
2009 Conditions for Accreditation



The National Architectural
Accrediting Board, Inc.

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scheduled to take place after January 1, 2011. This includes all
visits for continuing accreditation, initial or continued candidacy,
initial accreditation, focused evaluations, nomenclature change
requests, and requests for extension of term.

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Table of Contents

INTRODUCTION 4

 Mission 4

 Accreditation 4

NAAB ACCREDITATION DOCUMENTS 6

NAAB ACCREDITATION 6

 Architecture Program Reports 6

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT 8

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT 9

PART ONE (I): SECTION 2 – RESOURCES 13

 I.2.1 Human Resources & Human Resource Development: 13

 I.2.2 Administrative Structure & Governance: 14

 I.2.3 Physical Resources 15

 I.2.4 Financial Resources 15

 I.2.5 Information Resources 16

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS 17

 I.3.1 Statistical Reports 17

 I.3.2. Annual Reports 17

 I.3.3 Faculty Credentials 18

PART ONE (I): SECTION 4 – POLICY REVIEW 19

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM 20

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA 21

 II.1.1 Student Performance Criteria 21

 Realm A: Critical Thinking and Representation: 21

 Realm B: Integrated Building Practices, Technical Skills and Knowledge 23

 Realm C: Leadership and Practice 24

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK 26

 II.2.1 Regional Accreditation. 26

 II.2.2 Professional Degrees and Curriculum 26

 II.2.3 Curriculum Review and Development 27

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION	29
PART TWO (II): SECTION 4 – PUBLIC INFORMATION	30
II.4.1 Statement on NAAB-Accredited Degrees	30
II.4.2 Access to NAAB Conditions and Procedures	30
II.4.3 Access to Career Development Information	30
II.4.4 Public Access to APRs and VTRs.....	30
II.4.5 ARE Pass Rates.....	30
LIST OF APPENDICES.....	32
Appendix 1 – Format for Course Descriptions for APRs.....	33
Appendix 2 – Format for Faculty Resumes for APRs	33
Appendix 3: List of Documents to be Available in the Team Room	36
Appendix 4 – Sample SPC Matrix	37
Appendix 5: Required Text for Catalogs and Promotional Materials	38
Appendix 6: Background and History of the National Architectural Accrediting Board...	41
Appendix 7: Background to the 2008 NAAB Accreditation Review Process and the Development of the 2009 Conditions for Accreditation.....	43

INTRODUCTION

Mission

The mission of the National Architectural Accrediting Board, Inc. (NAAB) is leadership in, and the establishment of, educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

The NAAB is the only agency in the United States that accredits professional degree programs in architecture. Because most U.S. registration boards require a candidate for licensure to have earned a NAAB-accredited degree, obtaining such a degree is an essential first step to practice architecture.

Accreditation

Accreditation is a voluntary, quality assurance process by which services and operations are evaluated by a third party against a set of standards established by the third-party with input and collaboration from peers within the field. In the U.S., accreditation of postsecondary institutions originated almost a century ago. It is sought by colleges and universities and is conferred by non-governmental bodies. Today, voluntary accreditation is distinguished by five components, which also guide the NAAB's policies and procedures:

- It is provided through private agencies;
- It requires a significant degree of self-evaluation by the institution or program, the results of which are summarized in a report to the agency;
- A team conducts a visit;
- Recommendations or judgments about accreditation are made by expert and trained peers; and
- Institutions have the opportunity to respond to most steps in the process¹.

The U.S. model for accreditation is based on the values of independent decision-making by institutions, the ability of institutions to develop and deliver postsecondary education within the context of their mission and history, the core tenets of academic freedom, and the respect for diversity of thought, pedagogy, and methodology. These principles and practices have remained relatively stable over the past 60 years.

In the mid-1960s, the U.S. Congress first passed the Higher Education Act (HEA). This was a comprehensive bill that authorized federal activities in support of postsecondary education and it included important provisions for student financial aid and accreditation. The HEA has subsequently been reauthorized a number of times. The latest reauthorization was in 2008, when the U.S. Congress passed, and President George W. Bush signed, the Higher Education Opportunity Act. During the 2008 reauthorization, accrediting organizations were harshly criticized for not holding institutions accountable for student achievement. This critique was leveled, largely, at the regional accrediting agencies, and attempts were made to include provisions in the bill that could have regulated accreditation activities. These efforts were not successful. Non-governmental agencies retained their autonomy for accreditation in the U.S. Nevertheless, Members of

¹ *The Handbook of Accreditation, Third Edition*. North Central Association of Colleges and Schools, Higher Learning Commission.

Congress and the public continue to have high expectations for accreditation to serve as a key mechanism for ensuring institutional accountability for quality and student success.

NAAB ACCREDITATION DOCUMENTS

The *2009 NAAB Conditions for Accreditation* and the *NAAB Procedures for Accreditation* outline, respectively, the requirements that an accredited degree program must meet and procedures that they and the visiting teams must follow in order to demonstrate (a) the achievement of minimum standards and (b) a uniform accrediting process. These documents also contain *suggestions* that programs and teams are encouraged to follow.

This document is a companion to the current edition of the *NAAB Procedures for Accreditation*. Each should be read in the context of the other.

Throughout the text, the use of “must,” “shall,” or the imperative form sets forth a minimum requirement.

Specific areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Nevertheless, schools must present complete and accurate information to demonstrate compliance with each of the elements in both Parts I and II. The positive aspects of a degree program in one area cannot override deficiencies in another. The *Conditions for Accreditation* define the minimum 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.

NAAB ACCREDITATION

The *2009 Conditions for Accreditation* apply to all programs seeking continued accreditation, candidacy, continuation of candidacy, or initial accreditation beginning April 1, 2010. Program administrators and others are advised to review the *NAAB Procedures for Accreditation* currently in effect for information on terms and types of accreditation as well as the sequence and other procedures that will apply to the type of action requested of the NAAB.

Architecture Program Reports

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, largely, 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. However, to the extent that photographs, tables, or other types of information support the program’s narrative, they should also be included, but not to the detriment of the narrative.
2. **Format.** Schools must use the prescribed format for the *APR*. Each part is intended to allow a school to describe how the program’s *unique qualities* and its students’ achievements satisfy the conditions that all accredited programs must meet. Hard copy *APRs* are limited to 150 (or 75 double-sided pages) pages for Parts 1-3 excluding the *Annual Reports*. Programs are further required to use the standard templates and matrices found in the appendices to this document for course descriptions and faculty credentials. Where appropriate, programs are encouraged to provide URLs for catalogs and other promotional materials.

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

Every *APR* should have a cover page that identifies the institution, academic unit, program administrator (with phone number and email address), chief academic officer, president of the institution, and degree program(s) offered.

