Accreditation of Professional Architecture Education
What is Accreditation?
Accreditation is a voluntary, quality assurance process under which services and operations are evaluated by a third party against a set of standards set by the third-party with input and collaboration from peers within the field.

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

The U.S. model for accreditation is based on

• the values of independent decision-making by institutions

• the ability of institutions to develop and deliver postsecondary education within the context of their mission and history

• the core tenets of academic freedom, and

• respect for diversity of thought, pedagogy, and methodology.

These principles and practices have remained relatively stable over the past 80 years.
# Regional v. Specialized Accreditation

<table>
<thead>
<tr>
<th>What is the scope?</th>
<th>Institutional or Regional</th>
<th>Specialized or Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The entire institution</td>
<td>Particular schools or degree programs within an institution</td>
</tr>
<tr>
<td>Who does it (for example)?</td>
<td>Middle States Commission on Higher Education (Middle States Association of Colleges and Schools)</td>
<td>[Council of ] Section of Legal Education &amp; Admission to the Bar, ABA NAAB</td>
</tr>
<tr>
<td>What is accredited?</td>
<td>University of Maryland, College Park</td>
<td>U of Maryland Frances King Carey School of Law M. Arch. offered by the U. of Maryland, College Park</td>
</tr>
</tbody>
</table>

Many specialized accrediting organizations are associated with national professional associations and registration or licensing agencies (e.g., architecture or law).
What is Accreditation in Architecture?

• Accreditation is the primary means by which degree programs demonstrate quality to students and the public.

• Accredited status is a signal that a professional degree program meets standards for resources, facilities, student services, and curriculum.

• Accreditation in architecture education is unique.
  • Programs must demonstrate through the presentation of student work that all graduates possess the knowledge and skills defined by the student performance criteria (“the SPC”) set out in Condition II.1 of The 2014 Conditions for Accreditation.
  • The SPC represent the education standards - as defined by the profession, the academy, and students – for one seeking to move to the next career phase including registration.
What is the NAAB?
Accrediting professional degrees in architecture since 1940
Vision and Mission of the NAAB

**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.
Basic Principles
Principles

- NAAB does not stipulate the educational format nor the form of student work that may serve as evidence of having met these criteria.

- It is the NAAB’s responsibility to verify, to the degree possible, that criteria are met by all students from all programs at the time of graduation.

- The NAAB uses a peer-review process to determine whether an accredited architecture degree program is meeting the established criteria.

- The NAAB encourages innovative methods for satisfying the criteria, provided the program has a formal evaluation process for assessing student achievement and documenting the results.

- Programs are encouraged to develop unique learning and teaching strategies, and methods and materials to satisfy these criteria.
Outstanding aspects of programmatic compliance with the Conditions or student performance cannot override significant deficiencies in some other aspect.

Specific areas and levels of excellence will vary among accredited degree programs.

The extent to which the conditions are satisfied, and how they are satisfied, will vary among programs.

Visiting teams review student work that represents both outstanding performance and minimal achievement.

Program administrators and team members must understand the difference between the two levels of achievement for the Student Performance Criteria (SPC): understanding and ability. (See The 2014 NAAB Conditions for Accreditation, Section II.1.1 for more information).
The Collaterals’ Collateral

- **ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE**
  - 250 institutions represented in multiple member categories

- **THE AMERICAN INSTITUTE OF ARCHITECTS**
  - 88,000 members worldwide

- **THE AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS**
  - 6,200 members at 130+ chapters in North America, U.S. Territories and Europe

- **NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS**
  - 54 Member Boards (50 states, DC, Puerto Rico, U.S. Virgin Islands, Guam)
  - Licensing over 112,000 architects
Executive Committee
Elected Officers

BOARD
13 members, Including officers
3 meetings/year
3-yr terms; 2-yr terms for directors nominated by AIAS

EXECUTIVE DIRECTOR

Andrea S. Rutledge, CAE, Hon. AIA
Janet Rumbarger, Director, Research & Assessment
Cassandra Pair, Director, Accreditation
Ziti Sherman, Director, Finance & Administration
Dorothy Preston, EESA Administrator
Kesha Abdul-Mateen, Communications Associate

STAFF
Washington DC
People at the NAAB

Andrea S. Rutledge, executive director (w/ Mike Armstrong)

Janet Rumbarger, director, assessment and evaluation

Kesha Abdul-Mateen, communications associate

Ziti Sherman, director, finance & administration

Cassandra Pair, director, accreditation

Dorothy Preston, EESA administrator
Historical Background

The National Architectural Accrediting Board (NAAB) was founded in 1940, to

“produce and maintain current a list of accredited schools of architecture in the United States and its possessions, … .”
NAAB’s Prime Directive

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

• The NAAB Conditions for Accreditation are broadly defined and achievement-oriented so that programs may meet them within the framework of their mission and vision, allowing for initiative and innovation.

