
Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report



August 11, 2014

The *2014 Conditions* are in effect beginning April 1, 2015.

All programs, including candidates, scheduled for visits in 2016 must use the *2014 Conditions for Accreditation*.

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INTRODUCTION

In July 2013, the National Architectural Accrediting Board (NAAB) convened the 2013 Accreditation Review Conference (ARC13).

ARC13, which included two full days of discussion, deliberation, and creative-problem solving, produced over 50 pages of flip-chart sized notes and 300 images. These artifacts represent the distillation of over two years of study, analysis, and review by the NAAB, and other organizations in architecture.

Following the conference, NAAB began drafting the *2014 NAAB Conditions for Accreditation*. The first draft is now available for public comment at www.naab.org.

In addition, the NAAB directors agreed the 2014 Conditions should be accompanied by a companion document that addressed two matters:

1. Commentary by the writing team on the new areas or new text in the first draft.
2. Instructions to programs for writing the Architecture Program Report (APR)

The first iteration will include introductions and commentary on the preparation of the early drafts of the *2014 Conditions* and will later be revised to include instructions for preparing Architecture Program Reports (APRs).

It will be continually revised over the next eighteen months in order to serve as a set of guidelines for programs preparing for a NAAB visit using the *2014 Conditions*. In subsequent years (2016 and on) it will be revised annually based on surveys and evaluations of the visit process.

This document is not considered a part of *The Conditions for Accreditation*. It is advisory to and non-binding on the Board.

NAAB ACCREDITATION DOCUMENTS

The *2014 NAAB Conditions for Accreditation* define the standards that professional degree programs in architecture are expected to meet in order to ensure that students are prepared to move to the next steps in their careers including internship and licensure. This document was last revised in 2009; it will be revised again in 2019.

The *NAAB Procedures for Accreditation* outline the procedures that programs and visiting teams must follow in order to ensure a uniform accrediting process. This document was last revised in 2012; it will be revised again in 2015 and subsequently in two-year intervals.

The *Guide to the 2014 Conditions and Guidelines for Preparing an Architecture Program Report* (The Guide) provides background information on the development of the *2014 Conditions* and the instructions for preparing APRs. This document should be considered a complementary to the *Conditions*. 2014 is the first edition; it may be revised annually on the basis of evaluation and assessment by program administrators and team chairs.

The *2014 Conditions for Accreditation* apply to all programs seeking continued accreditation, candidacy, continuation of candidacy, or initial accreditation beginning April 1, 2015.

BACKGROUND TO THE 2013 NAAB ACCREDITATION REVIEW CONFERENCE (ARC13)

What's Past is Prologue – The 2008 ARC

In 2008, the NAAB acknowledged that architecture education and practice had become more complex and therefore it was appropriate “to revise its accrediting process in response to the advice of its various constituencies.”¹

In their 2008 white papers and issue briefs, the NAAB’s constituent partners were relatively consistent in much of the advice they offered. For example, nearly all the papers submitted by the collateral organizations, as well as those prepared by the NAAB’s own task groups, included the following recommendations:

- Include a specific and comprehensive commitment to environmental sustainability in the Student Performance Criteria (SPC).
- Prepare graduates for global practice through cross-cultural and cross-curricular experiences in other disciplines.
- Prepare graduates who are able to practice ethically and professionally with an understanding of the centrality of the client to their work.
- Include a specific and measurable commitment to increasing the diversity of student and faculty populations in accredited programs relative to gender, race/ethnicity, age, religion, sexual orientation, and physical ability.
- Strengthen the connection between planning and self-assessment by programs and demonstrate a commitment to continuous improvement.

As the NAAB directors reviewed these outcomes, as well as the Board’s own practices and procedures, several things became clear.