- a. Part One – Institutional Support and Commitment to Continuous Improvement
 - i. 1.1 Identity & Self-Assessment
 - ii. 1.2 Resources
 - iii. 1.3 Institutional Characteristics
 1. Statistical Reports
 2. *Annual Reports*²
 3. Faculty Credentials
- b. Part Two – Educational Outcomes and Curriculum
 - i. 2.1 Student Performance Criteria
 - ii. 2.2 Curricular Framework
 - iii. 2.3 Evaluation of Preparatory/Pre-professional Education
 - iv. 2.4 Public Information
- c. Part Three – Progress Since the Last Site Visit
 - i. 3.1 Summary of Responses to the Team Findings
 1. Responses to Conditions Not Met
 2. Responses to Causes of Concern
 - ii. 3.2 Summary of Responses to Changes in the NAAB Conditions³
- d. Part Four – Supplemental Information
 - i. 4.4 Course Descriptions (see Appendix 1 for format)
 - ii. 4.5 Faculty Resumes (see Appendix 2 for format)
 - iii. 4.6 Visiting Team Report (VTR) from the previous visit
 - iv. 4.7 Catalog (or URL for retrieving online catalogs and related materials)

The specific contents of the *APR* with respect to each element of Part One and Part Two are outlined in this document.

More information regarding the format for the *APR* and additional content for Parts Three and Four can be found in the section of the *NAAB Procedures for Accreditation* (editions published in 2010 and later) that applies to the type of accreditation action sought by the institution (i.e., continuing accreditation, candidacy, or initial accreditation).

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*.

² Information from 2008 forward will be provided by the NAAB from its Annual Report Submission System.

³ This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the *2009 Conditions* as compared to the *Conditions* in effect at the time of the last visit.

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

This commitment shall be multi-faceted and must include a description of the program's identity, resources, and characteristics, but also clearly and succinctly to place the professional degree program within the context of the mission, history, and culture of the institution and the academic or administrative unit in which it is located.

Programs shall demonstrate that they are integral to the larger academic community through the program's mission and history of the program and, its responses to the NAAB Perspectives, long-range or multi-year planning and self-assessment processes. This is expected to address both the contributions of the institution to the program and of the faculty, staff and students to the institution.

Next, programs shall demonstrate that the human, financial, physical, and information resources available to support the program are appropriate to the program given its mission, history, and its specific context.

Finally, programs must provide information demonstrating performance in certain areas through quantifiable measures.

Within the structure of Part One, institutions must demonstrate a long-term commitment to the maturation, development and evolution of the program. The requirements within Part One are grouped into three sections:

- **IDENTITY & SELF-ASSESSMENT:** The program must be defined and sustained through a robust network of policies, documents, and activities related to history, mission, culture, self-assessment, and future planning.
- **RESOURCES:** The program must have access to the human, physical, financial, and information resources necessary to support student learning in a professional degree program in architecture.
- **PROGRAM AND INSTITUTIONAL CHARACTERISTICS:** The program must provide information not only about itself, but also in comparison to the administrative unit within which the program is located (e.g., school or college) and to the institution as a whole.

The information requested in the three sections described above is to be addressed in the *APR*. In addition, the program shall provide a number of documents in the team room for review by the visiting team. In the past, these documents were required in Section Four of the *APR* (Supplemental Information) and included items like the institution's policy on academic integrity.

Programs shall demonstrate their compliance with all sections through evidence and artifacts that will be reviewed and evaluated by the visiting team, as well as through interviews and observations conducted during the visit.

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in a contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in a contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

The APR must include the following:

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century 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 architecture education.*
- *A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

I.1.2 Learning Culture and Social Equity:

- **Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- **Social Equity:** The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical

ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

The APR must include the following:

- *A copy of all policies related to learning culture (including the Studio Culture Policy)⁴.*
- *Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established*
- *Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*
- *Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts (see below).*

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.⁵ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.
- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as

⁴ For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

⁵ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).
- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.
- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

The APR must include the following:

- *A narrative description of the program's response to each of the five perspectives.*
- *A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

The APR must include the following:

- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *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.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How the program is progressing towards its mission.
- Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
- Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
- 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 self-assessment, as determined by the institution.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

The APR must include the following:

- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*
- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*
- *Any other pertinent information.*

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions⁶.
 - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
 - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
 - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs.
 - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
 - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.
- **Students:**
 - An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time first-year students as well as transfers within and outside of the university.
 - An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

The APR must include the following:

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, 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 should be identified. (NOTE 1: See Appendix 2 for a*

⁶ A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room⁷).

- *A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*
- *A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.*
- *The school's policy regarding human resource development opportunities, such as:*
 - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of 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.*
 - *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*
- *A list of visiting lecturers and critics brought to the school since the previous site visit.*
- *A list of public exhibitions brought to the school since the previous site visit.*

Students

- *A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II, Section 3).*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*
- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*
- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*
- *Evidence of support to attend meetings of student organizations and honorary societies.*

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to

⁷ This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.

maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional 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 program's administrative structure.
- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

The APR must include the following:

- A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

The APR must include the following:

Program budgets:

- Current fiscal year report(s) showing revenue and expenses from all sources.
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.

- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Institutional Financial Issues:

- *A brief narrative describing:*
 - *Pending reductions or increases in enrollment and plans for addressing these changes.*
 - *Pending reductions or increases in funding and plans for addressing these changes.*
 - *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
 - *Any other financial issues the program and/or the institution may be facing.*

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
 - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
 - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
 - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
 - *Demonstrates sufficient funding to enable continuous collection growth.*
 - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports⁸

In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since the last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

The information requested above should be presented quantitatively in the APR.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the *2009 NAAB Procedures*. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will

⁸ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the *NAAB Responses* to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all *NAAB Responses* to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the *Focused Evaluation Program Report* and *Focused Evaluation Team Report*, including appendices and addenda should also be included.

The APR must include, in addition to the materials described above:

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.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit⁹ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

⁹ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, 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 in the team room during the visit. The list is available in Appendix 3.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

The program must document its current performance relative to student learning and the curricular framework for learning and student achievement.

- Programs must demonstrate that graduates are learning at the level of achievement defined for each of the Student Performance Criteria (SPC) that will be listed in this Part. Compliance will be evaluated through the review of student work.
- Programs must also demonstrate their compliance with requirements that address the curricular framework for NAAB accredited degrees.
- Programs must document their processes for evaluating students admitted to the professional degree program.

