

Guidelines to the Accreditation Process

***2020 Conditions
and Procedures***

May 16, 2023

NAAB

National
Architectural
Accrediting
Board, Inc.

© 2023 by the National Architectural
Accrediting Board. All Rights Reserved.

Contents

| | |
|---|-----------|
| Introduction..... | 3 |
| Instructions for Preparing Architecture Program Reports | 4 |
| 1 Context and Mission | 5 |
| 2 Shared Values of the Discipline and Profession | 6 |
| 3 Program and Student Criteria | 9 |
| 3.1 Program Criteria..... | 9 |
| 3.2 Student Criteria: Student Learning Objectives and Outcomes | 10 |
| 4 Curricular Framework | 15 |
| 4.1 Institutional Accreditation | 15 |
| 4.2 Professional Degrees and Curriculum | 15 |
| 4.3 Evaluation of Preparatory Education | 16 |
| 5 Resources | 18 |
| 5.1 Structure and Governance | 18 |
| 5.2 Planning and Assessment | 18 |
| 5.3 Curricular Development | 19 |
| 5.4 Human Resources and Human Resource Development | 19 |
| 5.5 Social Equity, Diversity, and Inclusion | 20 |
| 5.6 Physical Resources | 21 |
| 5.7 Financial Resources | 21 |
| 5.8 Information Resources | 22 |
| 6 Public Information | 23 |
| 6.1 Statement on NAAB-Accredited Degrees | 23 |
| 6.2 Access to NAAB Conditions and Procedures..... | 23 |
| 6.3 Access to Career Development Information | 23 |
| 6.4 Public Access to Accreditation Reports and Related Documents | 23 |
| 6.5 Admissions and Advising | 24 |
| 6.6 Student Financial Information | 24 |
| Instructions for Preparing Eligibility Application | 25 |
| Plan for Achieving Initial Accreditation | 25 |
| Instructions for Preparing Architecture Program Reports for Initial Candidacy (APR-C), Continuing Candidacy and Initial Accreditation..... | 27 |
| <i>2020 Procedures</i> Information..... | 28 |

Introduction

In July 2019, the National Architectural Accrediting Board (NAAB) convened the 2019 Architectural Review Forum (ARForum19), resulting in two major accreditation documents: the NAAB *2020 Conditions for Accreditation* and the NAAB *2020 Procedures for Accreditation*. The *2020 Conditions for Accreditation* define the standards that professional degree programs in architecture are expected to meet and apply to all programs seeking candidacy, continuation of candidacy, initial accreditation, or continued accreditation whose visits occur after January 1, 2022. Schools whose visits are in 2021 have the option to use the *2020 Conditions* or the *2014 Conditions*. The NAAB *Procedures for Accreditation* outline the procedures that programs and visiting teams must follow in order to ensure a uniform accrediting process. Schools using the *2020 Conditions* are required to follow the *2020 Procedures*. Schools who select the option of using the *2014 Conditions* will use the *2015 Procedures*.

In preparing for the *2020 Conditions and Procedures*, the NAAB initiated a two-year dialogue with ACSA, AIA, AIAS, and NCARB to advance an accreditation process that ensures minimum competency of graduates based on the following goals:

- Promote excellence and innovation in architecture education
- Allow program flexibility that adapts to a dynamic context
- Encourage distinctiveness among programs
- Support equity, diversity, and inclusion in architecture education and the profession
- Increase access to the profession of architecture
- Stimulate the generation of new knowledge
- Protect the public interest

Two years of research and discussion resulted in ARForum19 where the full boards of the organizations and the presidents of the National Organization of Minority Architects and the Coalition of Community College Architecture Programs came to a consensus around a final set of joint values. While each collateral may have a different response to how they would advance each value and how it might show up in programs and in other aspects of each of the collaterals work, yet it is the belief that exploring these values starts at the schools and continues in practice and throughout the profession that are the heart of the *2020 Conditions*. These collective values are the foundation for informing the program and student criteria. Each school is required to state their approach in instilling these values holistically, and describing how they influence the design of the culture and curricular programs for a professional degree. They set the stage for each program's approach to designing and achieving the required Program Criteria and Student Criteria.