- The Board agreed that the *2004 Conditions for Accreditation* (13 conditions, including SPC), generally speaking, contained all the critical requirements and expectations for a professional degree in architecture. However, within several of conditions 1-12, expectations for student learning or achievement were embedded with expectations for institutional commitment or assessment.
- Next, as a matter of practice, the *Architecture Program Reports* (APRs), and the visits tended to treat all conditions as equal, and deserving of a “Met/Not-Met” designation, when, in reality, certain parts of the *2004 Conditions* could not be assessed in this way. Likewise all SPC were treated as equal when in practice some were “more equal than others.” Thus, the NAAB Board agreed it was not only appropriate to revise the content of SPC to be relevant in light of current practice and professional concerns, but also to group both conditions and SPC in a way that reflected their relationships to one another and their relative importance overall.
- Finally, the Board agreed that it was time to implement processes for internal and external assessment and review of the NAAB itself both in terms of the effectiveness of its procedures and its compliance with best practices as defined

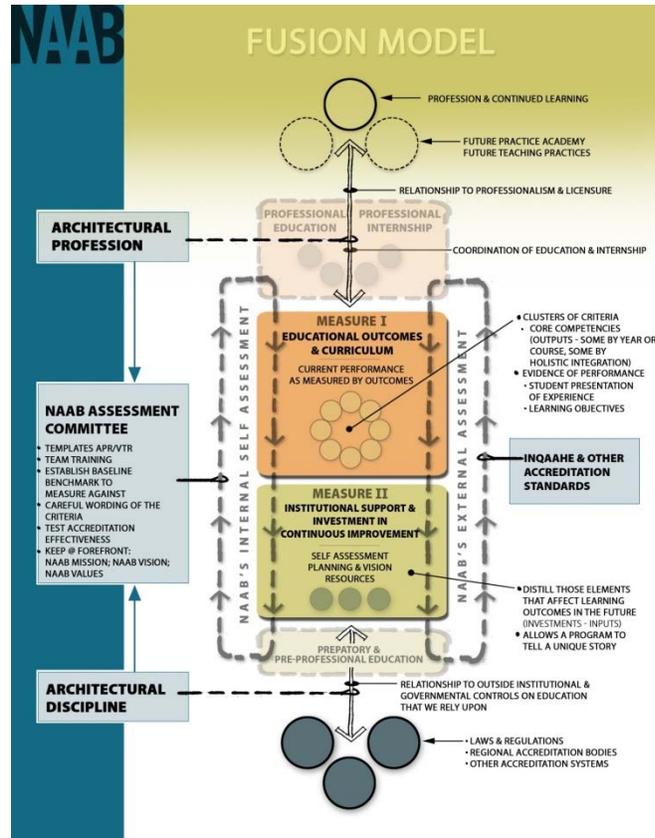
¹ *1998 Conditions and Procedures for Professional Degree Programs in Architecture*. National Architectural Accrediting Board. p. 3

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by independent organizations. Today, this effort is led by the NAAB's Assessment and Evaluation Committee.

In developing the model that drove development of the *2009 Conditions*, the Board was able to address all of these matters:

The result of the process in 2008 was described as the Fusion Model:



The *2009 Conditions for Accreditation*, while based initially on the 2008 Fusion Model, were ultimately a combination of input from collateral organizations, individual comments, and the findings of the 2008 Architectural Review Conference (ARC).

In many regards, the basic purposes of the *1998* and *2004 Conditions for Accreditation* were sustained in the *2009 Conditions for Accreditation*. Likewise, the central attributes of voluntary accreditation remained and the core elements of the NAAB's process persisted:

- Programs are required to document their compliance with the conditions through a comprehensive, self-analytical report.
- A team visits the program to confirm the results of the report and to document additional compliance through the review of student work, institutional policies, interviews, and other records.
- The final decision is made by the NAAB directors.

In addition to *The NAAB 2009 Conditions for Accreditation*, the 2008 process also gave the NAAB the opportunity for the following:

- Major procedural review and overhaul (continuous since 2008).
- Significant revisions to team training protocols (continuous since 2009).
- Investment in technology for visit management (initiated in 2010).
- The Assessment and Evaluation Committee (established in 2009).
 - Internal evaluation (visit practices, board self-evaluation).
 - ARC13 preparation
 - NAAB Study of Accredited Architectural Education
 - NAAB-commissioned studies
 - NAAB director reviews
 - External evaluation of NAAB processes (Canberra Accord).

2010–2013: A Process for Preparing

Beginning in 2010, the NAAB's Assessment and Evaluation (A&E) Committee focused on preparation for ARC13. In addition to setting the timeline for preparation, the committee also oversaw the completion of the *NAAB Study of Accredited Architectural Education*. This study represented one of the first NAAB-directed efforts to prepare a baseline of information and analysis for ARC13. The purpose of the study was to set a foundation against which the NAAB could evaluate the proposals and recommendations of other organizations and individuals.