This Part has four sections that address the following:

- Student Performance. This section includes the Student Performance Criteria (SPC).
- Curricular Framework. This section will address the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to elective study as well as accurate public information concerning the accredited and non-accredited architecture programs. In this section, programs are asked to describe the process by which curriculum is evaluated and how changes or modifications are proposed and implemented.
- Evaluation of Preparatory/Pre-professional Education. The NAAB recognizes that students entering an accredited program from a pre-professional program and those entering an accredited program from a non-pre-professional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- Public Information. The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, as well as career information for students and parents.

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment¹⁰:

- **Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

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

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.

¹⁰ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L.W. Anderson & D.R. Krathwold, Eds. (New York; Longman 2001).

- Communicating graphically in a range of media.
 - Recognizing the assessment of evidence.
 - Comprehending people, place, and context.
 - Recognizing the disparate needs of client, community, and society.
- A.1. Communication Skills: *Ability* to read, write, speak and listen effectively.
- A. 2. Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
- A. 3. Visual Communication Skills: *Ability* to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
- A.4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
- A.5. Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
- A. 6. Fundamental Design Skills: *Ability* to effectively use basic architectural and environmental principles in design.
- A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
- A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.
- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking
Skills

A.4. Technical
Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions
and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.8. Environmental Systems

B.9. Structural Systems

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
- B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
 - Comprehending the business of building.
 - Collaborating and negotiating with clients and consultants in the design process.
 - Discerning the diverse roles of architects and those in related disciplines.
 - Integrating community service into the practice of architecture.
- C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
 - C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
 - C. 3. Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
 - C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
 - C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and

- business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

The APR must include:

- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
 - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
 - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)
[NOTE: Elective courses are not to be included on the matrix.]

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

The number of credit hours for each degree is specified below. Every existing accredited program must conform to the following minimum credit hour requirements by January 1, 2015.

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree; or a minimum of 120 undergraduate semester credit hours; or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours; or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.
- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.
- **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent, in academic coursework in general studies, professional studies and electives.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content.

For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.
- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

Table 1
Minimum Credit Distribution

General (non-architecture) Studies 45 Semester-Credit-Hour Minimum*	Professional Studies
<ul style="list-style-type: none"> • Required courses with other than architectural content 	<ul style="list-style-type: none"> • Courses with architectural content required of all students
<ul style="list-style-type: none"> • Elective courses with other than architectural content 	<ul style="list-style-type: none"> • Elective courses with architectural content

*Or the quarter-hour equivalent

The APR must include the following:

- *Title(s) of the degree(s) offered including any pre-requisite 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.*
- *An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.*
- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*
- *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 identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline

and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

The APR must include the following:

- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should 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 (See also I.2.1).*
- *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.)*

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 5.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All *Annual Reports*, including the narrative

All NAAB responses to the *Annual Report*

The final decision letter from the NAAB

The most recent *APR*

The final edition of the most recent *Visiting Team Report*, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for

higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

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. In the event, documents or resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

LIST OF APPENDICES

Appendix 1	Format for Course Descriptions for APRs
Appendix 2	Format for Faculty Resumes for APRs
Appendix 3	List of documents to be available in the team room (Part One: Section 2)
Appendix 4	Matrix for SPC (Part Two: Section 1)
Appendix 5	Required Texts for Catalogs and Promotional Material
Appendix 6	Background and History of the National Architectural Accrediting Board
Appendix 7	Background to the 2008 NAAB Accreditation Review Process and the Development of the 2009 Conditions for Accreditation

Appendix 1 – Format for Course Descriptions for APRs

Number & Title of Course (total credits awarded): ARC 101, Principles of Design, 3 credits.

Course Description (limit 25 words): Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Course Goals & Objectives (list):

- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation skills to be used throughout their academic careers.

Student Performance Criterion/a addressed (list number and title):

A.1. Communication Skills
A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:

None

Textbooks/Learning Resources:

Gardner, Howard. *Frames of Mind* (Basic Books. 1983. 2004)

Offered (semester and year):

Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Thomas Jefferson (adjunct)
Mary Louise Bethune (F/T)
Norma Sklarek (F/T)

[limit 1 page per course]

Appendix 2 – Format for Faculty Resumes for APRs

Name: Thomas Jefferson, FAIA

Courses Taught (Two academic years prior to current visit):

ARC 101 Principles of Design
ARC 102 Principles of Practice
ARC 210 History of Architecture – Western Hemisphere
ARC 211 History of Architecture – Eastern Hemisphere
ARC 433 Design Studio III – Historic Structures
ARC 434 Design Studio IV – Affordable Housing

Educational Credentials:

B.Arch., Tulane University, 1988
M.S. E.D., University of New Mexico, 1992

Teaching Experience:

Assistant Professor, Arizona State University, 1993-1998
Associate Professor, University of Illinois, Chicago, 1998-2005
Professor, University of Illinois, Chicago, 2006-present

Professional Experience:

Intern, Smith, Howard, and Johnson, Phoenix, AZ 1988-1991
Project Architect, Gensler Chicago 1992-present

Licenses/Registration:

Arizona
Illinois

Selected Publications and Recent Research:

Declaration of Independence, (Jossey-Bass, 1999).
Effect of Newton's Third Law of Thermodynamics on Straw, Twigs, and Brick: A study of three clients (John Wiley, 2008)

Professional Memberships:

The American Institute of Architects

[limit one page per faculty member]

Appendix 2 – Matrix for Faculty Credentials¹¹

Term/Semester (e.g., Fall 2009)

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	ARC 101	ARC 202	ARC 210	ACR 211	ARC 301	ARC 400	ARC 433	ARC 434	ARC 509
Mary Louise Bethune	Recognized scholar in design for mobility and sensory impaired clients, three AIA design awards in 2003, 2004, and 2005 for housing.		X			X	X			
Thomas Jefferson	Designs affordable housing for Chicago Habitat for Humanity; M.S. thesis on adaptive reuse of historic structures in urban core.	X		X				X	X	
Norma Sklarek	Recent research on Meso-American structures and building materials.			X	X		X			X

¹¹ This matrix is offered as a sample.

Appendix 3: List of Documents to be Available in the Team Room (Part I: Policy Review)

The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, & Promotion
 - Reappointment
 - EEO/AA
 - Diversity (including special hiring initiatives)
 - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Appendix 4 – Sample SPC Matrix¹²

An SPC matrix must be completed for each accredited degree program offered or each track for meeting the requirements of the professional degree program.

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

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement.(For a sample matrix, see Appendix 4)

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

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
SPC expected to have been met in preparatory or pre-professional education, if applicable																																
Realm A										Realm B												Realm C										
	X	X	X	X					X		X	X	X																			
SPC Met in NAAB-accredited program																																
Realm A										Realm B												Realm C										
ARC 211	X																															
ARC 311		X																														
ARC 334				X																												
ARC 411							X	X																								

¹² This matrix is offered as an example and therefore does not include all SPCs.

