



**Institution Name**  
Department Name

**XXX Visiting Team Report**  
**Continuing NAAB International Certification**  
**XXXX- XXXX, 202X**

**Degree and credits**

The National Architectural Accrediting Board

Date of last visit: XXXX, 20XX

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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For Reference Only

**I. Summary of Visit**

**a. Acknowledgments and Observations**

**b. Conditions/Student Performance Criteria Not Achieved** [list number and title of Condition/SPC]

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met

**c. Items to Address** [bulleted list of specific concerns]

**d. Progress Since the Previous Visit**

**NAAB Condition:** 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.

[Year] Visiting Team Assessment of [Condition]. **Not Met:** [Visiting Team Narrative]

**2022 Visiting Team Assessment:**

- [condition/criterion] is **Met**
- [condition/criterion] is **Not Met**

Evidence of student achievement at the prescribed level was found in student work prepared for [[course number and title]].

For Reference Only

## II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

### Part One: Institutional Support and Commitment to Continuous Improvement

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

#### Part One (I): Section 1—Identity and Self-Assessment

**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. This includes 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. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

Described

Not Described

#### *2022 Analysis/Review of I.1.1:*

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, 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.

- The program must describe how faculty, staff, and students been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.
- 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, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

Described

Not Described

#### *2022 Analysis/Review of I.1.2:*

**I.1.3 Social Equity:** The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
- The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

Described

Not Described

**2022 Analysis/Review of I.1.3:**

**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 to 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.

Described  
 Not Described

**2022 Analysis/Review of I.1.4:**

**I.1.5 Long-Range Planning:** An ICert degree 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. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

Described  
 Not Described

**2022 Analysis/Review of I.1.5:**

**I.1.6 Assessment:**

- A. Program Self-Assessment Procedures:** 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.
  - 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.

Described  
 Not Described

**2022 Analysis/Review of I.1.6:**

**Part One (I): Section 2—Resources**

**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. This includes 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 the teacher that promotes student achievement.
- 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.

Demonstrated  
 Not Described

**2022 Team Assessment of I.2.1:**

**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, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

Demonstrated  
 Not Described

**2022 Team Assessment of I.2.2:**

**I.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

- Demonstrated**
- Not Described**

**2022 Team Assessment of I.2.3:**

**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 the field of 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.

- Demonstrated**
- Not Described**

**2022 Team Assessment of I.2.4:**

**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 the 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.

- Demonstrated**
- Not Described**

**2022 Team Assessment of I.2.5:**

## **PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, URLs, and other electronic materials.



## Part II, Section 1: Student Performance—Education Realms and Student Performance Criteria

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

*Instructions to the team:*

- 1. When an SPC is MET, the team is required to identify the course or courses where evidence of student accomplishment was found.*
- 2. If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*
- 3. After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

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.

**A.1 Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

Met

Not Met

**2022 Team Assessment of A.1:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**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.

Met

Not Met

**2022 Team Assessment of A.2:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**A.3 Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

Met

Not Met

**2022 Team Assessment of A.3:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**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.

Met

Not Met

**2022 Team Assessment of A.4:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**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.

Met

Not Met

**2022 Team Assessment of A.5:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**A.6 Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

Met

Not Met

**2022 Team Assessment of A.6:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**A.7 History and 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, and technological factors.

Met

Not Met

**2022 Team Assessment of A.7:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**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 buildings and structures.

Met

Not Met

**2022 Team Assessment of A.8:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), title(s), number(s)].

**Realm A. General Team Commentary:**

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from internationally certified degree program 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.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

**B.1 Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include 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.

Met  
 Not Met

**2022 Team Assessment of B.1:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met  
 Not Met

**2022 Team Assessment of B.2:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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 local life-safety and accessibility standards.

Met  
 Not Met

**2022 Team Assessment of B.3:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met  
 Not Met

**2022 Team Assessment of B.4:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Met  
 Not Met

**2022 Team Assessment of B.5:** Evidence of student achievement at the prescribed level was found in student work prepared [course(s), number(s), title(s)].

**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.

Met  
 Not Met

**2022 Team Assessment of B.6:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met  
 Not Met

**2022 Team Assessment of B.7:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met  
 Not Met

**2022 Team Assessment of B.8:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met  
 Not Met

**2022 Team Assessment of B.9:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met

Not Met

**2022 Team Assessment of B.10:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**Realm B. General Team Commentary:**

**Realm C: Integrated Architectural Solutions.**

Graduates from internationally certified degree program 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.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

**C.1 Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

Met

Not Met

**2022 Team Assessment of C.1:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met

Not Met

**2022 Team Assessment of C.2:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**C.3 Integrative Design:** *Ability* to make design decisions within a complex architecture 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.

Met

Not Met

**2022 Team Assessment of C.3:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**Realm C. General Team Commentary:**

**Realm D: Professional Practice.**

Graduates from internationally certified degree program 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.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

**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.

Met

Not Met

**2022 Team Assessment of D.1:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met

Not Met

**2022 Team Assessment of D.2:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**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.

Met

Not Met

**2022 Team Assessment of D.3:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**D.4 Legal Responsibilities:** *Understanding* of the architect’s responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

Met

Not Met

**2022 Team Assessment D.4:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**D.5 Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

Met  
 Not Met

**2022 Team Assessment D.5:** Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), title(s)].

**Realm D. General Team Commentary:**

For Reference Only

## Part II, Section 2: Curricular Framework

**II.2.1 National Authorization and Institutional Quality Assurance:** The institution offering the internationally certified degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

Met

Not Met

**2022 Team Assessment of II.2.1:** [The team's commentary must identify the evidence or the source of the evidence used to make its assessment.]

### II.2.2 Professional Degrees and Curriculum:

For International Certification, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

**Nota Bene:** If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion 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.

Met

Not Met

**2022 Team Assessment of II.2.2:** [The team's commentary must identify the evidence or the source of the evidence used to make its assessment.]



### Part 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 ICert 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.

Demonstrated  
 Not Demonstrated  
 Not Applicable

**2022 Team Assessment:** [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

### PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

**II.4.1 Statement on International Certification of Degrees:** In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

Met  
 Not Met

**2022 Team Assessment of II.4.1:** [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

**II.4.2 Access to Conditions and Procedures for NAAB International Certification:** 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 online and accessible by all students, parents, and faculty:

- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

Met  
 Not Met

**2022 Team Assessment of II.4.2:** [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

**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 internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

Met  
 Not Met

**2022 Team Assessment of II.4.3:** [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

**II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports:** In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation<sup>1</sup> Report (formerly titled the Architecture Program Report)
- 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 required to make these documents available electronically from their websites.

Met  
 Not Met

**2022 Team Assessment of II.4.4:** [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

**II.4.5. Admissions and Advising:** The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification 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 degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

Met  
 Not Met  
 Not Applicable

**2022 Team Assessment of II.4.5:** [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

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<sup>1</sup> This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.

**Appendix 1: Conditions Met with Distinction** [list number and title of condition or SPC, along with comments that describe the basis for the team's assessment]

For Reference Only

**Appendix 2: Team SPC Matrix**

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

For Reference Only

**Appendix 3: Visiting Team Roster**

*Team chair*

*Team member*

*Team member*

*Team member*

For Reference Only

**Report Signatures**

Submitted by

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[name of team chair], *team chair*

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[name of team member], *team member*

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[name of team member], *team member*

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[name of team member], *team member*

For Reference Only