

# 2014 Conditions for Accreditation

---

AND INSTRUCTIONS FOR PREPARING AN ARCHITECTURE  
PROGRAM REPORT

A PDF of these slides can be found at [www.naab.org](http://www.naab.org).  
Look under Program Administrators

# Facilitator:

---

Andrea S. Rutledge, CAE, Hon. AIA, Executive Director

# Objectives for Today

---

Review the 2014 Conditions for Accreditation

Review the instructions for preparing APRs

Review best practices for writing APRs

# 2014 Conditions

---

## Institutional Support & Commitment to Continuous Improvement

- Identity & Assessment
- Resources

## Educational Outcomes and Curriculum

- Student Performance Criteria
- Curricular Framework
- Evaluation of Preparatory Education
- Public Information

# Five Accreditation Documents

---

1. NAAB *2014 Conditions for Accreditation*
2. NAAB *Procedures for Accreditation*
3. NAAB *Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports*
4. Architecture Program Reports (APRs)
5. Visiting Team Reports (VTRs)

# Architecture Program Reports (APRs)

---

Cover page

APR – Section 1- Program Description

- I.1.1 History and Mission
- I.1.2 Learning Culture
- I.1.3 Social Equity
- I.1.4 Defining Perspectives
- I.1.5 Long-Range Planning
- I.1.6 Assessment

APR – Section 2 – Progress Since the Previous Visit

APR – Section 3 – Compliance with the Conditions for Accreditation

- I.2.1 Human Resources and Human Resource Development
- I.2.2 Physical Resources
- I.2.3 Financial Resources
- I.2.4 Information Resources
- I.2.5 Administrative Structure and Governance
- II.1 Student Performance Criteria
- II.2.1 Institutional Accreditation
- II.2.2 Professional Degrees and Curriculum
- II.3 Evaluation of Preparatory Education
- II.4 Public Information
- III.1.1 Annual Statistical Reports
- III.1.2 Interim Progress Reports

APR – Section 4 – Supplemental Material

# Cover Page

---

- Degree title(s) including any prerequisites
- Names and contact information for program administrator, head of the academic unit, chief academic officer, and president of the institution

# Section 1 – Program Description

---

15 PAGES MAXIMUM

SEE 2014 CONDITIONS I.1.1-I.1.6

SEE GUIDE P.15-19



# I.1.1 HISTORY AND MISSION

---

## 2014 CONDITION

The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

## THE APR MUST INCLUDE

*A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21<sup>st</sup> century, U.S. higher education*

*A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21<sup>st</sup> century, U.S., architecture education.*

*A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.*

*A summary of the benefits derived to the program from the institutional setting.*

*A description of how the program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.*

# I.1.2 LEARNING CULTURE

---

## 2014 CONDITION

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 APR MUST INCLUDE

*A description and assessment of the learning culture within the program.*

*A description of the program's Studio Culture Policy including*

- By what means and how frequently the policy is distributed to faculty, students, and staff*
- An assessment of the level to which faculty, students, and staff understand the purposes for which the policy was established*

*A description of the process by which the policy is evaluated and updated, including those involved and the frequency of the review.*

# I.1.3 SOCIAL EQUITY

---

## 2014 CONDITION

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 APR MUST INCLUDE

*A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives*

*A description of plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution.*

*A description of the process by which these plans are developed and the individuals involved in the process.*

*A description of whether and how these initiatives are linked to the program's self-assessment or long-range planning.*

# I.1.4 DEFINING PERSPECTIVES

---

## 2014 CONDITION

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.

**Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles.

**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.

**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.

**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.

**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.

## THE APR MUST INCLUDE

*A description of the process by which the program identifies its objectives for student learning*

*A description of the data and information sources used to inform the development of these objectives.*

*A description of the role of long-range planning in other programmatic and institutional planning initiatives.*

*A description of the role the five perspectives play in long-range planning.*

# Perspectives = Values

---

The perspectives offer programs the opportunity to define the means and methods most appropriate to their mission, history, and pedagogy to prepare students with a set of core values that are essential and fundamental to the practice of architecture. These values are held as perspectives instead of SPC, as they must transcend any one course and must be over-arching across the program.