The NAAB retained McKinley Advisors to conduct the study and to complete the final report. McKinley is a DC-based consulting firm specializing in research, consulting, and outsourced services for associations and other nonprofits.

The study began in August 2010 with interviews of the NAAB directors. The second stage of research consisted of eight focus groups conducted at various meetings of the collateral organizations during late 2010 and early 2011.

The final stage consisted of an electronic survey designed to capture feedback on the changing field of architecture, the future of accredited architecture education, and the impact of past changes to the NAAB *Conditions for Accreditation* on architecture education. The survey was developed based on the findings collected during the prior stages; it combined quantitative questions with open-ended, essay-style queries to provide a comprehensive look at architecture education.

The final report was released on May 1, 2012, and can be downloaded from www.naab.org.

The A&E Committee also identified additional areas of study:

- Analyzing data collected in the NAAB's ARS to identify trends in enrollment, graduation rates, finances, and faculty.
- Analyzing the following trends in higher education: funding models, collaboration with community colleges, online education, student learning assessment, and changes in faculty work life.
- Considering the implications for the use of co-curricular activity to meet certain SPC.

- Reviewing the objectives for the SPC for comprehensive design.
- Considering the effect of changes in access to higher education on demographic diversity in architecture programs.
- Studying how other specialized accrediting agencies or organizations in higher education define and assess collaboration.

Concurrent with the NAAB's effort, the American Institute of Architects (AIA), the National Council of Architectural Registration Boards (NCARB), the Association of Collegiate Schools of Architecture (ACSA), and the American Institute of Architecture Students (AIAS) began their own efforts to analyze the issues and to prepare white papers in advance of the conference. All materials: white papers, letters, proposals, and recommendations from all sources were due to the NAAB on January 31, 2013.

On that date, the NAAB had amassed the largest collection of material ever assembled for an ARC.

This material, along with the synthesis paper developed by the NAAB's ARC13 Task Force and the conference agenda are available on the [NAAB](#) website.

Analysis and Synthesis

First and foremost, both the quantity and the quality of the submissions from collateral organizations, related professional organizations, and interested individuals far exceeded that of the materials submitted in 2008. The NAAB had a vastly broader and better researched library of proposals, commentary, and recommendations from which to work in preparation for ARC13 and subsequent development of the *2014 Conditions*.

Overall, with limited exceptions, the papers contributed for the 2013 conference affirmed that the 2008 model should stand as is. Nevertheless, the NAAB committed itself to approaching ARC13 and the development of the *2014 Conditions* with the following in mind:

- The NAAB would make its choices in the best interests of accreditation while keeping its vision, mission, and values in the forefront. The scope of the NAAB's decision-making could not be constrained by real or imagined concerns over what constituted "too much or too little change."
- As a global leader in accreditation in architecture education, it was incumbent upon the NAAB to be open to the understanding that others in the field both at home and abroad have alternative ideas about architecture education; the NAAB must embrace and engage new ideas rather than avoid them.
- The NAAB was willing to consider a review of the balance between institutional commitment to continuous improvement (Part I) and educational outcomes and curriculum (Part II) with a view toward shifting the time and attention of visiting teams toward Part II.

New/Emerging Issues That must be Addressed in The *2014 Conditions*

Working from the materials submitted in January 2013, the task force identified a number of significant issues that were, in many instances, related to trends affecting postsecondary education in the U.S. While only tangentially relevant to the particulars of the NAAB's system, understanding them and being responsive remained critical to the NAAB's continued relevance within institutions and specialized accreditation.

- Calls to increase the rigor of the accreditation process without increasing expense (time, people, space, and money).
- Understanding the implications of shifting demographics in education. There is a large population of first-generation college students (e.g., non-English speakers), many of whom are differently-prepared for postsecondary education than their legacy classmates. With their gradual movement into postsecondary and higher education come related expectations within professional programs for teaching or developing basic skills.
- Looking at the role of community colleges in preparing students for preprofessional and professional education, particularly those individuals less-well-prepared for traditional college and university settings.
- Acknowledging the increasing use of online and distance learning delivery models, which in turn call for online and distance learning achievement/assessment models.
- Increasing calls for colleges and universities to demonstrate the civic engagement of students in professional degree programs.
- The SPC must balance conventional and emerging visualization skills, while still using drawing and modelling as a method of learning and communication.
- Calls to increase the quality of building sciences education (broadly-defined).
- Defining student learning outcomes that go beyond general education and apply directly to professional competencies (e.g., communication skills, collaborative ability and, investigative skills).
- Calls from programs and team members to be explicit about the expectations for student achievement in comprehensive design.
- Colleges and universities are being asked to provide more public information on student debt.