• The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program’s ability to demonstrate how within their institutional context they meet all evaluative criteria.

• The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.
NAAB Visits
Documents Currently in Effect

- The 2014 NAAB Conditions for Accreditation
- The NAAB Procedures for Accreditation, 2015 Edition
2014 Conditions for Accreditation
Introduction

• The 2014 NAAB Conditions for Accreditation outline the requirements that an accredited degree program must meet in order to demonstrate the achievement of minimum standards.
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
- Reports
  - Annual Statistical Reports
  - Interim Progress Reports
I.1 Identity & Assessment

- 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
  - Program Self-Assessment
  - Curricular Assessment and Development
I.2 Resources

- I.2.1 Human Resources and Human Resources 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 SPC: Four Realms

• Realm A: Critical Thinking and Representation
• Realm B: Building Practices, Technical Skills, and Knowledge
• Realm C: Integrated Architectural Solutions
• Realm D: Professional Practice
Realm A: Critical Thinking and Representation

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Professional Communications Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.2</td>
<td>Design Thinking Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.3</td>
<td>Investigation Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.4</td>
<td>Architectural Design Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.5</td>
<td>Ordering Systems</td>
<td>Ability</td>
</tr>
<tr>
<td>A.6</td>
<td>Use of Precedents</td>
<td>Ability</td>
</tr>
<tr>
<td>A.7</td>
<td>History and Global Culture</td>
<td>Understanding</td>
</tr>
<tr>
<td>A.8</td>
<td>Diversity and Social Equity</td>
<td>Understanding</td>
</tr>
</tbody>
</table>
### Realm B: Building Practices, Technical Skills, and Knowledge

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>Pre-Design</td>
<td>Ability</td>
</tr>
<tr>
<td>B.2</td>
<td>Site Design</td>
<td>Ability</td>
</tr>
<tr>
<td>B.3</td>
<td>Codes and Regulations</td>
<td>Ability</td>
</tr>
<tr>
<td>B.4</td>
<td>Technical Documentation</td>
<td>Ability</td>
</tr>
<tr>
<td>B.5</td>
<td>Structural Systems</td>
<td>Ability</td>
</tr>
<tr>
<td>B.6</td>
<td>Environmental Systems</td>
<td>Ability</td>
</tr>
<tr>
<td>B.7</td>
<td>Building Envelope Systems &amp; Assemblies</td>
<td>Understanding</td>
</tr>
<tr>
<td>B.8</td>
<td>Building Materials &amp; Assembles</td>
<td>Understanding</td>
</tr>
<tr>
<td>B.9</td>
<td>Building Service Systems</td>
<td>Understanding</td>
</tr>
<tr>
<td>B.10</td>
<td>Financial Considerations</td>
<td>Understanding</td>
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</tbody>
</table>
## Realm C: Integrated Architectural Solutions

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Level of Achievement</th>
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</thead>
<tbody>
<tr>
<td>C.1</td>
<td>Research</td>
<td>Understanding</td>
</tr>
<tr>
<td>C.2</td>
<td>Integrated Evaluations and Decision-Making Design Process</td>
<td>Ability</td>
</tr>
<tr>
<td>C.3</td>
<td>Integrative Design</td>
<td>Ability</td>
</tr>
</tbody>
</table>
### Realm D: Professional Practice

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Level of Achievement</th>
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</thead>
<tbody>
<tr>
<td>D.1</td>
<td>Stakeholder Roles in Architecture</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.2</td>
<td>Project Management</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.3</td>
<td>Business Practices</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.4</td>
<td>Legal Responsibilities</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.5</td>
<td>Professional Conduct</td>
<td>Understanding</td>
</tr>
</tbody>
</table>
II.2 Professional Degrees and Curriculum

- Description of the curriculum for the accredited program including general studies, professional studies, and optional studies
- Institutional accreditation
II.3 Evaluation of Preparatory Education

- Programs must demonstrate how students entering accredited programs are being evaluated and advised.
- There are public information requirements that accompany this Condition.
II.4 Public Information

- II.4.1 Statement on NAAB-Accredited Degrees
- II.4.2 Access to NAAB 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
Resources

• Guidelines for the 2014 Conditions
• Instructions for preparing APRs
• Templates for APRs and supplemental material
• Comparison to 2009
The 2015 NAAB Procedures for Accreditation
Introduction

• The NAAB Procedures for Accreditation outline the procedures that the program and the visiting teams must follow in order to achieve a uniform accrediting process.
Candidacy and Initial Accreditation: Section 4

• Institutions seeking to establish a professional degree program should seek guidance from the NAAB before developing an application (Section 3).