# Notes on Perspectives (See The Guide, p. 17)

---

# I.1.5 LONG RANGE PLANNING

---

## 2014 CONDITION

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

## THE APR MUST INCLUDE

*A description of the process by which the program identifies its objectives for student learning*

*A description of the data and information sources used to inform the development of these objectives.*

*A description of the role of long-range planning in other programmatic and institutional planning initiatives.*

*A description of the role the five perspectives play in long-range planning.*

# I.1.6 ASSESSMENT

---

## 2014 CONDITION

**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.

## THE APR MUST INCLUDE

*A. A description of the program's self-assessment process, specifically with regard to ongoing evaluation of the program's mission and multi-year planning objectives.*

*A description of the manner in which results from program self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to the institution.*

*At a minimum, program 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 and program-level self-assessment, as determined by the institution.*

*B. A chart identifying all the parties in the curricular assessment process, their membership (if necessary), and the roles and responsibilities of each.*

*A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context.*

*A description, if applicable, of institutional requirements for self-assessment.*



# Section 2 – Progress Since the Previous Visit

---

5 PAGES MAXIMUM

SEE GUIDE P. 19

Document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the title of the *Condition*, the **exact** text quoted from the previous VTR, as well as the summary of activities. The format is specified in the template.

Further, if the *Conditions* have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the *Conditions*.

### Number & Title of Condition(s) Not Met

2009 Condition -- quote in full.

**Comment from previous VTR [year of most recent visit] (quote in full)** Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco **laboris** nisi ut aliquip ex ea commodo consequat

**Response from Program [year of visit]:** *Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.*

Example

# Section 3 – Compliance with the 2014 Conditions for Accreditation

---

SEE 2014 CONDITIONS I.2-III.2

GUIDE P.19-23

# I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

---

## 2014 CONDITION

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 Architectural 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.

## THE APR MUST INCLUDE

*A resume, using the required template, for each full-time member of the instructional faculty who teaches in the professional degree program.*

*A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments.*

*A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice and licensure.*

*A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*

*A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.*

*A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*

*The name of the Architect Licensing Advisor (formerly the IDP Coordinator) and a summary of his/her recent activities, including professional development, in support of his/her responsibilities.*

Put the resumes  
and the matrix in  
Part 4

# I.2.2 PHYSICAL RESOURCES

---

## 2014 CONDITION

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

## THE APR MUST INCLUDE

*For programs whose pedagogy requires physical resources, the APR must include the following:*

*A general description, together with labeled 8-1/2" x 11" plans or images of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship, and public interaction.*

*A description of any changes to the physical resources either under construction or proposed.*

*Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it.*

*A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service, and advising.*

*Programs that leverage international programs, or off-campus settings such as urban centers, to teach courses where student performance criteria are being met, must provide a description of these venues in the APR and how they affect a program's on-campus physical resources.*

*Programs that use massive open online courses (MOOCs) or online learning formats to deliver SPC-related content or to meet other program or institutional requirements in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the physical resource requirements for the program.*

# I.2.3 FINANCIAL RESOURCES

---

## 2014 CONDITION

The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

## THE APR MUST INCLUDE

*A description of the institutional process for allocating financial resources to the professional degree program.*

*A description of the expense categories over which the program has either control or influence.*

*A description of the revenue categories over which the program has control or influence.*

*A description of the scholarship, fellowship and grant funds available for student and faculty use.*

*A brief summary of the following (limited to 1 page; may be a bulleted list):*

- Pending reductions or increases in enrollment and plans for addressing these changes.*
- Pending reductions or increases in funding and plans for addressing these changes.*
- Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
- Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments).*

# 1.2.4 INFORMATION RESOURCES

---

## 2014 CONDITION

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.

## THE APR MUST INCLUDE

*A description of the institutional context for library and information resources.*

*A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:*

*A brief description of the content, extent, and formats represented in the current collection including subject areas represented.*

*A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them.*

# I.2.5 ADMINISTRATIVE STRUCTURE & GOVERNANCE

---

## 2014 CONDITION

**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.

## THE APR MUST INCLUDE

*A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*

*A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.*

*A chart or graphic that illustrates the description.*



# II.1.1 STUDENT PERFORMANCE CRITERIA

---

## 2014 CONDITION (OVERVIEW)

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.

