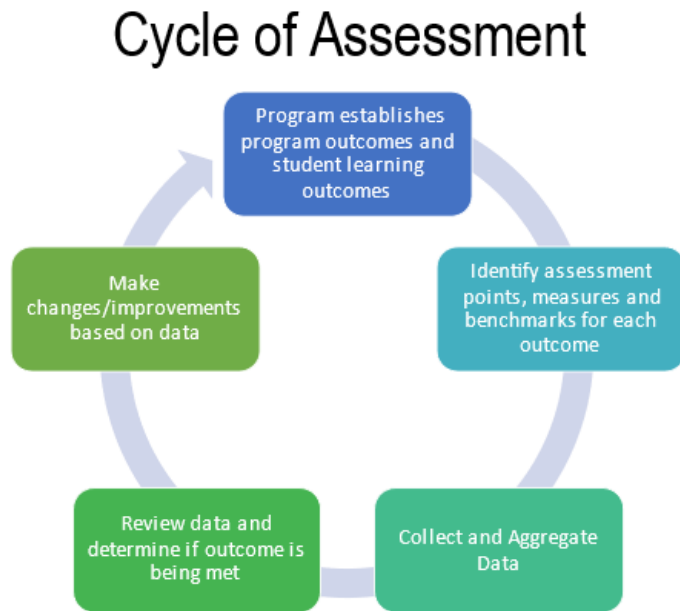
- 5.1 Structure and Governance
- 5.2 Planning and Assessment
- 5.3 Curricular Development
- 5.4 Human Resources and Human Resource Development
- 5.5 Social Equity, Diversity, and Inclusion
- 5.6 Physical Resources
- 5.7 Financial Resources
- 5.8 Information Resources

5.1 Structure and Governance

- The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.
 - Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
 - Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.
- **Described | Not Described**

5.2 Planning and Assessment

- The program must demonstrate that it has a planning process for continuous improvement.
- The program should include the following descriptions in its APR:



- Programmatic planning process, and assessment of student learning
- How the results of the assessment process are regularly used to advise and encourage changes to improve outcomes
- Process by which the program identifies its student learning objectives
- Frequency of review of the program's assessment data
- A copy of the most recent institutional program review report

- **Demonstrated | Not Demonstrated**

5.2 Planning and Assessment

5.2.1: Description of multiyear strategic objectives, including the requirement to meet the NAAB Conditions.

- The program must ensure that it has in place multi-year strategic objectives.
- Objectives may be operational or academic in nature and should be grounded in programmatic data and lead to program improvement

5.2 Planning and Assessment

5.2.2: Identification of key performance indicators (**KPI**) used by the program and the institution.

- The program should ensure the alignment between the programmatic and institutional KPIs.
- The program should describe how the key performance indicators for the program are developed and who is involved in this process. (ex of evidence. meeting minutes, discussion with faculty)
- The program should describe how the students are oriented to the key performance indicators, specific to student learning outcomes, and how they are informed of their progress towards achieving them.

5.2 Planning and Assessment

5.2.3: Self-assessment of how well the program is progressing toward its mission and stated multiyear objectives (identified in 5.2.1).

- The program should describe how it ensures its progress toward achieving its mission.
- The program is required to provide evidence of regularly collecting data for each of the KPIs in the multi-year strategic objectives.

5.2 Planning and Assessment

5.2.4: Description of strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

- The program should describe how it collects information on its strengths, challenges, and opportunities as it strives to improve student learning outcomes and how it addresses them and who is involved in this process (ex. students, faculty)

5.2 Planning and Assessment

5.2.5: Description of the processes used to obtain and make improvements to the program as a result of inputs from stakeholders including students, practitioners, the university community and the public)

- Programs needs to ensure that they developed and implemented a mechanism and a timeline for collecting input from internal and external stakeholders and the changes made as a result.
- Programs should provide examples of the changes made.

5.3 Curricular Development

- The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:
 - The relationship between course assessment and curricular development, including NAAB program and student criteria.
 - The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.
- **Demonstrated | Not Demonstrated**

5.4 Human Resources and Human Resource Development

- The program must demonstrate that it has appropriate and adequately funded 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:
 - 5.4.1. Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
 - 5.4.2. Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
 - 5.4.3. Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
 - 5.4.4. Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.
- **Demonstrated | Not Demonstrated**

5.5 Social Equity, Diversity, and Inclusion

- The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students, as reflected by the:
 - 5.5.1 distribution of its human, physical, and financial resources.
 - 5.5.2 the plan for maintaining or increasing the diversity of its **faculty** |faculty and staff demographics
 - 5.5.3 the plan for maintaining or increasing the diversity of its **students** | student demographics
 - 5.5.4 institutional, college, or program policies and initiatives
 - 5.5.5 resources and procedures to provide adaptive environments and strategies to support those with different physical and/or mental abilities.
- **Demonstrated | Not Demonstrated**

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- The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students, as reflected by the:
 - **5.5.1** distribution of its human, physical, and financial resources.
 - **5.5.2** the plan for maintaining or increasing the diversity of its **faculty** |faculty and staff demographics
 - **5.5.3** the plan for maintaining or increasing the diversity of its **students** | student demographics

5.5 Social Equity, Diversity, and Inclusion

- The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students, as reflected by the:
 - **5.5.4** institutional, college, or program policies and initiatives
 - **5.5.5** resources and procedures to provide adaptive environments and strategies to support those with different physical and/or mental abilities.

5.6 Physical Resources

- The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty 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 lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
 - Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
 - Resources to support all learning formats and pedagogies in use by the program.
- 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, off-site, or hybrid formats have on digital and physical resources.
- **Described | Not Described**

5.7 Financial Resources

- The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.
- **Demonstrated | Not Demonstrated**

5.8 Information Resources

- The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture 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 discipline-relevant information services that support teaching and research.
- **Demonstrated | Not Demonstrated**

Condition 6: Public Information

- 6.1 Statement on NAAB-Accredited Degrees
 - 6.2 Access to NAAB Conditions and Procedures
 - 6.3 Access to Career Development Information
 - 6.4 Public Access to Accreditation Reports and Related Documents
 - 6.5 Admissions and Advising
 - 6.6 Student Financial Information
-
- **Met | Not Met**

6.1 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 *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website

6.2 Access to NAAB Conditions and Procedures

- The program must make the following documents available to all students, faculty, and the public, via the program's website:
 - a) Conditions for Accreditation, 2020 Edition
 - b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
 - c) Procedures for Accreditation, 2020 Edition
 - d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

6.3 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.

6.4 Public Access to Accreditation Reports and Related Documents

- To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:
 - a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
 - b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
 - c) The most recent decision letter from the NAAB
 - d) The Architecture Program Report submitted for the last visit
 - e) The final edition of the most recent Visiting Team Report, including attachments and addenda
 - f) The program's optional response to the Visiting Team Report
 - g) Plan to Correct (if applicable)
 - h) NCARB ARE pass rates
 - i) Statements and/or policies on learning and teaching culture
 - j) Statements and/or policies on diversity, equity, and inclusion

6.5 Admissions and Advising

- The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:
 - a) Application forms and instructions
 - b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
 - c) Forms and a description of the process for evaluating the content of a non-accredited degrees
 - d) Requirements and forms for applying for financial aid and scholarships
 - e) Explanation of how student diversity goals affect admission procedures

6.6 Student Financial Information

- **6.5.1** The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- **6.5.2** 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.

Thank You!

Questions:
Email accreditation@naab.org