While the NAAB, as the accreditor for the field of architecture, establishes the conditions and performance criteria for architectural education that must be met, programs are encouraged to develop unique learning and teaching practices to demonstrate program quality and improvement. 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. Specific areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. The Program and Student Criteria in the *2020 Conditions* are less a list of individual specific topics that must be covered but an overall view of critical topics that change and evolve overtime. It is this idea of constant improvement that is a critical component of the *2020 Conditions*. Ongoing assessment and changes resulting from a range of assessment processes is the heart of the team visit verification.

This *2020 Guide to the Accreditation Process* is a companion document intended to provide guidance on preparing the Architecture Program Report (APR) and the Visiting Team Report (VTR). This document also contains references from the *Procedures* (such as information on evidence required for Program and Student Criteria which are not part of the APR) to assist in writing the APR and in preparation for a visit. This Guide includes examples to illustrate potential approaches that programs might take and resources that can be helpful. Many of the examples are posed as questions as prompts for programs to consider but they are neither requirements nor questions that programs must answer. Items new to the *2020 Procedures* (such as the Plan to Correct) are also addressed in this document. For transparency, this document contains the instructions for both the APR and the VTR so both program administrators and

visiting team members can see the information that is provided to each. The blue text is guidance; the black text is from the APR template. The intent of the Guide is to serve as a living document that will be periodically updated based on comments and questions from programs and teams. As such, programs and teams are encouraged to contact the NAAB office with questions and clarifications. This document is not considered a part of *The Conditions for Accreditation*. It is advisory to and non-binding on the Board.

A list of accreditation resources, forms, and templates are available on the NAAB website [here](#). Please check our website periodically for a list of new and updated resources.

Instructions for Preparing Architecture Program Reports (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. The APRs for programs seeking Initial Candidacy, Continuing Candidacy, and Initial Accreditation are very similar and any variation from this format is provided later in this document.

1. **Content.** The APR is a document that requires the program to engage in self-assessment and provides a narrative description of compliance with each condition and the processes for continuous improvement. In its APR, the program is expected to succinctly describe how it 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. If a program has more than one accredited degree being reviewed, the APR must clearly articulate what is common to both programs and what is unique to each (such as required courses).

Guidance for schools and teams:

The APR must clearly articulate how each NAAB accredited degree meets the Conditions as the Visiting Team will evaluate each program separately. The team will enter a response under each Condition in the VTR to indicate their findings for each accredited degree being reviewed.

2. **Format.** Programs must use the prescribed APR template, [available here](#). Each part is intended to allow a program to describe how its unique qualities and its students' achievements satisfy each of the conditions.
3. **Submission Requirements:**
 - The APR must be submitted as one PDF document including supporting materials (matrices, one page faculty resumes, and letter from regional accreditor)
 - The APR must not exceed 20 MB and 150 pages
 - The APR template document shall not be reformatted

NOTE: Evidence required under Procedures for Program and Student Criteria are not part of the APR but are due to team members 45 days before the visit

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 and submitting an APR.

More specific instructions and commentary for preparing each section of the APR follow.

Cover Page

The program must indicate the degree program(s) being evaluated as required in the APR Template:

- **Degree(s)** (check all that apply)
- **Track(s)** (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:

150 semester undergraduate credit hours

Undergraduate degree with architecture major + 60 graduate semester credit hours

Undergraduate degree with non-architecture major + 90 graduate semester credit hours)

Progress Since the Previous Visit

In this introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and any Causes of Concern cited in the most recent VTR.

This section of the APR must include the exact text quoted from the previous VTR about Not Met Conditions, and then follow with a summary of the program's activities since then. The summary should also include a statement explaining where these changes fall with respect to the *2020 Conditions*.

Guidance for schools and teams:

The team assesses the information in the APR and evidence presented to determine if improvements have been made on the past Conditions. These are reviewed based on the current 2020 Conditions. Progress Since the Previous Visit could include a simplified version of 2- and 5-year reports with any additional changes since then. As programs transition from prior Conditions to the 2020 Conditions and Procedures, this section will be replaced in the next visit APR by a short statement on accomplishing the Plan to Correct that is part of the 2020 Procedures.

Program Changes

Programs submitting APRs under the *2020 Conditions and Procedures* are required to include a brief description of changes made to the program in response to changes in the Conditions.