• Institutions seeking initial accreditation for a professional degree program in architecture must first be granted candidacy status by the NAAB (Section 4).
1st Term of Continuing Accreditation (Section 4)

- Programs that have achieved an initial term of accreditation must subsequently achieve an eight-year term of accreditation during their first visit for continuing accreditation (Section 4).
Terms of Continuing Accreditation (Section 5)

• Eight-Year Term
• Four-Year Term
• Two-Year Probationary Term
• Revocation of Accreditation

These apply to programs that have completed more than one term of continuous accreditation.
Hey! You wanna be on a team?

- NAAB requests nominations for the team member pool annually in January:
  - ACSA
  - AIA
  - NCARB

- If you are interested, please contact one of these organizations.
Expectations of Team Members

• Online training
• Availability
• Face-to-face training

Beginning with the next call for volunteers: there will be qualifications for being nominated to the pool. These will be available in early 2017.
Accreditation and You
When is your next visit?

Decision Letter

July 20, 2011

Dr. Jay Naish
President
Office of the President
American University
Washington, D.C.

Dear Dr. Naish:

At the July 2011 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the American University, School of Architecture.

As a result, the professional architecture program

Bachelor of Architecture

was formally granted a six-year term of accreditation. This accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017.

Continuing accreditation is subject to the submission of Annual Reports, Annual Reports are submitted online through the NAAB's Annual Report Submission system, and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Reports) contains statistical information on the institution in which a program is located and its students.

Part II (Narrative Report) is the narrative report in which a program responds to the visit report. The narrative report must address Section 1.3 Conditions Not Met and Section 2.4 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable Annual Report is not submitted to the NAAB by January 15, 2012, the NAAB may consider advancing the schedule for the program’s next visit. A sample description of the Annual Report process can be found in Section 10 of the NAAB’s Procedures for Accreditation, 2016 Edition.

Finally, under the terms of the 2016 Procedures for Accreditation, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 25, for additional information.

The visiting team asks me to express its appreciation for your gracious hospitality.

Very truly yours,

Andrew Carnegie, FAMA
President

NAAB Website

513.529.7210 (tel)
513.529.7009 (fax)

Program Information

Degree: Master of Architecture
Track: M. Arch. (Pre-professional degree + 60 graduate credit hours)
Next Visit: 2023
History: Accredited since 1978/79.

Degree: Master of Architecture
Track: M. Arch. (Undergraduate degree + 104 graduate credit hours)
Next Visit: 2023
History: Accredited since 1978/79.
## Spring Accreditation Sequence

<table>
<thead>
<tr>
<th>Month (approx.)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Visit schedule confirmed</td>
</tr>
<tr>
<td>August</td>
<td>Chairs nominated and approved Chairs proposed to programs; Programs challenge or approve</td>
</tr>
<tr>
<td>September 7</td>
<td>Architecture Program Reports due Chairs &amp; programs set dates for visits</td>
</tr>
<tr>
<td>October</td>
<td>Chairs review APRs NAAB nominates teams</td>
</tr>
<tr>
<td>November-January</td>
<td>Programs challenge or approve teams</td>
</tr>
<tr>
<td>Late January-Early April</td>
<td>Visits take place</td>
</tr>
<tr>
<td>30 days after the visit ends</td>
<td>First draft of Visiting Team Report (VTR) due in NAAB office</td>
</tr>
<tr>
<td>Four weeks before July NAAB meeting</td>
<td>Final VTRs w/ confidential recommendations posted for Board review</td>
</tr>
<tr>
<td>July meeting</td>
<td>Decisions made</td>
</tr>
<tr>
<td>14 days after July meeting</td>
<td>Decision letters sent to president w/ copies to program administrator, and team</td>
</tr>
</tbody>
</table>
The Visiting Team

For initial and continuing accreditation: 4, including the chair:
- ACSA
- AIA
- AIAS
- NCARB

For concurrent review for continuing accreditation of more than 1 accredited degree program: 5, including the chair:
- ACSA (2)
- AIA
- AIAS
- NCARB

For initial and continuation of candidacy: 3, including the chair:
- Educator
- Practitioner
- NAAB Representative
Non-voting Team Member