Appendix 5: Required Text for Catalogs and Promotional Materials

The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

[Name of university, name of academic unit] offers the following NAAB-accredited degree program(s) *(If an institution offers more than one track for an M.Arch or D.Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately)*:

[Name of degree] (Prerequisite + total number of credits required)

In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:

SAMPLE TEXT FOR ACCREDITED PROGRAMS:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:

- B. Arch. (150 undergraduate credits)
- M. Arch. (pre-professional degree + 42 graduate credits)
- M. Arch. (non-pre-professional degree + 60 credits)

Next accreditation visit for all programs: 2013

In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety:

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation.

[Name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture: [Name of degree] (Prerequisite + total number of credits required) – Year candidacy was awarded, the year and purpose of the next visit and projected year of initial accreditation.

A sample follows:

SAMPLE TEXT FOR CANDIDATE PROGRAMS

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Anyplace University, School of Architecture and Landscape Architecture was granted candidacy for the following professional degree program in architecture:

M.Arch. (pre-professional degree + 45 graduate credits) – 2009.

Next visit for continuation of candidacy: 2011
Projected year of initial accreditation: 2013

Appendix 6: Background and History of the National Architectural Accrediting Board

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.

The first attempt to establish national standards came with the founding of the Association of Collegiate Schools of Architecture (ACSA) in 1912 and its adoption two years later of "standard minima," which schools were required to meet to gain ACSA membership. While these standard minima were in place, ACSA membership was equivalent to accreditation.

In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the profession's national system of professional architecture education – a hiatus brought to an end when the ACSA, The American Institute of Architects (AIA), and National Council of Architectural Registration Boards (NCARB) established the NAAB and gave it authority to accredit schools of architecture nationally. The founding agreement of 1940 also announced the intention to create an integrated system of architectural education that would allow schools with varying resources and circumstances to develop according to their particular needs.

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by "the Association of Student Chapters/ AIA¹³" 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.

The foundation for the system, or model, for accreditation in architecture education that many know today was first outlined in an inter-collateral report, *The Restructuring of the NAAB*, which was completed in 1975. 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.

¹³ The Association of Students Chapters/AIA was later renamed The American Institute of Architecture Students (AIAS).

- 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:

- Accredit professional degree programs in architecture rather than institutions, colleges, departments, or schools.
- Accredit 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.

Today, the NAAB's accreditation system for *professional degree programs* within schools requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Directors.

The Members of the NAAB

The members 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 members include representatives from 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.

Appendix 7: Background to the 2008 NAAB Accreditation Review Process and the Development of the *2009 Conditions for Accreditation*

In late 2007, the NAAB's inter-collateral task group on Trends in Accreditation identified two primary trends emerging in other accrediting agencies:

- Performance-based accreditation.
- Evaluation of a program or school's performance against its own stated mission.

In interviews with leaders at the Association of Specialized and Professional Accreditors, the Landscape Architecture Accrediting Board, and the Higher Education Commission of the North Central Association of Colleges and Schools, among others, the same themes emerged: accrediting agencies are focusing on evaluating student success or student performance and they are increasing the expectations for programs to conduct self-assessment against the program's stated mission and within its institutional context. Some organizations have more adeptly responded to these trends, while others struggle to balance the need to evaluate institutional support and specific curricular requirements with assessing student learning.

Since 1975, the *NAAB Conditions for Accreditation* have emphasized self-assessment and student performance as central elements of its model, and the model proposed for 2009 does so as well. In its discussions in February 2008 and later in July, the Board of Directors maintained their commitment to both of these as core tenets of the NAAB's accreditation model. In addition, the NAAB Directors reaffirmed their commitment to the essential procedures for accreditation, which are responsive to and reflective of the primary practices of accreditation.

Throughout its current effort, the NAAB acknowledges that architecture education and practice have become more complex and therefore it is appropriate "to revise its accrediting process in response to the advice of its various constituencies."¹⁴

The NAAB's constituencies, through white papers and issue briefs, were relatively consistent in much of the advice they offered, especially with respect to the content of the Student Performance Criteria (SPC). 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 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, or physical ability.
- Strengthen the connection between planning and self-assessment by programs and demonstrate a commitment to continuous improvement.

¹⁴ 1998 *Conditions and Procedures for Professional Degree Programs in Architecture*. National Architectural Accrediting Board. p. 3

The 2008 Fusion Model – A Framework for the 2009 Conditions for Accreditation

As the NAAB Directors reviewed the outcomes of the inter-collateral task groups, the white papers and issue briefs prepared by the collateral organizations, the five models proposed in June 2008, as well as its own practices and procedures, several things became very clear.

First, no group proposed any radical shift in process, authority, or basic standards.

Second, four of the five models focused on the content and organization of Condition 13 – Student Performance Criteria (SPC).

Third, based on a review of all the recommendations and advice, the Board agreed that the *2004 Conditions for Accreditation* (13 conditions, including SPC), generally speaking, contain 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 are embedded with expectations for institutional commitment or assessment.

Next, as a matter of practice, the *Architecture Program Reports* (APRs), and the visits have tended to treat all Conditions as equal, and deserving of a “Met/Not-Met” designation, when, in reality, certain parts of the 2004 Conditions cannot be assessed in this way. Likewise all SPC have been treated as equal when in practice some are “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 reflect their relationships to one another and their relative importance overall.

Finally, the Board agreed that it was time to design and 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 by independent organizations. This effort is lead by the NAAB’s Assessment and Evaluation Committee, which is chaired by the president-elect.

The 2008 model illustrated the results of the Board’s effort to address all of these matters:

- First, the NAAB distinguished those elements of the *2004 Conditions* that support and affirm an institution’s long-term commitment to the development and continued viability of the program over time from those elements that define expectations for student learning.
- Next, the model attempted to delineate those conditions that are evaluated on the basis of evidence and artifacts (e.g. student work) as either met or not met from those that must be evaluated through a combination of documentary review, interviews on campus, and discussion with faculty, staff, and students.
- Third, the SPC were revised to be reflective and responsive to contemporary concerns in architectural practice (e.g., leadership, civic engagement, and environmental stewardship).
- Finally, the model included the addition of internal and external review and assessment of the NAAB.

The *2009 Conditions for Accreditation*, while based initially on the 2008 Fusion Model, are ultimately a combination of all previous input from collateral organizations, individual comments and the findings of the 2008 Architectural Review Conference (ARC). Participants at the ARC were asked to consider all the options including maintaining the existing SPC, making revisions to the SPC, as well as a variety of recommendations for new criteria. Dialogue from the ARC, subsequent responses and refinement from the NAAB are what follows.