The 2013 Accreditation Review Conference (ARC13)

The conference took place July 18-19, 2013, at the Snowbird Resort in Utah. It was by-invitation-only and was attended by delegations from the AIA, AIAS, ACSA, NCARB, the Canadian Architectural Certification Board-*Conseil canadien de certification en architecture* (CACB-CCCA), and the National Organization for Minority Architects, as well as the NAAB directors and directors-elect. In total, 44 people participated.

The agenda provided participants with multiple opportunities to interact with one another, to discuss and evaluate the SPC, to consider new forms of evidence of student achievement, and to consider procedural issues.

ARC13 generated nearly 50 flip-chart-sized pages of notes and graphics and over 300 images. These materials were used by the writing team to support their early conclusions and proposed language.

As the NAAB directors considered the outcomes of ARC13 during their meeting, which immediately followed the conference, they reached the following conclusions:

- The five perspectives (I.1.3.A-E) must be revised in order to
 - Remove the language that binds the perspectives to one of the five organizations in architecture.

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- Address values and core principles held in common throughout the profession and the academy relative to practice and discipline of architecture.
- Delete both implicit and explicit student learning outcomes; those that should be preserved are moved to II.1, SPC.
- Simplify the conditions and eliminate redundancies.
- Establish a stand-alone realm for comprehensive or integrative design.
- Use clear, common, unambiguous language.
- Reframe the conditions on resources (I.2), especially financial resources (I.2.4) in order to link them to student achievement or student development.
- Make bold recommendations in the first draft.
- Develop a companion document that includes advice and commentary from the NAAB, instructions to programs for preparing Architecture Program Reports, and a glossary.

As a result of the last three years' efforts and in keeping with the outcomes of ARC13, the *Conditions* have been revised. These revisions are significant in some areas, but not in others.

Further, the NAAB has identified a number of procedural changes that may streamline the process of accreditation, while still maintaining a commitment to both the NAAB's "prime directive" to avoid creating conditions that lead to uniformity of architecture education, and the core tenets of accreditation. These changes are being made in the next edition of the *Procedures for Accreditation*, scheduled for completion in early 2015.

The *2014 Conditions for Accreditation* were reviewed in two public comment periods (August 29-December 1, 2013 and February 24-June 24 2014). They were approved by the NAAB on July 19, 2014.

The first visits to be conducted using the *2014 Conditions* will take place in 2016.

SIGNIFICANT DIFFERENCES BETWEEN THE FINAL EDITION AND THE FIRST READING

The *2014 NAAB Conditions for Accreditation – Final Edition* represents the NAAB’s effort to evaluate and synthesize the comments received February 25-June 24, 2014. The NAAB received more comments during the second comment period than during the first. In addition to those submitted by the ACSA, AIA, AIAS, and NCARB, comments were submitted by several, scholarly organizations, as well as, individuals. In large part, these comments focused on the changes to the perspectives, Realm C, and SPC B.6, Environmental Systems.

All of the comments were reviewed by the writing team and the Board. In making its decisions about each comment and recommendation the NAAB considered whether the proposed change met one of the following tests:

- Would the change support the NAAB’s historic commitment not to “create or 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?”
- Would the change clarify the document and increase the ability of programs to describe their particular response or focus given institutional and program history, mission, and curricular approach?

The writing team and the Board agreed that had many of the recommendations been adopted or incorporated, the *Conditions* could lead to homogenization in architecture education rather than encouraging and promoting the diversity of educational experience that is the hallmark of U.S. architecture education.