Guidance for schools and teams:

It is not expected that a program revise its entire program to meet the new Conditions the first year that the 2020 Conditions are in effect. However, a program needs to describe actual and potential changes that respond to meet the new Conditions. The team needs to verify that the program has started the process to analyze what, if any, changes are needed to transition from the previous Conditions to the 2020 Conditions. Visits for programs in successive years will expect to see ongoing improvement due to the utilization of the process and implementation of changes if needed.

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Guidance for schools and teams:

- *In Context and Mission, the program introduces itself to the team through its responses to the above bullet points. Although this information will not be evaluated during the visit or assessed in the Visiting Team Report, it provides an understanding of the program within its context. Where appropriate, the program may include an active web link or description in the APR. The APR should include specific examples of the types of activities and initiatives.*
- *The program must provide a summary paragraph of 250 words or less covering the essence of the context and mission of the program and its institution. This summary paragraph will be copied into the Visiting Team Report.*
- *This entire response to Condition 1 is limited to a total of three (3) pages.*
- *The program should specify their delivery format (virtual/on-campus) and whether that is a hallmark of their program or a response to the current COVID pandemic.*
- *The team will indicate in the VTR whether: 1) the program has described its Mission and Context and 2) the information in the APR was verified during the site visit. The team may cite examples from the APR or observed during the visit that exemplify the program's specific context and mission.*

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Guidance for schools and teams:

The Shared Values offer programs the opportunity to define the means and methods most appropriate to their mission, context, and pedagogy to prepare students with a set of core values that are essential and fundamental to the practice of architecture.

Under each Value, program should provide:

- *Descriptions of opportunities for all students in the school including but not limited to those opportunities required of all students in the professional degree.*
- *A narrative that describes how the value is addressed through curricular and non-curricular activities.*
- *A response for each value that identifies how the program continuously addresses these values as part of its long-range planning (Condition 5.2). For each Value listed below, schools need to describe how they approach inculcating the value, the outcomes sought, how the outcome is assessed, and its current status.*
- *The information provided is not evaluated or assessed by the team, but the team may cite examples from the APR or observed during the visit that exemplify the program's specific context and mission. The team may comment on whether these values follow through to, and are substantiated within, the Program and Student Criteria. The Program Criteria has a depth of detail and more specificity than the Values. For Program Criteria all students within the professional degree program must have the same or similar experiences; in the Values section, the school addresses the school offerings as a whole and not all students have the same experience. Under the Values, the team will mark the Condition as being Described or Not Described and may make other comments.*

Under each Value listed below are broad questions/topics for schools to think about as programs shift from previous Conditions to the 2020 Conditions. Responses to the questions are NOT a requirement and the program should not be constrained or limited by them. These are examples of questions asked as part of the two-year research and discussion process leading up to and discussed at ARForum19. They should provide some insight about the Values.

The team will indicate in the VTR whether: 1) the program has described its Shared Values and 2) the information in the APR was verified during the site visit. The team may cite examples from the APR or observed during the visit that exemplify the program's integration of Shared Values. The team may cite examples from the APR or observed during the visit.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Broad questions for schools to think about:

- *How does the program develop graduates with an understanding of design as a multidimensional process involving research, prototyping, iteration, evaluation, redesign and problem resolution leading to the discovery of new opportunities and creating value?*
- *Is there a particular design approach or philosophy that the program follows?*
- *Is there a guide for what material gets covered within the different levels of design courses?*
- *Does the program prepare students for multiple career paths within the profession or provide opportunities for using these competencies in other fields?*
- *Does the program focus on learning and outcomes for an accredited professional degree as a requirement toward obtaining an architectural license?*
- *What professional and technical skills are integral to the program?*
- *What opportunities does the program have for sustained, action-oriented dialogue to identify and address significant issues that impact the profession and the health, safety, and welfare of the public?*

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

Broad questions for schools to think about:

- *How does the program focus on solving the challenges facing our nation and globally?*
- *How does the school develop graduates 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?*
- *How does the program approach stewardship of the environment?*

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Broad questions for schools to think about:

- *How does the program try to minimize the burden of student debt?*
- *How does the school create better access and other opportunities for students to enter the profession and does it provide any support for them to remain in the profession of architecture?*