The expectation is that when reading the *2009 Conditions for Accreditation*, the architectural community will find a great deal that is familiar with respect to resources and program characteristics. Nevertheless, much has been reorganized and refined compared to previous editions. For example:

- Expectations for long-range planning, self-assessment, and institutional culture have been grouped together in order to strengthen the expectation that professional architectural education occupies a unique and relevant position within the institution.
- Expectations for statistical reporting along with comparative data have been expanded.
- There are now 32 individual SPC, compared to 34. While many of the 2004 SPC have been retained in their entirety (e.g., Writing and Communications Skills), several have been revised or combined to address student achievement more broadly (e.g., Human Behavior) and in certain cases, the level of achievement has been raised from *understanding* to *ability*. Some are new and are based on the recommendations from the ARC (e.g., Community and Social Responsibility).
- The most obvious change has been to group the SPC into three realms. Each realm defines a set of relationships between individual areas of study and identifies the overall learning aspirations for the realm. Programs are still expected to demonstrate that all graduates are learning at the level of achievement defined for each of the SPC; compliance will be evaluated through the review of student work.
- Finally, programs that admit students with pre-professional or preparatory education are expected to document whether certain SPCs are expected to have been met prior to admission to the NAAB-accredited program. The SPC matrix accommodates this documentation.

In many regards, the basic purposes of the *1998* and *2004 Conditions for Accreditation* have been sustained in the *2009 Conditions for Accreditation*. Likewise, the five central attributes of voluntary accreditation remain. Finally, the core elements of the NAAB's process also persist:

- Programs are required to document their compliance with the conditions through a comprehensive, self-analytical report.
- A team will visit 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 will be made by the NAAB Directors.

In today's environment of heightened expectations and continued scrutiny by Congress and others, the NAAB continues to be a leader in specialized accreditation. This leadership role can be expected to continue through the *2009 Conditions for Accreditation*.

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PROCEDURES FOR ACCREDITATION

**For Professional Degree
Programs in Architecture
2011 Edition**

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Table of Contents

SECTION 1. OVERVIEW 1

NAAB Accreditation Documents..... 4

SECTION 2. ACCREDITATION 5

SECTION 3. PROCEDURES FOR CANDIDACY FOR ACCREDITATION..... 9

 1. Candidacy Application..... 9

 2. Determination of Eligibility..... 10

 3. Initial Candidacy..... 13

SECTION 4. PROCEDURES FOR INITIAL ACCREDITATION..... 28

 1. Eligibility for Initial Accreditation..... 28

 2. Official Request for Initial Accreditation. 29

 3. Initial Accreditation. 30

 4. Public Disclosure of Accreditation Outcomes 39

SECTION 5. PROCEDURES FOR CONTINUING ACCREDITATION 41

 1. Architecture Program Report 41

 2. Visiting Teams..... 43

 3. Site Visits..... 46

 4. Visiting Team Report (VTR)..... 52

 5. Transmitting the Decision of the Board of Directors 54

 6. Confidentiality..... 55

 7. Public Disclosure of Accreditation Outcomes 55

 8. Special Provisions for Institutions with More than One NAAB-Accredited Degree Program..... 56

SECTION 6. FOCUSED EVALUATIONS..... 58

 1. Narrative Reports 58

 2. Focused Evaluation Team 59

 3. Responsibilities of the FE Team Chair..... 59

4. FE Sequence	59
5. Recommendations Following a Focused Evaluation..	61
6. Final Decision.....	61
7. Confidentiality.....	61
SECTION 7. NOMENCLATURE CHANGE REQUESTS	62
1. Eligibility.	62
2. Application.....	63
3. Proposal for Nomenclature Changes.....	63
4. Nomenclature Change Review Team.....	64
5. Responsibilities of the Team Chair.	64
6. Nomenclature Change Sequence.....	64
7. Recommendations for Nomenclature Change Requests..	66
8. Final Decision.....	66
9. Confidentiality.....	66
SECTION 8. SPECIAL CIRCUMSTANCES	67
SECTION 9. CONFLICTS OF INTEREST.	73
SECTION 10. ANNUAL REPORTS.....	75
SECTION 11. COMPLAINTS ABOUT PROGRAMS.....	77
SECTION 12. RECONSIDERATIONS	78
SECTION 13. APPEAL OF A RECONSIDERATION DECISION	81
SECTION 14. RESPONSIBILITIES.....	84
APPENDICES.....	lxxxvii
Index	xcix

SECTION 1. OVERVIEW

About the National Architectural Accrediting Board

Core Purpose

The National Architectural Accrediting Board (NAAB) was founded in 1940, to “produce and maintain current a list of accredited schools of architecture in the United States and its possessions, with the general objective that a well integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural schools with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein.” Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and only accredits the first professional degree program offered by any school or university. As such, the NAAB does not accredit pre-professional degrees or other preparatory education that may serve as a prerequisite for admission to a professional degree program.

The NAAB is the only agency recognized by registration boards in the United States to accredit professional degree programs in architecture. Because most registration boards require an applicant for licensure to hold an NAAB-accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

The curriculum of an NAAB-accredited degree program includes professional studies, general studies, and electives. To gain and retain accreditation of its degree program, each institution must both develop a program specific to its mission and also educate students to be knowledgeable and capable of producing work that can be measured by, and satisfy, specific performance criteria.

The NAAB fully recognizes the rights and responsibilities of the educational institutions that offer degrees in preparation for entry into professional careers in the licensed practice of architecture as defined and governed by the laws of the individual states and jurisdictions.

Educational institutions are composed of a faculty responsible for the appropriate development of individual courses and curricula that are required, at a minimum, to provide each student the educational opportunity to meet the student performance criteria as defined by the NAAB.

The NAAB recognizes the institutional rights and responsibilities of the faculty to explore fundamental and innovative educational concepts, scholarship, research, methods, and technologies that exceed the minimum student performance criteria and that will lead to even higher standards of performance within the profession of architecture and related alternative careers of diverse and creative service to society.

The NAAB is an independent nonprofit 501(c) 3 corporation with an office in Washington, D.C. It adheres to nondiscriminatory practices and is funded equally by the AIA, ACSA and NCARB, with a contribution by the AIAS. Directors and visiting team members are not compensated, but are reimbursed for expenses.

History

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, the Illinois Board of Examiners and Regulators of Architects gave its first examination in 1898 and by 1902 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 suggested the need for national standards of architectural education.

The first attempt to establish national standards came with the founding of the Association of Collegiate Schools of Architecture (ACSA) in 1912 and its adoption 2 years later of "standard minima" that schools were required to meet to gain ACSA membership. While these standard minima were in place, ACSA membership was equivalent to accreditation.