SIGNIFICANT DIFFERENCES BETWEEN THE FINAL EDITION AND THE *2009 CONDITIONS FOR ACCREDITATION*

The *2014 NAAB Conditions for Accreditation* represents the NAAB’s best effort to synthesize the outcomes of ARC13 and the public comment received since August 2013. While a number of these revisions are modest, there are several that are significant. They are highlighted here:

- The first noticeable difference is the absence of instructions and the phrase “The APR must include...” followed by a long list of documents, tables following each condition. The NAAB felt strongly that this type of material should be captured in an advisory document that could be revised annually based on best practices, surveys and visit evaluations. The Board also felt strongly that many of these instructions had calcified over time and were losing relevance in the process. By removing them, the NAAB believed programs would be given greater flexibility to respond to each condition within its own context.
- Wherever possible, the NAAB clarified whether programs “must” or “should” provide information, documentation, or other materials in support of its self-evaluation.
- Next, the NAAB carefully considered ways to re-balance institutional commitment to continuous improvement (Part I) and educational outcomes and curriculum (Part II) with a view toward shifting the time and attention of visiting teams toward Part II. To that end, the NAAB is in the process of changing the format for the Architecture Program Report (APR), instructions to teams regarding review of materials that support a program’s responses to the requirements of Part I, and the format both for the visit and the Visiting Team Report (VTR). This is expected to redistribute

the visit workload so that more verification and review takes place in advance of the visit, while onsite work can focus on student learning and progress since the previous visit.

- There are five new perspectives. These identify values and core principles held in common throughout the profession and the academy relative to both the practice and discipline of architecture. SPC have been culled out of these five statements and either applied to specific SPC in Condition II.1 or deleted as redundant. The five, new perspectives are:
 - Leadership and Collaboration
 - Design
 - Professional Opportunity
 - Stewardship of the Environment
 - Community and Social Responsibility
- Condition I.3, Institutional and Program Characteristics, has been eliminated. All the material requested under Conditions I.3.1 and I.3.3 has been moved to the instructions for providing supplemental material in the APR. This material will no longer be assessed as part of a visit. Instead it will be used to inform the team's review and affirmation of Condition I.2.1 Human Resources and Human Resource Development. Condition I.3.2 has been moved to a new Part III regarding the submission of annual statistical reports and interim progress reports.
- Condition I.4 Policy Review, has been eliminated. All the material requested under this condition has been moved to the instructions for providing supplemental material in the APR. This material will no longer be assessed as part of a visit. Instead it will be used to inform the team's review of Part I.
- The NAAB has reduced the number of SPC to 26. This has been achieved by eliminating redundancies and combining SPC where appropriate. Where SPC expressed a value or core principle, they were edited into the new perspectives, as appropriate, and then deleted from II.1.
- Based on input at ARC13, the NAAB made a conscious decision to establish a perspective on environmental stewardship and also to embed responsibility for the environment and sustainable practices into several SPC. ARC13 participants believed that a stand-alone SCP on sustainability did not sufficiently express the extent to which environmental considerations needed to be included across the spectrum of design decision-making. As a result, the specific SPC on sustainability was eliminated.
- The NAAB is proposing a fourth realm, Realm C, to address student achievement for comprehensive or integrative design. This realm is about the ability to demonstrate the full scope of integrative thinking that shapes complex design and technical solutions. Beginning with research and selection, proceeding through decision-making, and concluding with documentation. This recommendation was clearly supported by ARC13 participants.
- The NAAB has revised the condition on Professional Degrees and Curriculum (II.2.2). These revisions are intended to accomplish several things:
 - First, to clarify what courses and content meet the definition for general studies.

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- Second, to remove the burden of remediating general studies requirements for students admitted to M. Arch. or D. Arch. programs that require an undergraduate degree for admission.
- Finally, the NAAB has made the titles B. Arch., M. Arch. and D. Arch. exclusive to the NAAB-accredited degree.
- The conditions related to curriculum development (II.2.3) were moved to Part I, Section 1 and now follow the condition on program self-assessment (I.1.5).
- There are two new conditions in Public Information (II.4). These are
 - II.4.6 Admissions and Advising
 - II.4.7 Student Financial Information

These changes were made in response to repeated calls for creating public information requirements that supported Condition II.3, Evaluation of Preparatory Education, as well as the position of the AIAS, that students had insufficient access to information regarding the financial implications of financial aid decisions and course and materials fees.

Instructions for Preparing Architecture Program Reports

This section provides information, definitions, and specifications for the content in each section of the APR.