## THE APR MUST INCLUDE

*A matrix for each accredited degree program offered and each track for meeting the requirements of the professional degree program, which identifies each required course with the SPC it fulfills.*

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

*In all cases, the program must limit the designations to the 2-3 cells that point to the courses in which the greatest evidence of student achievement is expected to be found.*

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

*A brief description of the pedagogy and methodology used to address Realm C.*

*A brief description of the methodology for assessing student work (i.e., “high” v. “low” pass).*



# 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.

C1. Research

C2. Integrated Evaluations and Decision-Making Design Process

C3. Integrative Design

# Notes on Realm C (See The Guide p. 22)

---

**C.1 Research:** The purpose of the SPC is for students to demonstrate their **understanding of the many methods of research and study that may be used in the course of identifying and selecting** solutions to the problems encountered in a complex architectural project.

**C.3 Integrative Design.** This SPC requires students to demonstrate the **integrative thinking** and application of technical knowledge and design skills that shape complex design and technical solutions.

The student work must demonstrate **the ability to resolve the multiple demands** of site, program, codes, environmental stewardship, and building systems through **a rigorous process of decision making** and then **to document or represent their choices** accurately.

- Programs are not required to demonstrate evidence of integration of all issues (i.e., environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies) simultaneously in single projects. However, students should carry out projects of sufficient complexity to achieve the learning outcomes of this SPC.
- Integrative design may be taught in single studios, or over multiple courses (e.g., a design studio coupled with a technical documentation course). **Programs are encouraged to explore the best format for achieving this SPC.**

**Study. Choose. Do.**

# II.2.1 INSTITUTIONAL ACCREDITATION

---

## 2014 CONDITION

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

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: 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); or the Western Association of Schools and Colleges (WASC).

## THE APR MUST INCLUDE

*A copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.*

Programs located outside the U.S. interested in seeking accreditation of a professional degree in architecture must contact the NAAB at [info@naab.org](mailto:info@naab.org).

# II.2.2 PROFESSIONAL DEGREES & CURRICULUM

---

## 2014 CONDITION

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 APR MUST INCLUDE

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

*For each accredited degree program offered or track for completing the NAAB-accredited degree the program must provide the following:*

- *A table showing the distribution of general studies, required professional studies, and optional studies.*
- *A list of the minors or concentrations students may elect to pursue for each accredited degree offered or track for completing the NAAB-accredited degree.*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

*A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially preprofessional degrees in architecture and post-professional degrees.*

*Programs that use massive open online courses (MOOCs) or online learning formats to deliver SPC-related content or to meet other program or institutional requirements in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the curriculum. If MOOCs are used to meet any SPC, the program must provide a course binder and samples of student work just as if the course were delivered on campus or by the program,*

*A description of the progress for changing the title of any non-accredited, post-professional degree that uses the degree title B. Arch., M. Arch. or D. Arch.*

# II.3 EVALUATION OF PREPARATORY EDUCATION

---

## 2014 CONDITION

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.

## THE APR MUST INCLUDE

*A description of the policy or policies regarding admission requirements and admissions decisions.*

*A description of the process by which the preparatory or preprofessional education of students admitted to the accredited program is evaluated. This description must include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record.*

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

## II.4. PUBLIC INFORMATION

---

### 2014 CONDITIONS

II.4.1 Statement on NAAB Accredited Degrees.

II.4.2 Access to Conditions and Procedures

II.4.3 Access to Career Development Information

II.4.4 Public Access to APRs and VTRs

II.4.5 ARE Pass Rates

II.4.6 Admissions and Advising

II.4.7 Student Financial Information

### THE APR MUST INCLUDE

*The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available.*



# III.1 ANNUAL STATISTICAL REPORTS

---

## 2014 CONDITION

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.