In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the profession's national system of education—a hiatus brought to an end when the ACSA, the American Institute of Architects (AIA), and National Council of Architectural Registration Boards (NCARB) established the NAAB and gave it authority to accredit schools of architecture nationally.

The founding agreement of 1940 also announced the intention to create an integrated system of architectural education that would allow schools with varying resources and circumstances to develop according to their particular needs.

Today, the NAAB's accreditation system for *professional degree programs* within schools requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Board of Directors.

Composition of the NAAB Board of Directors

The National Architectural Accrediting Board (NAAB) is both a decision-making and policy-generating body composed of a 14-member Board of Directors. The American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture, and the National Council of Architectural Registration Boards (NCARB) each nominate three directors for 3-year terms, which are staggered at 1-year intervals. The American Institute of Architecture Students (AIAS) nominates two directors for staggered 2-year terms. The directors, collateral organizations, and interested members of the public at large propose candidates for two public directors, who serve 3-year terms and are elected by the Board of Directors. In addition, the executive director serves *ex officio*. The Board also elects an executive committee that includes at least one representative each from the AIA, ACSA, and NCARB, to serve as president, president-elect, secretary, and treasurer for a period of one year. At the discretion of the president, the most

senior member of the Board nominated by the AIAS may be invited to participate in the deliberations of the executive committee.

The Board of Directors holds three regular meetings per year: winter, summer, and autumn. At the adjournment of the autumn meeting, new officers and board members are seated. The Executive Committee handles matters delegated to it by the Board between full meetings and, when required, a Special Board Meeting can be called. Program accreditation decisions rest solely with the NAAB Board of Directors.

The NAAB reserves the right to vary from these published procedures if such an action is in the best interests of a program or programs. The Board of Directors has delegated responsibility for establishing and maintaining the operating procedures that support accreditation activities, including the implementation of these *Procedures* to the executive director.

International Activities

The NAAB's mission is "leadership in, and the establishment of, educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession" for programs in the United States. Given the increasing globalization of the profession, the number of American architects practicing throughout the world, the number of architects from other countries seeking to work in the United States, and professional organizations from a number of countries seeking the advice and help of the NAAB in developing educational standards in their own countries, the following are some of the ways in which the NAAB provides services internationally:

- Architectural programs (outside the US and Canada) that can meet the NAAB Conditions for Accreditation are eligible for full accreditation under the terms of the *2009 Conditions for Accreditation* and these procedures.
- Architectural programs (outside the US and Canada) who cannot meet the NAAB Conditions largely because they are not regionally accredited as required by Condition 11, are eligible to be evaluated for substantial equivalency. The NAAB occasionally evaluates programs outside the U.S., ineligible for NAAB accreditation, to determine if they are "substantially equivalent" to NAAB-accredited programs. The term "substantial equivalency" identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. **Substantial equivalency is not accreditation.** The NAAB has established *Procedures for Substantial Equivalency*. These are available on the NAAB website.
- The NAAB can provide advice and consultation to organizations in other countries that are developing accreditation standards and procedures. Such consulting is provided for a fee.
- The Education Evaluation Service for Architects (EESA) provides assistance to individuals who do not have a professional degree in architecture from an NAAB-accredited program and who wish to either apply for an NCARB Certificate or for registration by an NCARB member board. EESA works with both internationally

educated architects and applicants in the NCARB Broadly Experienced Architect program. For additional information go to www.naab-eesa.org.

NAAB Accreditation Documents

The *2011 NAAB Procedures for Accreditation* and the *2009 NAAB Conditions for Accreditation* outline, respectively, the requirements an accredited degree program must meet and procedures that they and the visiting teams must follow in order to demonstrate the achievement of minimum standards and a uniform accrediting process. These documents also contain *suggestions* that programs and teams are encouraged to follow. These documents govern accreditation actions for the period 2011-2016 (including *Architecture Programs Reports* submitted in September 2010).

This document is a companion to the *2009 NAAB Conditions for Accreditation*. Each should be read in the context of the other.

The *Procedures* are reviewed and updated, as needed, at least every two years to reflect changes in operating policy or procedures that may have been undertaken since the last review. Proposed changes are released for public comment and review by the collateral organizations and the public at least 120 days prior to the Board meeting at which they are scheduled to be approved.

Conditions for Accreditation (2009 ed.)

The *2009 Conditions for Accreditation*, published separately, are the criteria professional degree programs in architecture are expected to meet in order to achieve and maintain accreditation by the NAAB. The *Conditions* are reviewed every five years through a comprehensive process of assessment, research, analysis, review by the Board of Directors, and consultation with representatives of the other collateral organizations – this is known as the Accreditation Review Conference.

Resulting revisions are reviewed by the collateral organizations and approved by the NAAB Board of Directors in the year following the accreditation review process. The next edition of the *NAAB Conditions for Accreditation* will be released in 2014.

SECTION 2. ACCREDITATION

Types/terms of accreditation

Although there are minor distinctions among the procedures that apply to initial candidacy, initial accreditation, continuing accreditation, or reinstated accreditation, the sequence is similar for all institutions seeking NAAB action.

Actions on stages and terms of accreditation are taken at regularly scheduled meetings of the Board of Directors, except where noted. In all cases any motion regarding an accreditation action must have at least eight votes in favor to pass.

Unless specifically noted in the Board's decision, all terms of accreditation are effective on January 1 of the year in which the visit took place. Conversely, all terms of accreditation expire on January 1 of the year in which a visit is scheduled to take place unless and until the NAAB approves a motion for a term of accreditation.

1. **STAGE I: Candidacy.** Institutions seeking initial accreditation for a professional degree program in architecture must first be granted candidacy status by the NAAB. Institutions intending to establish a professional degree program should seek guidance from the NAAB for assistance in reviewing Sections 3, 4 and 5 of this document before proceeding with the development of a candidacy application.
 - a. Programs seeking candidacy may be granted a period of candidacy of not less than two years. The program must achieve initial accreditation under Section 2.2 within six years of the effective date of the term of initial candidacy.
 - b. The eligibility requirements for initial candidacy are defined in Section 3 of this document.
 - c. The maximum period of initial candidacy is six years. Should a program fail to achieve initial accreditation within the maximum period, it must submit a new candidacy application (See Section 3).
2. **STAGE II: Initial accreditation.** All visits for initial accreditation will take place in the fall semester following the graduation of the first cohort of students. The term of initial accreditation will be granted as follows:
 - a. The effective date of initial accreditation will be set as January 1 of the year in which the visit took place.
 - b. The term of initial accreditation is three years.
 - c. The eligibility requirements for initial accreditation are defined in Section 4 of this document.