The Architecture Program Report (APR) serves both as a self-study for the program and as the principal source document for conducting the visit.

1. **Content.** The *APR* is a narrative document that is comprehensive and self-analytical. It is expected to succinctly describe how a program meets each of the conditions for accreditation. To the extent that photographs, tables, or other types of information support the program's narrative, they may also be included, but not to the detriment of the narrative.
2. **Format.** Programs must use the prescribed template for the *APR*. Each part is intended to allow a program to describe how its unique qualities and its students' achievements satisfy the conditions that all accredited programs must meet.

APRs are limited to 150 pages and to 7 MBs. Supplemental material is to be made available to the team through hyperlinks to materials stored on program, university, or other websites or web portals.

Programs are further required to use the standard templates and matrices found in the appendices to this document for course descriptions and faculty credentials. These materials must also be stored online and accessed by the team through a hyperlink or portal.

The *APR* is to be delivered either in Microsoft Word or Adobe PDF formats and, in addition to the page limit, is also limited to 7 MBs.

The APR must follow this outline:

- I. Cover page
 - a. Degree title(s) including any prerequisites
 - b. Names and contact information for program administrator, head of the academic unit, chief academic officer, and president of the institution
- II. APR – Section 1- Program Description
 - a. I.1.1 History and Mission
 - b. I.1.2 Learning Culture
 - c. I.1.3 Social Equity
 - d. I.1.4 Defining Perspectives
 - e. I.1.5 Long-Range Planning
 - f. I.1.6 Assessment
- III. APR – Section 2 – Progress Since the Previous Visit
- IV. APR – Section 3 – Compliance with the Conditions for Accreditation
 - a. I.2.1 Human Resources and Human Resource Development
 - b. I.2.2 Physical Resources
 - c. I.2.3 Financial Resources
 - d. I.2.4 Information Resources

- e. I.2.5 Administrative Structure and Governance
 - f. II.1 Student Performance Criteria
 - g. II.2.1 Institutional Accreditation
 - h. II.2.2 Professional Degrees and Curriculum
 - i. II.3 Evaluation of Preparatory Education
 - j. II.4 Public Information
 - k. III.1.1 Annual Statistical Reports
 - l. III.1.2 Interim Progress Reports
- V. APR – Section 4 – Supplemental Material

The NAAB may choose to modify file size, page limits, and the format of *APRs* in succeeding editions of the *Procedures for Accreditation*. Please consult the current edition of the *Procedures* for the most current information before preparing or submitting an *APR*.

More specific instructions for preparing each section of the *APR* follow (see also the template on the NAAB [website](#)):

Cover Page

The program must list the degree program(s) being evaluated using the standard NAAB nomenclature. This nomenclature includes the degree title (e.g., M. Arch.), the total number of credits in the degree program (e.g., 60 semester credits), and any prerequisites (e.g., preprofessional degree in architecture). A sample follows:

Master of Architecture (preprofessional degree + 60 semester credits)

If the program has more than one track for completion of the NAAB-accredited degree, these must also be listed using the same schema. For example:

Master of Architecture (preprofessional degree + 60 semester credits)

Master of Architecture (nonpreprofessional degree + 95 semester credits)

The degree program must also list the names and contact information, including mailing addresses², for the program administrator, the head of the academic unit in which the program is located, the chief academic officer, and the president of the institution.

APR – Section 1 – Program Description

In this section of the *APR*, the program introduces itself to the team through its responses to the following section(s) of Part I of *The Conditions for Accreditation*:

These descriptions must be included in the *APR*, although they will not be evaluated during the visit or assessed in the Visiting Team Report. Where appropriate, the program may include an active web link in the *APR*. In the absence of a web link, the information must be supplied in the *APR*.

This section is limited to 15 pages, total.

I.1.1 History and Mission:

The APR must include the following:

² This should be a physical address used by an overnight delivery service like UPS or FedEx.

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st 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 21st 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

In addition to the matters identified in the Condition, the program should be prepared to describe how studio culture addresses the values of time management, general health and well-being, work-school-life balance, and professional conduct.