## THE APR MUST INCLUDE

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

# III.2 INTERIM PROGRAM REPORTS

---

## 2014 CONDITION

The program must submit Interim Progress Reports to the NAAB (See, NAAB *Procedures for Accreditation*).

**ALERT! Special Instructions – Read Carefully!**

## THE APR MUST INCLUDE

*These are NOT to be included in the APR. The NAAB will provide the following directly to the team at the same time as the VTR template and other materials:*

- *All narrative annual or interim reports submitted since the last visit.*
- *All NAAB Responses to annual or interim reports submitted since the last visit.*

*In the event a program underwent a Focused Evaluation in 2015, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda.*

# Section 4 – Supplemental Information

---

**THESE ARE TO BE PROVIDED BY HYPERLINK OR STORED ON AN EASILY ACCESSIBLE DIGITAL PORTAL (E.G., DROPBOX).**

GUIDE P. 24

# Supplemental information includes:

---

Descriptions of all courses offered within the curriculum of the NAAB -accredited degree program. The program must use the template available on the [NAAB website](#)

Faculty vitae. The program must use the template.

Studio Culture Policy

Self-Assessment Policies and Objectives

Policies on academic integrity for students (e.g., cheating and plagiarism)

Information resources policies including collection development

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure

Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire) (See *2015 Procedures*, Section 8)

The previous VTR

# Advice from a Team Chair

---

- Remember your readers: practitioners, regulators, students, and educators from other programs.
- Teams are not impressed with fancy graphics or production values. Teams want clear concise writing, a table of contents, hyperlinks, and an index.
- To the extent that photographs, floor plans, tables, or other types of information support the narrative or are required, they should be included, but not to the detriment of the narrative. **(May be made available online)**

# Actually Writing It.

---

# Step 1 – Get Ready To Write

---

- Find a copy of the last *APR* (2011 or 2014 for 2017 visits) and the most recent *VTR* (2011 or 2014).
- Identify a master editor to be sure the document “flows”
- Identify a copy editor to check for grammar, punctuation, capitalization et. al.
- Study institutional documents
- Delegate or request information from others

# Delegate

---

- Collect and catalogue all the URLs for Condition II.4. Public Information
- Transcribe course descriptions into the required template
- Transcribe faculty vitae into the required template



# Request from Others

---

- Financial information – be specific about dates and the need for comparative tables (Condition I.2.3)
- Information Resources - Ask the library professionals to assist with the response to Condition I.2.4 Information Resources.
- A signed letter from Institutional Research to include with the response to Condition III.1

# Step 2 -- Writing

---

- Remember the reader!
- Be succinct. Use consistent, common-sense language
- Use exactly the same Part and Section numbers as those in the template. Do not add new ones or additional subdivisions
- Document your sources
- Use graphics strategically – there are file size limits
- Check the math in every table, chart, or report
- Some sections are related to others; use cross-references and be sure the sections are consistent

## Step 2 – Writing (continued)

---

- If you have more than one NAAB-accredited degree program, clearly indicate which program is being referred to in each section of the report.
- Do not mix apples and oranges. References to non-accredited programs are distracting. Make them only when absolutely necessary.

# Remember!

---

A poorly written, disorganized *APR* may be seen as an indicator of more problems to come in the accreditation process.

# Step 2A – Student Performance Criteria Matrix

---

- **First:** Identify any SPC expected to have been met in preparatory/preprofessional education (II.3) and place an X in the cell for that SPC in the top row of the matrix
- **Next:** Highlight the 2-3 cells that point to the **greatest** level of achievement at the required level (i.e., understanding or ability) for each remaining SPC
- **Remember:** SPCs must be addressed in required courses
- **Finally:**
  - Wait a week
  - Review it as if you had never seen it before
  - Edit/correct
  - Add it to the report



# Step 3 – Editing the Narrative

---

- If you used multiple authors, convert all sections to the same style and tone
- Ask a colleague from another discipline to read it. Listen to his/her comments
- Be ruthless in your editing; if you think a section is too long, it is
- Have it copy-edited
- Resist the impulse to tinker with it once it has been copy-edited