- Limited to one.
- Must be approved by the executive director in consultation with the team chair.
- Cannot be nominated until the team has been approved.
- See Section 5 of The NAAB Procedures for Accreditation, for more information.
Team Rooms
Achieve the objectives in the simplest, most efficient, cost-effective way
Team Rooms Take Different Forms

Analog

Digital

SAIC, 2010

NJIT, 2014
Objectives for a Team Room

- Provides access to all resources necessary for the team to complete its review of the program
  - Student work
  - Supplemental materials
- Provides a relatively high degree of security to ensure the confidentiality of the team’s deliberations
- Located within a reasonable distance of the program’s physical location(s)
Online with the NAAB

www.naab.org
http://iims.naab.org
http://ars.naab.org
www.naab.org
http://iims.naab.org/external

Uploading the APR
Approving the team

Downloading the APR Review
Edit Questionnaire


PART I - ANNUAL STATISTICAL REPORT

SECTION A, INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible this information is provided in the Characteristics report or Completion report.

1. Program Contact Information
Institution Name:
NAAB Test School
## Interim Progress Report

### Interim Report

<table>
<thead>
<tr>
<th>REQUIRED TO SUBMIT INTERIM REPORT?</th>
<th>YEAR</th>
<th>INTERIM REPORT SUBMISSION DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>2008</td>
<td>11/30/2008</td>
</tr>
<tr>
<td>X</td>
<td>2009</td>
<td>11/30/2009</td>
</tr>
<tr>
<td>X</td>
<td>2010</td>
<td>11/30/2010</td>
</tr>
<tr>
<td>X</td>
<td>2016</td>
<td>12/1/2016</td>
</tr>
</tbody>
</table>

2014 visits only!
To ensure your success:
1. Use Internet Explorer or Safari for best results
2. After three unsuccessful login attempts, you must close your browser and begin again
3. Usernames and passwords are delivered by the system; whitelist forum@naab.org.
Fun Facts to Know and Tell
Programs

- Institutions with accredited programs: 122
- Accredited programs: 152
- Programs pursuing candidacy and Initial accreditation: 23
Visit Metrics and Enrollment Trends

In 2016 there were...
• 45 visits for accreditation
• 5 visits for substantial equivalency

Highest number of visits in one year. Ever.
Enrollment

• Accredited programs:
  • Total enrollment: 24,208
  • First-time/first-year enrollment: 7,052
  • Degrees awarded: 6,348

• Preprofessional programs:
  • Total enrollment: 14,679
  • First-time/first-year enrollment: 4,198
  • Degrees awarded: 3,340
Accredited Programs 2009-2015

- Degrees Awarded
- First Time Enrollment
- Total Enrollment

2009: 25,707
2010: 27,852
2011: 27,477
2012: 26,850
2013: 25,958
2014: 24,989
2015: 24,208

-13%

2009: 8,553
2010: 8,653
2011: 8,307
2012: 8,120
2013: 7,169
2014: 6,957
2015: 7,052

-18%

2009: 6,017
2010: 6,017
2011: 6,191
2012: 6,354
2013: 6,347
2014: 5,918
2015: 6,348

-0.09%
Faculty

• Total faculty including adjuncts
• Faculty by gender
• Faculty by race/ethnicity
• Registration status for full-time instructional faculty
So who pays for all this?
• General accreditation operations are supported by contributions from the AIA, AIAS, ACSA, and NCARB

• Expenses of visiting teams are reimbursed to the NAAB by the program after the visit has ended (see The NAAB Procedures for Accreditation, 2015 Edition)

• BUT…
There are fines!

• If you submit your APR late, without having been granted an extension OR
• If you submit your ARS data and interim progress report late without having been granted an extension

You will be fined $100 per calendar day.
But that ain’t all…

Education Evaluation Service for Architects

Substantial Equivalency

Canberra Accord Secretariat
Education Evaluation Services for Architects (EESA)

EESA

Education Evaluation Services for Architects (EESA-NCARB)

This service evaluates the education credentials of foreign-educated and broadly-experienced architects against the NCARB Education Standard. This service is for individuals seeking an NCARB Certificate or registration in a U.S. jurisdiction and who do not have a professional degree in architecture from a NAAB-accredited program.

In order to begin the process, go to www.ncarb.org and start a Council Record through the MyNCARB portal. Once NCARB approves your application, you will be asked to pay the evaluation fee. Upon receipt of payment, you will be asked to mail the following documents to NAAB at 1101 Connecticut Avenue, NW, Suite 410, Washington, DC 20036, Attn: EESA:

- Official transcripts
- Course descriptions.