The APR must include the following:

- *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:

The APR must include the following

- *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

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 the Perspectives

- A. *Collaboration and Leadership*: The program should address this perspective by describing how students develop the interpersonal skills for fostering team unity, communication and decision-making, conflict resolution, cultural awareness and empathy, and the motivating purposes to effectively achieve commonly held goals, and where those skills are being taught/demonstrated. Graduates should be prepared to function in a diverse world of practice with the ability to adapt to complex team situations and effectively address a climate of shifting priorities. This perspective also includes how a program prepares emerging professionals to serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders. This condition can be satisfied by demonstrating how students lead and collaborate across multiple opportunities ranging from structured coursework opportunities to program activities and events and external programs and events.
- B. *Design*: Programs should describe how graduates are prepared to engage in design activity as a multi-stage process aimed to address increasingly complex problems, and provide value and an improved future. This includes how students learn the combinations of methods, skills and cognitive processes, as well as identifying and framing problems from a complex milieu; generative and evaluative strategies; cycles of conjecture, implementation and evaluation; methods of research, technical expertise, skillful action and judgment.
- C. *Professional Opportunity*: As programs reflect their approach to preparing students for traditional settings responding to this perspective includes how students are prepared for the transition to internship and licensure; with an understanding of the requirements for registration in the jurisdiction in which the program is located; and with the information needed to enroll in the Intern Development Program (IDP). For programs with students preparing for other-than-traditional settings this should include how programs develop students' understanding of alternative roles for architects in the building industry (e.g., developer, owners' representative, program manager, or civic leader), as well as roles in numerous other disciplines where architectural expertise is highly valued.
- D. *Stewardship of the Environment*: This includes teaching design practices that seek to minimize negative environmental impact and to connect people with the natural environment. The program's approach may also include individual courses that develop a student's understanding of climate, geography and other natural characteristics and phenomena. Further, these courses may also include content on the laws and practices governing architects and the built environment as well as the ethos of sustainable practices. Finally, the program's approach may also include opportunities for students to engage in political advocacy on environmental issues; involvement in organizations for a sustainable future; or participation and leadership in university initiatives supporting environmental awareness and sustainability.
- E. *Community and Social Responsibility*. The social responsibility of architects lies in part in the belief that architects can create better places, and further that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development, conservation or changes to the built and natural environment. Addressing this perspective could

include examples of public and community projects/programs outside of coursework, or as structured elements within coursework.

The APR must include the following:

- *A description of the program's approach to each of the five perspectives.*
- *Identification of individual courses, curricular and co-curricular activities, or learning experiences/opportunities available to students to develop the knowledge, skills, or understandings described in each perspective.*
- *A description of how the perspectives inform or support some or all of the following activities (not inclusive):*
 - *Learning culture*
 - *Curriculum design, review, and development*
 - *Specific course review, development, or revision*
 - *Off-campus, extra-curricular, or co-curricular learning experiences (e.g., field trips, service projects, student organizations, or design centers)*
 - *Long-range planning for the program*
 - *Self-assessment activities for the program*

I.1.5 Long-Range Planning

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.A Program Self-Assessment:

The APR must include the following:

- *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.*

I.1.6.B. Curricular Assessment and Development

- *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.*

APR – Section 2 – Progress Since the Previous Visit

In this section the program must 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*.

This section is limited to 5 pages, total

APR – Section 3 – Compliance with the Conditions for Accreditation

In this section of the APR, the program must describe how it meets the conditions for accreditation found in Part I.2-Part II.4. These conditions will be assessed and evaluated by the team in advance of and during a visit. The team's findings and assessments will form the core of the Visiting Team Report.

Many of the reports, tables, or graphics requested as part of the APR may be provided as links to documents or materials stored in easily accessible digital formats or portals (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

I.2.1 Human Resources & Human Resource Development:

The APR must include the following

- *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.*
 - *In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit must be identified. (The required template is available on the NAAB [website](#)). Also, the matrix must be updated for the current academic year showing the semester during which the visit takes place. This supplemental matrix should be available to the team 30 days in advance of the visit and also placed in the team room.*
- *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.*

I.2.2 Physical Resources³:

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

The APR must include the following:

- *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.*

³ In reviewing a program's physical resources, the NAAB is not offering an opinion as to whether, or certifying that, the institution's facilities comply with all applicable fire, safety, building, and health codes and regulations.

- *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).*

I.2.4 Information Resources:

The APR must include the following

- *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:

The APR must include the following:

- *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:

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 or preprofessional 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. (For a sample matrix, see Appendix 4)

[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).