# Step 4 – Assembling the Supplemental Information

---

- You must use the template for course descriptions
- You must use the templates for faculty vitae and faculty credentials
- You must include the Branch Campus Questionnaire
- Make a list of all the materials available in the cloud; provide usernames/passwords if needed
- Do not forget to include a link to the previous *VTR*



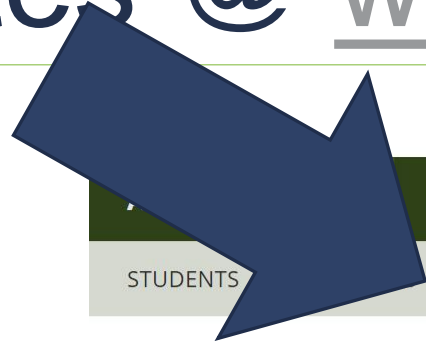
# What you can put in the cloud

---

- Supplemental Material (APR Section 4)
- Previous VTR
- Diagrams, photographs, & other illustrative material

If you use the cloud or hotlinks for supplemental materials, please provide URLs and login information. Please be sure these do not expire until after the visit ends.

# Templates @ [www.naab.org](http://www.naab.org)



	<b>ARCHITECTURE PROGRAMS</b>	<b>EESA</b>	<b>INTERNATIONAL</b>	
STUDENTS	PROGRAM ADMINISTRATORS	VISITING TEAMS	PUBLIC	CO

[Home](#) > [Program Administrators](#)

## Program Administrators

We understand that accreditation seems complicated and time consuming. In order to help you, we have developed a number of resources and templates.

- [2014 Conditions Final Approved Guide and Instructions 081114 \(2\)](#)
- [2014 Sample SPC Matrix](#)
- [2014-2009 Conditions\\_Comparison](#)
- [2015 Procedures Final Approved Edition\\_copyedited 052915](#)
- [APR Prep Webinar Slides 041216](#)
- [APR Template\\_2014 Conditions](#)

# Converting to PDF

---

## DO

- Use “combine files” feature in Acrobat
- Use the bookmark feature in Acrobat strategically
- Use hyperlinks
- Compress photos and graphics

## DON'T

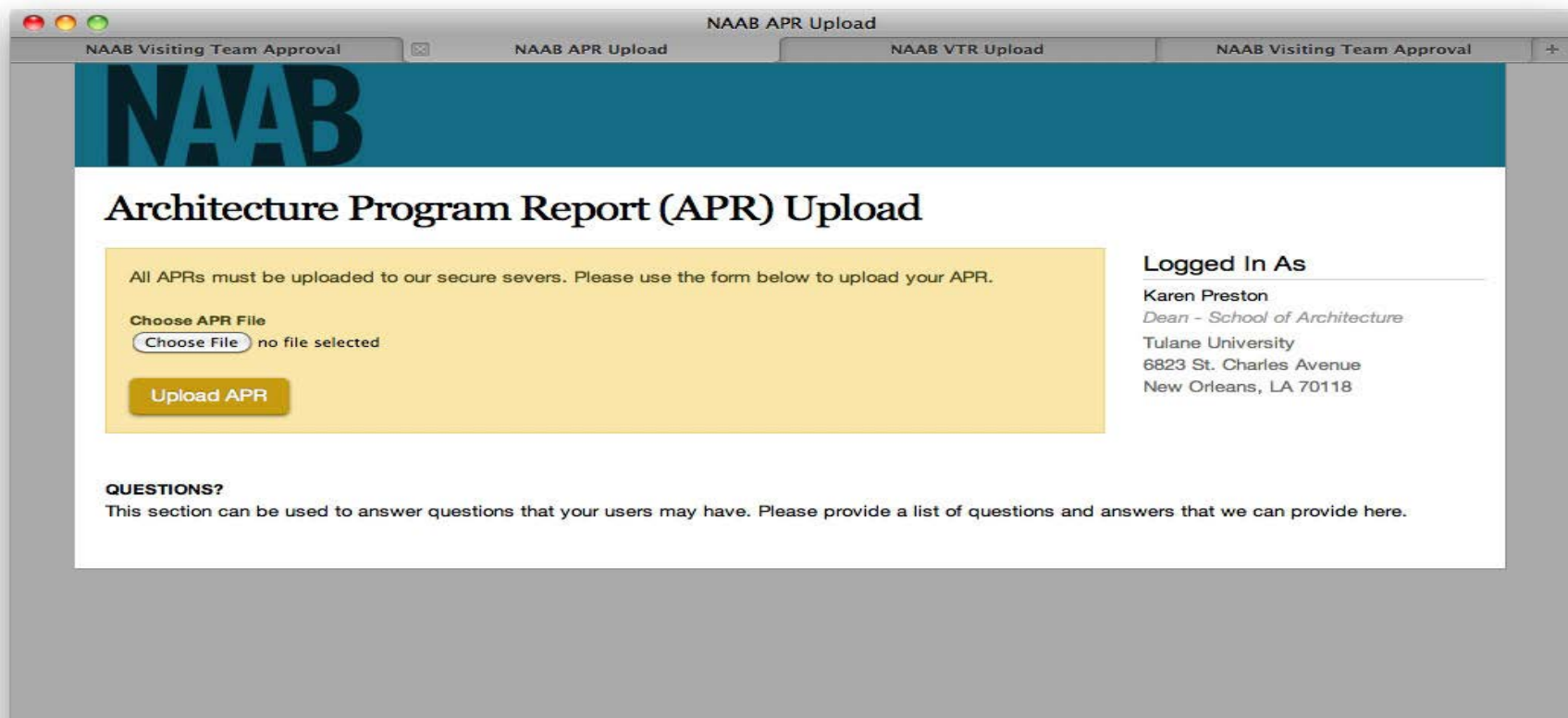
- Scan a printed document and convert to PDF