Examples: NCARB Integrated Path to Architectural Licensure (IPAL) program, NOMA's PIPELINE project, etc.
- *Does the program have multiple paths to the profession/discipline and multiple career paths for graduates?*
- *Does the program have transfer agreements with community colleges? How does this help to support this Value?*
- *Does the program have transfer agreements with four-year colleges/universities?*
- *How does the school create work environments that foster a positive and respectful learning and teaching environment?*
- *Does the school have and uphold a work/school/life balanced culture that is positive and respects everyone (students, faculty, clients, employees and stakeholders).*
- *Does the school set goals, measure results, and achieve progress toward goals of increase fairness, social justice and equity in architecture education?*

- *How does mentorship occur in your school?*

Resources for schools:

- *AIA Guides for Equitable Practice (<https://www.aia.org/resources/6246433-guides-for-equitable-practice>)*
- *AIAS model Learning, Teaching and Culture Policy*

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Broad questions for schools to think about:

- *Describe how the program generates new knowledge creation.*
- *Does the program link research done at different levels both in the academy with the profession?*
- *Does the program link research done in the profession into curricular efforts?*
- *How are students introduced to, and included in, such efforts that develop the discipline, encourage risk-taking and advance architecture as a cultural force that drives innovation?*
- *Does the school have any specialized labs that encourage different investigations or innovations such as a robotics lab, virtual simulation lab, etc.?*

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Broad questions for schools to think about:

- *What opportunities for leadership are available for students?*
- *Are there any opportunities for students to do pro bono work?*
- *How do students seek roles to enact change, utilizing responsibility and critical/design thinking to make that change meaningful? An example of this would be participating on civic boards.*

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Broad questions for schools to think about:

- *How does the school provide broad education experiences, lifelong learning, and continuous integration between theory and practice?*
- *How does the school establish the foundation of the continuum of lifelong learning?*
- *What opportunities for interdisciplinary knowledge is available for students?*
- *What opportunities within the profession are open to students?*

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

Required Matrix:

- A Program and Student Criteria matrix for each accredited degree program and each track offered which identifies each required course or activity with the PC or SC it fulfills (see example matrix located on [NAAB's website](#)).
- If any criteria are expected to have been met in preparatory or preprofessional education prior to admission to the NAAB-accredited program (see Condition 4.3), indicate as such using the provided columns in the top section of the matrix.

The program must limit the designations to the primary evidence source and courses in which the greatest evidence is expected to be found. The team uses this matrix to quickly find the information it needs to verify the evidence required.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

Guidance for schools and teams:

Program Criteria is evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them. In the APR, the program provides a narrative description for each PC of how the program achieves each criterion whether through curricular or non-curricular activities that all students in the accredited degree program experience. With the goal of ongoing improvement, the narrative should explain the assessment processes used and the cycles of assessment for the different parts of the program.

Forty-five (45) days before the visit, the program provides the evidence as stated in the 2020 Procedures section 3.5.1 below.

For Program Criteria the team does not judge the narrative but must verify and document that:

- the program engages in assessment of each criterion on a recurring basis,
- the program makes modification to its curricula and/or associated program structures based on findings from these assessment activities.

The team may also make short comments as to the primary source of this evidence or what was missing.

The following applies to all Program Criteria:

The following (from the 2020 Procedures, section 3.5.1) describes the types of evidence required for the assessment of PC:

Primary Evidence for Program Criteria (PC). The program will submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit.

Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them. The program must provide a narrative description of how the program achieves each criterion. The program must also provide evidence that each criterion is assessed by the program on a recurring basis, and must summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

Supporting Materials: The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Resources for schools:

- *AIA Guides for Equitable Practice* (<https://www.aia.org/resources/6246433-guides-for-equitable-practice>)
- *AIAS model Learning, Teaching and Culture Policy*

PC.8 Social Equity and Inclusion—How the program furthers and deepens students’ understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

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

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

Guidance for schools and teams:

Student Criteria is evaluated primarily through curricular work and the emphasis is on the articulation of learning objectives and assessment. In the APR, the program provides a narrative description of how the program achieves and evaluates each criterion whether through curricular or non-curricular activities that all students in the accredited degree program experience. With the goal of ongoing improvement, the narrative should explain the assessment processes used and the cycles of assessment for both individual courses and for the different parts of the program under each SC. Under each SC the narrative must describe the following:

- *Program’s approach to covering the SC*
- *The assessment methods used for these topics*
- *Benchmarks that the program uses to assess whether the criterion is achieved*
- *The types of evidence that will be provided to demonstrate achieving the learning objectives*
- *Examples of changes the program implemented as a result of that assessment, and how often this assessment is done to demonstrate it is done on an ongoing basis.*

Forty-five (45) days before the visit, the program provides the evidence as stated in the Procedures section 3.5.2 and 3.5.3 below.