Programs that received a term of initial accreditation before January 1, 2011 will not have the effective dates of their terms of initial accreditation adjusted retroactively.

Initial accreditation is probationary in nature and indicates that although deficiencies may be present, the institution has established plans and is making sufficient progress to address or remove the deficiencies by the time of the first visit for continuing accreditation under Section 2.3.

A term of initial accreditation is not the same as a three-year term of continuing accreditation.

3. **STAGE III: First Term of Continuing Accreditation Following a Term of Initial Accreditation.**

- a. The first visit for continuing accreditation will be three years from the year in which the visit for initial accreditation was conducted.
- b. Programs that have achieved a term of initial accreditation may only receive a six-year term of accreditation (with or without a focused evaluation) under Section 2.4.a or b as a result of the Board's decision following the first visit for continuing accreditation or accreditation will be revoked.
- c. Failure to receive a six-year term of accreditation under Section 2.4.a or b indicates that the program failed to meet the plans established for its initial accreditation, failed to make sufficient progress to address or remove deficiencies identified during the visit for initial accreditation, or has new deficiencies, such that continuing accreditation is not warranted. Programs that are seeking their first term of continuing accreditation, but fail to receive a six-year term, and therefore have the program's accreditation revoked, and which wish to continue to seek accreditation may reapply for initial candidacy under Section 2.1.

4. **STAGE IV: Subsequent Terms of Continuing Accreditation.** Programs that have completed the first term of continuing accreditation and are seeking a subsequent term of continuing accreditation may receive one of the following terms of accreditation, or accreditation may be revoked.

- a. **Six-Year Term.** This term indicates that deficiencies, if any, are minor, and the intent to correct them is ensured. The program is accredited for a six-year period.
- b. **Six-Year Term with Focused Evaluation After 3 Years.** This term indicates that major deficiencies may exist in one or more of the following areas:
 - i. Meeting the conditions in Part One (I) of the *2009 Conditions for Accreditation*,
 - ii. Meeting the conditions in Part Two: Sections 2 or 3; or

- iii. That the team has identified significant “Causes of Concern” in the most recent Visiting Team Report.

A review of these deficiencies forms the basis of the focused evaluation (See Section 6 for additional information).

- c. **Three-Year Term.** This term indicates that major deficiencies are present in at least three of the following areas at the time of the current visit and may also have been present at the time of the previous visit:
 - Learning Culture and Social Equity
 - Long-Range Planning
 - Self-Assessment
 - Physical Resources
 - Human Resources and Human Resource Development
 - Financial Resources
 - Information Resources
 - More than one-third of the SPCs in any realm

Additionally, a program may receive a reduced term if any single SPC has been identified as Not Met for two previous consecutive accreditation visits and remains Not Met during the current review.

Multiple deficiencies in these areas sufficiently affect the quality of the program and a full accreditation review is required after less than six years. At the next scheduled review, the program may only receive either a six-year term, with or without a focused evaluation, or a two-year probationary term.

- d. **Two-Year Probationary Term.** This term indicates that the deficiencies are severe enough to erode the quality of the program and that the intent or capability to correct these deficiencies is not evident.
 - i. The program is on probation and must show cause for the continuance of its accreditation.
 - ii. At its next scheduled review, the program must receive at least a three-year term or accreditation will be revoked.
 - iii. The next scheduled review of a program that has received a two-year probationary term usually will be conducted by a team consisting of three former NAAB Directors and a person not from the NAAB.
 - iv. If a three-year term follows a two-year probationary term, the program must receive a six-year term, with or without a focused evaluation, at the next scheduled review or accreditation will be revoked.
- e. **Revocation of Accreditation.** Indicates that insufficient progress was made during a two-year probationary term to warrant a three-year term. Accreditation can also be revoked if no Architecture Program Report is submitted or if the team

observes substantial and uncorrectable noncompliance with the NAAB conditions for accreditation during any site visit.

SECTION 3. PROCEDURES FOR CANDIDACY FOR ACCREDITATION

Initial candidacy for new professional degree programs in architecture requires the completion of three important steps. For institutions that already have at least one NAAB-accredited professional degree program, some of these steps may be waived or modified. Generally, the steps are as follows:

- Application to establish candidacy status.
- Determination of eligibility.
- Initial candidacy visit.

Throughout the process, there are points of review by the NAAB staff and the NAAB Board of Directors.

Institutions interested in establishing a NAAB-accredited, professional degree program in architecture are encouraged to contact the NAAB staff, administrators and faculty members from institutions with NAAB-accredited degree programs, the ACSA, and professional consultants for advice and counsel in selecting appropriate degree types and for assistance in preparing the necessary documentation, especially the *Plan for Achieving Initial Accreditation*.

If an institution seeks to establish more than one NAAB-accredited program, the applications must be made separately. The NAAB will not accept applications for candidacy for more than one program at a time from the same institution.

The maximum period of candidacy is six years. Should a program fail to achieve initial accreditation within the maximum period, it must submit a new candidacy application.

1. **Candidacy 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 application for candidacy to the NAAB. A complete application must include the following:
 - a. A written announcement from the institution's chief academic officer of the intention to seek candidacy for accreditation for a professional degree program in architecture. The letter should include the specific degree name (e.g., B. Arch., M. Arch., or D. Arch.) along with any prerequisites and the total number of credits to be awarded.
 - b. The most recent decision letter from the recognized, U.S. regional accrediting agency for the institution (See 2009 *NAAB Conditions for Accreditation*, Part II: Section 2.1, Regional Accreditation).
 - c. The *Plan for Achieving Initial Accreditation* (see below).
 - d. Applications may be submitted in electronic format only.