# Step 5 – Upload to the NAAB by Sept 7

---

- *APRs* are limited to 7 MBs
- *APRs* may be submitted in electronic format only
- *APRs* must be submitted through <http://iims.naab.org/external>
- Oversized files will not be accepted
- You cannot upload more than one file

# Uploading an APR



The screenshot shows a web browser window with the title "NAAB APR Upload". The browser's tab bar shows four tabs: "NAAB Visiting Team Approval", "NAAB APR Upload", "NAAB VTR Upload", and "NAAB Visiting Team Approval". The main content area features the NAAB logo in a dark blue header. Below the header, the page title is "Architecture Program Report (APR) Upload". A yellow box contains the following text: "All APRs must be uploaded to our secure servers. Please use the form below to upload your APR." Below this, there is a section for "Choose APR File" with a "Choose File" button and the text "no file selected". A yellow "Upload APR" button is positioned below the file selection area. To the right of the yellow box, the "Logged In As" section displays the user's name "Karen Preston" and their role "Dean - School of Architecture" at Tulane University, with the address "6823 St. Charles Avenue, New Orleans, LA 70118". At the bottom of the page, there is a "QUESTIONS?" section with the text: "This section can be used to answer questions that your users may have. Please provide a list of questions and answers that we can provide here."

# So, you're feeling a little pressed for time...

---

- If you know you're going to miss the deadline, call the NAAB and ask for Cassandra
- Programs will be fined \$100/day for each calendar day the *APR* is late **without an extension**
- The fine is assessed when the program is billed for visiting team expenses

# More Advice...

---

- Resist the impulse to over-explain but do not leave out important information
- Give the process more time than you think it will take – especially if you need other offices to sign off before you submit

# Resources for First-Time Authors

---

## AT THE NAAB AND ONLINE

- Templates in the Program Administrators page at [www.naab.org](http://www.naab.org). Help yourself.
- *Interim Progress Reports* for documenting your progress since the last visit.
- The NAAB staff are experienced readers of *APRs* and will happily answer your questions.

## AT YOUR INSTITUTION

- The individual who wrote the self-study for the most recent regional accreditation visit.
- The individual who wrote the self-study for his/her program's most recent specialized accreditation visit (e.g., landscape architecture or teacher education).



Call if you have questions  
(202) 783-2007  
Ask for Cassandra or Andrea

---

BEAT THE RUSH! UPLOAD EARLY!

DEADLINE: SEPTEMBER 7.