For degrees awarded abroad, the documents must be translated into English. For degrees awarded by U.S. institutions, the transcripts must be sent to NAAB by the institution.

The progress of your evaluation will be recorded in your MyNCARB account; check there for updates. An evaluation takes approximately six weeks once all documents are received.

Fee for 2016: $2,138
ESA

• A fee-based service that assists those without NAAB-accredited degrees in meeting the education requirement for a certificate from the National Council of Architectural Registration Boards (NCARB).

• An individual’s education is evaluated against the NCARB Education Standard.
What is Substantial Equivalency?

The NAAB occasionally evaluates programs outside the U.S., ineligible for NAAB accreditation, to determine if they are “substantially equivalent” to NAAB-accredited programs.

The term “substantial equivalency” identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery.

Substantial equivalency is not accreditation.
The NAAB occasionally evaluates programs outside the U.S., ineligible for NAAB accreditation, to determine if they are “substantially equivalent” to NAAB-accredited programs.

The term identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery.

*Substantial equivalency is not accreditation.*
What is Substantial Equivalency in Architecture?

- Substantial Equivalency (SE) is the means by which degree programs – otherwise ineligible for accreditation by the NAAB – can demonstrate quality to students and the public.

- The designation signals that a professional degree program meets criteria that are equivalent to the standards met by NAAB-accredited programs with the understanding that national, local, and institutional culture is unique to that institution.

- SE uses the same unique methods as accreditation in architecture.
Programs with Substantial Equivalency

- Eight programs have achieved the designation
  - Istanbul Technical University
  - Kuwait University
  - King Saud University
  - University of Bahrain
  - Universidad Europea de Madrid
  - Universidad San Pablo CEU
  - Universidad Politecnica de Madrid
  - Pontificia Catolica Universidad de Chile

- There are another 18+ in the pipeline: (Ireland, Chile, Columbia, Cyprus, Egypt, Qatar, Saudi Arabia, and The Philippines).

- The NAAB will visit at least 3 in 2017
The Canberra Accord

Signed 9 April 2008
Effective 1 January 2010
A Multi-National Agreement

- Between seven accreditation agencies or systems:
  - [R]AIA (Australia)
  - CACB/CCCA (Canada)
  - NBAA (People’s Republic of China)
  - CAA (The Commonwealth)
  - KAAB (Republic of South Korea)
  - ANPADEH (Mexico)
  - NAAB (United States)
- Five provisional members: JABEE, SACAP, FMiD, HKIA, IEET-AAC
- Recognizes the substantial equivalency of the systems
- Rules & Procedures available at www.canberraaccord.org
Purpose of the Accord?

• To facilitate the portability of education credentials between countries in which signatory systems accredit/validate/recognize educational programs.

• Applicants for registration are still subject to local law(s).
Who you gonna call?
If you have a question, any question:

• Call: 202.783.2007

• Email:
  • General information: info@naab.org
  • An upcoming, scheduled visit: cpair@naab.org
  • ARS definitions or technical difficulties: forum@naab.org
  • Procedural questions, APRs, team rooms, 2014 Conditions for Accreditation: arutledge@naab.org
  • EESA: eesa@naab.org
  • Substantial Equivalency: jrumbarger@naab.org
  • Canberra Accord Secretariat: mboudrez@naab.org
### Other questions?

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<thead>
<tr>
<th>Subject</th>
<th>Resource</th>
<th>URL</th>
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<tbody>
<tr>
<td>• Architect Licensing Advisors</td>
<td>National Council of Architectural Registration Boards</td>
<td><a href="http://www.ncarb.org">www.ncarb.org</a></td>
</tr>
<tr>
<td>• Integrated Path to Architectural Licensure (IPAL)</td>
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<tr>
<td>• NCARB Certification</td>
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<tr>
<td>• Links to local registration boards</td>
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<tr>
<td>• Continuing education</td>
<td>The American Institute of Architects</td>
<td><a href="http://www.aia.org">www.aia.org</a></td>
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<tr>
<td>• Local/state advocacy</td>
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<td></td>
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<tr>
<td>• Conferences</td>
<td>Association of Collegiate Schools of Architecture</td>
<td><a href="http://www.acs-a-arch.org">www.acs-a-arch.org</a></td>
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<td>• Publications</td>
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<td>• Leadership development</td>
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<td>• Freedom by Design</td>
<td>The American Institute of Architecture Students</td>
<td><a href="http://www.aias.org">www.aias.org</a></td>
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<td>• Student Competitions &amp; Advocacy</td>
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<td>• AIAS chapter resources</td>
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Thank you!

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