For Student Criteria the team does not judge the narrative but must verify and document that:

- the program engages in assessment of each criterion on a recurring basis,*
- the program makes modification to its curricula and/or associated program structures based on findings from these assessment activities.*

The team may also make short comments as to the primary source of this evidence or what was missing.

Requirement for Student Work:

- SC 1-4: No student work is required as evidence*
- SC 5 and 6. Student work is required as evidence*

The following (from the 2020 Procedures, section 3.5.2) describes the types of evidence required for the assessment of SC.1 through SC.4:

Primary Evidence for Student Criteria (SC) SC.1 through SC.4. *These criteria will be evaluated at the understanding level. The program will submit the primary exhibits as evidence for SC.1-4 to the visiting team in an electronic format 45 days before the visit. Programs must provide the following:*

Narrative: *A narrative description of how the program achieves and evaluates each criterion.*

Self-Assessment: *Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.*

Supporting Materials: *Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:*

- Course Syllabus.** *The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.*
- Course Schedule.** *The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.*
- Instructional Materials.** *The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.*

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in

the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

The following (from the 2020 Procedures, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6:

Primary Evidence for SC.5 and SC.6. *These criteria will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course or a combination of courses. Evidence supplied for these required courses is provided in the team room and include fully labeled exhibits of student work from each course section. Programs must provide the following:*

Narrative: *A narrative description of how the program achieves and evaluates each criterion.*

Self-Assessment: *Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. If the program accomplishes these criteria in more than one course, it must demonstrate that it coordinates the assessment of these criteria across those courses.*

Supporting Materials: *Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:*

- a) **Course Syllabus.** *The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.*
- b) **Course Schedule.** *The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.*
- c) **Instructional Materials.** *The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.*

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

If several courses are used to satisfy the SC, the class lists from each course must be aligned so that a random selection process will collect the work of each student selected in all classes that are used to meet the SC. The student lists provided must comply with FERPA rules.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Guidance for schools and teams:

The student work examples required as evidence for SC.5 and SC.6 as described below are provided in the team room. All other material (narrative, self-assessment, course syllabi, course schedule and instructional materials) is provided 45 days before the visit.

*SC.5 relates specifically to how a program ensures that students develop the ability to make design decisions while **synthesizing** (SC.5) multiple stated requirements. SC.6 relates specifically to how a program ensures that students develop the ability to make design decisions while **integrating** (SC.6) multiple stated requirements.*

Though programs must define their individual approach to and assessment of the development of these skills within the accredited program, programs have found success in showing compliance with this criterion when the evidence provided relates to one project in which students are required to synthesize (SC.5) all requirements stated in the criterion. The project can be addressed in one or multiple courses.

Similarly, programs have found success in showing compliance with SC.6 when the evidence provided relates to one project in which students are required to integrate (SC.6) all requirements stated in the criterion. The project can be addressed in one or multiple courses.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Required Document:

- *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 hold current accreditation from a U.S. regional institutional accrediting agency.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Guidance for schools and teams:

Programs must list the professional courses required for all students in each professional degree. Schools may refer to answers in charts below.

- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Guidance for schools and teams:

Programs must state the following:

- *Number of credits for general education required by their institution,*
- *Minimum number of credits for general education required by their institutional accreditor,*
- *Short statement on how the general studies credits are obtained.*

For graduate programs or for undergraduate programs accepting transfer students, the program must state the criteria and process used to meet this condition. During the visit, the team will verify that this process is being followed under Section 4.3.

- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

Guidance for schools and teams:

Programs must describe what options they provide to students to pursue optional studies both within and outside of the school/department of architecture.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Guidance for schools and teams:

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

Guidance for schools and teams:

Programs must document the minimum number of credits required by their institutional accreditor for

a bachelor's, master's, or doctorate degree.