Notes on Student Performance Criteria:

A.3 Investigative Skills: This SPC refers specifically to investigative skills rather than to the broader definition of research or scholarship. The intent is to ensure that students are able to identify, find, select, and use the full range of information resources available to them.

B.3 Codes and Regulations: It is not the intent of this SPC to be a complete checklist of codes that students have mastered. Rather, students must demonstrate the ability to incorporate the fundamentals of multiple codes.

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.

Sustainability (see p. 12).

II.2.1 Institutional Accreditation:

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. seeking accreditation of a professional degree in architecture must contact the NAAB at info@naab.org to determine what documentation will be required regarding the quality assurance agency which has jurisdiction over the institution.

II.2.2 Professional Degrees and Curriculum:

The APR must include the following:

- *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.*

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The APR must include the following:

- *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.)

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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.1.1 Annual Statistical Reports:

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.1.2 Interim Program Reports:

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 reports submitted between 2008 and 2012.*
- *In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda.*

APR Section 4 – Supplemental Material

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox).

- 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](#).
- 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)

A Brief History of Accreditation in Architecture Education

The first step leading to architectural accreditation was taken in Illinois where the first legislation regulating the practice of architecture was enacted in 1897. Following that enactment, in 1898 the Illinois Board of Examiners and Regulators of Architects gave its first examination. By 1902 they had established a rule restricting the examination to graduates of the state's approved 4-year architecture curriculum. In 1903, the board expanded this policy to include graduates from Cornell, Columbia, and Harvard Universities, the Massachusetts Institute of Technology, and the University of Pennsylvania. That action demonstrated the need for national standards of architectural education.

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by "the Association of Student Chapters/ AIA⁴" and one graduate student nominated by schools accredited by the NAAB. In 1999, this representation was further refined to be two individuals nominated by the American Institute of Architecture Students.

In that report, the collateral organizations identified two over-arching goals for the NAAB:

- Advancement of all phases of architectural education, with a view toward the promotion of public welfare.
- Provide guidance, encourage improvement and innovation in the architecture system process, program experience, and product with a view toward serving the public interest and meeting societal needs.

And three objectives for the accreditation process:

- To hold a school accountable to its own stated objectives to the student, the profession, the institution, and the public community.
- To improve educational programs in schools of architecture by continuing a systematic review and assessment of education programs and resources through the self-evaluation process.
- To identify to prospective students, the public community, the profession, educational institutions, governmental agencies and state registration boards and to grant public recognition to those architecture education programs which meet and maintain established qualifications.

Finally, the report identified 13 policies; of which many remain central to the process. Among the thirteen, the following four relate to the continuous review and evaluation of the *Conditions for Accreditation*. The NAAB will:

- Accredite professional degree programs in architecture rather than institutions, colleges, departments, or schools.
- Accredite only the first professional degree program in architecture.
- Avoid rigid standards of curriculum content as a basis for accreditation in order to prevent standardization of programs and support well-planned experimentation.
- Establish and maintain procedures for reviewing and evaluating programs and informing schools of their accreditation status and for appeals by schools.

⁴ The Association of Students Chapters/AIA was later renamed The American Institute of Architecture Students (AIAS).

The NAAB

The directors of the NAAB bring varied insight and concerns to the accreditation process and provide a broad and inclusive view of architecture. In addition to two nonarchitects, one with a background in academia and the other a generalist who together represent the public interest, the directors include individuals nominated by the four organizations that serve the profession of architecture:

- The American Institute of Architects. Since 1857, the AIA has represented the professional interests of America's architects. AIA numbers more than 83,000 licensed architects, emerging professionals, and allied partners who, in design, express their commitment to excellence and livability in our nation's buildings and communities.
- The American Institute of Architecture Students. Founded in 1956, the AIAS serves architecture and design students throughout North America by promoting and complementing architectural education and by representing the concerns of students to the profession and the public.
- The Association of Collegiate Schools of Architecture. The mission of ACSA, founded in 1912, is to advance architectural education through support of member schools, their faculties, and their students.
- The National Council of Architectural Registration Boards. Founded in 1919, the NCARB today provides assistance in protecting the public's health, safety, and welfare to 55 boards regulating architecture in the 50 states, 4 territories, and District of Columbia.