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Guidance for schools and teams

Programs should complete or modify the following chart for the appropriate accredited program(s) and include as part of the APR.

| Bachelor of Architecture | | | | | | | |
|----------------------------------|------|-----------------------|------|--------------------|------|--------------------|------|
| Required Prof Courses | | Elective Prof courses | | General Studies | | Optional Studies | |
| Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total req prof | | Total elec prof | | | | | |
| Total # of degree credits | | | | | | | |

| Master of Architecture | | | | | | | |
|---|------|-----------------------|------|--------------------|------|--------------------|------|
| <i>Undergraduate courses if preparatory</i> | | | | | | | |
| Required Prof Courses | | Elective Prof courses | | General Studies | | Optional Studies | |
| Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Required Prof Courses | | Elective Prof courses | | General Studies | | Optional Studies | |
|----------------------------------|------|-----------------------|------|--------------------|------|--------------------|------|
| Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total req prof | | Total elec prof | | Total gen stud | | Total Opt'l st | |
| Total # of degree credits | | | | | | | |

| Doctor of Architecture | | | | | | | |
|---|------|-----------------------|------|--------------------|------|--------------------|------|
| <i>Undergraduate courses if preparatory</i> | | | | | | | |
| Required Prof Courses | | Elective Prof courses | | General Studies | | Optional Studies | |
| Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds | Course #s & titles | crds |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total req prof | | Total elec prof | | Total gen stud | | Total Opt'l st | |
| Total # of degree credits | | | | | | | |

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student’s prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has

established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Guidance for schools and teams:

Under Evaluation of Preparatory Education, the program provides information on the processes used to evaluate preparatory education and provides the evidence to the team to verify as required by Procedures 3.4.1 which lists the student admission and advising files.

Programs should provide:

- *A policy or policies regarding admission requirements and admission decisions. Provide the specific location including a link to relevant documents with the page number(s) and demonstrate that these materials are publicly available.*
- *Describe 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.” This information is to be documented in a student’s admissions and advising record. The program must provide access to student admissions and advising records as part of the site visit. Admissions and advising documents are to be accessed by the team only via a secure platform. Please refer to the VSV Supplement to the 2020 Procedures for additional information on virtual visits.*
- *Evidence demonstrating fair and consistent application of admissions standards. Evidence can include multiple admissions files comparing results and are verified by the team through discussions with students, alumni, or advisory bodies.*

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Guidance for schools and teams:

Under Structure and Governance, the program provides information to explain the governance structure within their institution for the visiting team to understand the amount of control or influence that faculty, staff and students have on the program.

Programs should provide:

- *A description of the administrative structure for the program, the academic unity within which it is located, and the institution. A chart or graphic that illustrates the description is helpful.*
- *A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.*

The team will indicate in the VTR whether: 1) the program has described its Governance Structure and 2) the information in the APR was verified during the site visit.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Guidance for schools and teams:

The objective of long-range planning is to encourage programs to plan for change, growth, and improvement over time. The program is expected to demonstrate continuous improvement. The program is expected to show how institutional planning and program-level planning are interrelated, and if it is a mandatory university-wide or unit process. The program must also demonstrate that results of self-assessment are regularly used to advise and encourage changes and adjustments to promote student achievement.

Programs should provide:

- *A description of the process by which the program identifies its student learning objectives*
- *A description of the data and information sources used to inform the development of these objectives*
- *A description of the role of long term planning in other programmatic and institutional planning initiatives*

- *The processes used to obtain and make improvements to the program as a result of external input*
- *Frequency of review*
- *Faculty retreats/faculty meetings*
- *Inputs from stakeholders (students, university community, the public)*
- *A copy of the most recent institutional program review report*

The team verifies this information in discussions with faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated. The team also uses the evidence in Condition 3 to verify that the Planning and Assessment processes are being used.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

Guidance for schools and teams:

Programs should provide:

- *A description of relationship between course assessment and curricular development, including program and student criteria.*
- *A chart or graphic identifying all the parties in the curricular assessment process, and the roles and responsibilities of each.*
- *A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.*

The team verifies this information in discussions with faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated. This information is also verified by the Program and Student Criteria evidence that is required in Condition 3.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

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

Guidance for schools and teams:

Programs should provide:

- *Resumes, using the required template, [available here](#) for each full-time member of the instructional faculty who teach in the professional degree program.*
- *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 description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *The name of the Architect Licensing Advisor and a summary of his/her recent activities, including professional development, in support of his/r responsibilities*

The team verifies this information in discussions with faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Guidance for schools and teams:

Programs should provide:

- *A description of the 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 how these initiatives are linked to the program's self-assessment or long-range planning.*
- *Demographic data regarding faculty and student composition and the change in demographics since the last visit.*

The team verifies this information in discussions with faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Guidance for schools and teams:

Programs should provide:

- *A general description of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship, and public interaction.*
- *A description of any change 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 to fulfill all of their roles: teaching, scholarship, service and advising*

Programs that have international programs, or off-campus setting such as urban centers, to teach courses where program and student 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.

The team verifies this information through tours and in discussions with faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated. . Please refer to the VSV Supplement to the 2020 Procedures for additional information on virtual visits.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Guidance for schools and teams:

Programs should provide:

- *A description of the institutional process for allocating financial resources to the professional degree program.*
- *Descriptions of the expense and revenue categories over which the program has either control or influence.*
- *A description of the scholarship, fellowship, and grant funds available for students and faculty.*
- *A summary of any pending reductions or increases in enrollment and plans for addressing these changes*
- *A summary of any pending reductions or increases in funding and plans for addressing these changes*
- *A summary of any changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes*
- *A summary of any planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or endowments)*

The team verifies this information in discussions with administrators, faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Guidance for schools and teams:

Programs should provide:

- *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 a brief description of the content, extent, and formats represented in the current collection and the subject areas represented.*
- *A description of any significant problems that affect the operation or services of the libraries, visual resources collections, and other information resources facilities that support the accredited program, and plans for addressing them.*

The team verifies this information through tours and in discussions with librarians, faculty, staff and students and the condition is marked as Demonstrated or Not Demonstrated. Please refer to the VSV Supplement to the 2020 Procedures for additional information on virtual visits.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Guidance for schools and teams:

Programs should provide URL links for the web pages on which the documents and resources described in Part 6 are available.

The team verifies this information by looking at the links and in discussions with faculty, staff and students and the condition is marked as Met or Not Met.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture

- j) Statements and/or policies on diversity, equity, and inclusion

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

6.6 Student Financial Information

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Instructions for Preparing Eligibility Application

Institutions seeking initial accreditation for a professional degree program in architecture must first be granted candidacy status by the NAAB. The first step in achieving candidacy status is to submit an eligibility application for candidacy. A complete application must include the following:

1. A letter from the institution's chief academic officer announcing the intention to seek candidacy for accreditation for a professional degree program in architecture. The letter should include the specific degree name (i.e., B.Arch., M.Arch., or D.Arch.) along with any prerequisites and the total number of credits to be awarded.
2. The most recent decision letter from the recognized U.S. regional accrediting agency for the institution (Condition 4.1).
3. **Plan for Achieving Initial Accreditation.**
 - **Purpose:** The plan serves multiple purposes. It is an analysis of (1) the current status of the program that identifies long-term objectives for establishing and implementing the new accredited degree program, and (2) the extent to which the proposed program already complies with the *Conditions for Accreditation* with special emphasis on program identity, resources, and the curricular framework. The plan also proposes a course of action for achieving initial accreditation in a maximum of six years. The plan outlines how the program will:
 - a) Secure resources not already available to the proposed program (e.g., faculty, space, financial support).
 - b) Secure institutional approvals for the proposed degree program (if required).
 - c) Recruit and retain students, including a scholarship program, as appropriate.
 - d) Recruit full-time and adjunct faculty to teach in and support the program.
 - e) Enroll the first cohort or class by a proposed date.
 - f) Award degrees to the first cohort or class to complete the proposed program by a proposed date.
 - g) Develop and implement new courses and/or curricular sequences, including faculty assignments and essential physical resources.
 - h) Attract external support, funding, and alumni and professional/community engagement.
 - i) Make alternative plans or provisions in the event that the program does not achieve initial candidacy or initial accreditation.
 - **Content:** The Plan for Achieving Initial Accreditation should include the following:
 1. Cover Page – This page should include the following information:
 - i. Name of institution.
 - ii. Degree program proposed (i.e., B.Arch., M.Arch., or D.Arch.), with prerequisites as appropriate (e.g., M.Arch. (preprofessional degree plus 42 graduate credits)).
 - iii. Name, address, email, and telephone contact information for the following individuals:
 1. Program administrator
 2. Head of academic unit in which the program will be located
 3. Chief academic officer
 4. President of the institution
 2. Part One – Analysis of the extent to which the proposed program already

complies with the *2020 Conditions for Accreditation*, and a timeline for when these conditions will be met.

3. Part Two – Timeline for Achieving Initial Accreditation. Include or overlay tracking of first cohort's matriculation and predicted graduation year.
4. Part Three – Supplemental Information
 - i. Course Descriptions
 - ii. Faculty Resumes

Instructions for Preparing Architecture Program Reports for Initial Candidacy (APR-C), Continuation of Candidacy (APR-xxx) and Initial Accreditation (APR-xxx)

Once a program has been accepted as eligible for initial candidacy, a site visit for initial candidacy will be scheduled. With certain exceptions, visits for initial candidacy are similar to those for continuing accreditation. The first step is the preparation of an Architecture Program Report for Initial Candidacy (APR-C) and preparation for a visiting team.

Architecture Program Report Submitted for Initial Candidacy Visits. The APR-C is similar to an APR for continuing accreditation, but also requires the following:

1. An APR for initial candidacy should clearly document the program's progress on the Plan for Achieving Initial Accreditation (PAIA).
2. The program must append the PAIA and the eligibility memorandum to the APR-C.

Preparation and format:

- Refer to the Guidelines for Preparing an APR for continuing accreditation for instructions on content.
- Use the APR-C Template. Be sure to document clearly the program's progress on the PAIA.
- Attach the PAIA and Eligibility memorandum as part of the Appendix.

Submission Requirements:

- The APR-C must be submitted as one PDF document, with supporting materials
- The APR-C must not exceed 20 MB and 150 pages
- The APR-C template document shall not be reformatted

All material prepared for accreditation visits must be provided in English. This material includes the APR-C, supplemental material, and student work to be reviewed by the visiting team.

2020 Procedures Information

Major changes within the 2020 Procedures are based on the premise that the Program and Student Criteria in the *2020 Conditions for Accreditation* are less a list of individual specific topics that must be covered but an overall view of critical topics that change and evolve overtime. It is this idea of constant improvement that is a critical component of the *2020 Conditions*. Ongoing assessment and changes resulting from a range of assessment processes is the heart of the team visit verification. It is with this in mind that the two- and five-year Interim Reports have been replaced by a Plan to Correct.

If the program has met all conditions, the Board will award an accreditation period of eight years. If, however, the program has unmet Conditions, the Board will award an eight-year term with a Plan to correct. This term indicates that the program has unmet conditions and has submitted an adequate Plan to Correct, stating the specific actions the program will take in the next two years to correct the conditions not met. The deadline to submit a Plan to Correct is 60 days after the last day of the visit.

The Plan to Correct status of the eight-year term continues until:

- a) The program provides a description in its next two Program Annual Reports of the actions it has taken to correct deficiencies and the results.
- b) The program submits documentation in its third Program Annual Report (or in an earlier report) substantiating the changes made.

If, after review (see *Procedures* Section 8.2), the board finds that the program has remedied its unmet conditions, the board votes to eliminate the Plan to Correct status, and the program continues its remaining time in the eight-year term. If the board finds that the program has not met its obligations as self-defined in its Plan to Correct, the program's accreditation term will be reduced, and a full visit will be required five years from the year in which the visit occurred. This indicates that the program continues to have unmet conditions and has not supplied sufficient evidence to indicate that it has corrected the conditions not met.

The Plan to Correct starts with what the program determines is feasible. If, however, the board finds the initial plan to be insufficient, a revised Plan to Correct is due by September 15. An example might be that if any new facilities are needed, the Plan to Correct include a reasonable timeframe that might not be completely finished with a new facility with the three years, but has taken major steps along the way such as having raised the majority of the funds, or that an architectural firm has been hired to complete design development and started construction documents, or that the new facility is on a state's priority list and funded within the three years. Other examples could include having hired new faculty within an expanding or emerging field to teach areas within the Program and Student Criteria. The program's formation of the Plan to Correct will be dependent on which Conditions are not met. A Plan to Correct template is available on the [NAAB website](#).