- i. Applications are limited to 75 pages including all supplemental information. They are to be sent either in Microsoft Word or Adobe PDF and are limited to 3 MBs.
 - ii. Applications are to be addressed to the Accreditation Manager, NAAB. By e-mail: info@naab.org with a copy to cpair@naab.org. Please include “Application for Candidacy” in the subject line.
2. **Determination of Eligibility.** The second step toward becoming a candidate program is for the NAAB to determine whether the proposed degree program is eligible for candidacy. The process for determining eligibility is based on whether the institution already offers a NAAB-accredited degree and is seeking to develop another one or whether the institution has no NAAB-accredited programs.
 - a. **Determination of Eligibility.** A review panel consisting of the NAAB executive director or associate executive director, a member of the executive committee, and one additional member of the Board of Directors will review the application and determine whether to accept the application in full; accept the application provisionally; or reject the application and request a new application.
 - i. For programs seeking candidacy for a professional degree program in architecture that **do not** currently have a NAAB-accredited degree program:
 1. If the application is accepted in full, an eligibility visit will be scheduled.
 2. If the application is accepted provisionally, additional information will be requested. Once the additional information is received and determined to be sufficient to proceed, an eligibility visit will be scheduled.
 3. If the application is rejected, the chief academic officer will be notified and advised as to the deficiencies or concerns of the review panel and asked to submit a new application.
 - ii. For programs that already offer at least one NAAB-accredited degree and are seeking candidacy for an additional professional degree program (e.g., an institution with an accredited B. Arch. is seeking to establish an accredited M. Arch.):
 1. If the application is accepted in full, the review panel will make a recommendation to the NAAB Board to accept the program as “eligible for initial candidacy;” no visit is required.
 2. If the application is accepted provisionally, additional information will be requested. Once the additional information is received and determined to be sufficient, the review panel will make a recommendation to the NAAB Board to accept the program as “eligible for initial candidacy;” no visit is required.
 3. If the application is rejected, the chief academic officer will be notified and advised as to the deficiencies or concerns of the review panel and asked to submit a new application.

b. **Eligibility Visit**

i. **Purpose.** There are three purposes of the eligibility visit.

1. To review the *Conditions* and *Procedures* with the proposed program's administrators, faculty, staff, and students.
2. To confirm the institutional commitment to the implementation of the *Plan for Achieving Initial Accreditation*.
3. To review the physical, financial, human, and information resources committed to the program.

ii. **Format**

1. Eligibility visits are to last not more than 2 days.
2. They will be undertaken by any one of the following individuals: an officer of the NAAB, executive director, or associate executive director.
3. The visit will be scheduled on two consecutive weekdays during the regular academic year.
4. The visit should include the following:
 - a. Presentation by the program on the history and mission of the institution, academic/administrative unit, and proposed degree program.
 - b. Discussion between the reviewer and the program administrator to review the *NAAB Conditions and Procedures*.
 - c. Separate meetings with faculty, staff, and students.
 - d. Meetings with the division administrators (e.g., department chair and dean) and chief academic officer.
 - e. Opportunities to observe classes and studios (if courses are being offered that will be included in the proposed degree program).
 - f. A tour of the physical resources that are or will be designated for the program (studios, classrooms, seminar rooms, shops, and labs).
 - g. A tour of the library or other information resource center(s) that support the program.
 - h. Optional: a meeting with *alumni* of the institution and local architects. This meeting is only required for institutions seeking to develop an existing pre-professional program into an accredited professional degree program.

- iii. **Report from the Review Panel or the Eligibility Visit.** The reviewer completing the eligibility visit must submit a memorandum to the Board of Directors that documents his/her observations and conclusions. If no visit is required, this report is completed by the three-person review panel described above. The report must include the following:
1. A review of the resources committed to the program.
 2. Commitment of the institution to the implementation of the *Plan for Achieving Initial Accreditation*.

3. Assessment of the readiness of the program to complete a visit for initial candidacy.
 4. Recommendation to the NAAB Board to accept or not accept the program as eligible for initial candidacy. The recommendation will also identify the length of time that should elapse before scheduling the initial candidacy visit.
- iv. **Action on Eligibility for Initial Candidacy**
1. If the recommendation is to accept the program as eligible for initial candidacy, the NAAB staff will select a visiting team chair and advise the program to compile an *APR* and prepare for an initial candidacy visit as outlined below.
 2. If the recommendation is to not accept the program as eligible for initial candidacy, a new application will have to be submitted.
- c. **Plan for Achieving Initial Accreditation**
- i. **Purpose.** *The Plan for Achieving Initial Accreditation* serves multiple purposes:
 1. It is an analysis of the current status of the program that identifies long-term objectives for establishing and implementing the new degree program.
 2. It is an analysis of the extent to which the new program already complies with the *Conditions for Accreditation* with special emphasis on program identity, resources, and the curricular framework.
 3. It proposes a course of action for achieving initial accreditation in not more than six years. This includes, but is not limited to, the following:
 - a. Securing resources not already available to the program (e.g., faculty, space, financial support).
 - b. Securing institutional approvals for the new degree program (if required).
 - c. Recruiting and retaining students.
 - d. Proposed date for enrolling the first cohort or class; projected date for awarding degrees to the first cohort or class to complete the program.
 - e. Developing and implementing new courses and/or curricular sequences.
 - f. Plans or provisions in the event the program does not achieve initial candidacy.
 - g. Plans or provisions in the event the program does not achieve initial accreditation.
 - ii. **Content.** *The Plan for Achieving Initial Accreditation* should include the following:
 1. Cover Page – this page should include the following information:
 - a. Name of Institution

- b. Degree program proposed (i.e., B. Arch., M. Arch., or D. Arch.), with pre-requisites as appropriate (e.g., M. Arch., (pre-professional degree plus 42 graduate credits)).
 - c. Name, address, email, and telephone contact information for the following individuals:
 - i. Program administrator
 - ii. Head of academic unit in which the program will be located
 - iii. Chief academic officer
 - iv. President of the institution
 2. Part One – Analysis of the extent to which the proposed program already complies with the following Conditions for Accreditation:
 - a. Part I: Sections 1-3
 - b. Part II: Section 1-4
 3. Part Two – Timeline for Achieving Initial Accreditation (see above)
 4. Part Three – Supplemental Information
 - a. 3.1 Course Descriptions (See *2009 Conditions* Appendix 1)
 - b. 3.2 Faculty Resumes (See *2009 Conditions* Appendix 2)
3. **Initial Candidacy.** Once a program has been accepted as eligible for initial candidacy, a site visit for initial candidacy will be scheduled for the next academic year, generally in the spring. With certain exceptions, visits for initial candidacy are similar to those for continuing accreditation. There are, however, subtle, yet important distinctions (e.g., the length of the visit). The first step is the preparation of an *Architecture Program Report* (APR) and preparation for a visiting team. The *APR*, selection of the visiting team, and other elements of the site visit are described below.
 - a. **Architecture Program Report Submitted for Initial Candidacy Visits**
 - i. **Purpose.** The *Architecture Program Report for Initial Candidacy (APR-IC)* serves both as a self-study for the program and as the principle source document for conducting the visit.
 - ii. **Content.** For programs seeking initial candidacy, the *APR-IC* should:
 1. Present complete and accurate information to demonstrate the extent to which the program is already in compliance with the NAAB Conditions.
 2. Present complete and accurate information to demonstrate how the program will use its *Plan for Achieving Initial Accreditation* to achieve compliance with the NAAB Conditions in not less than six years.
 3. Areas and levels of excellence will vary among degree programs seeking candidacy as will approaches to meeting the conditions and reporting requirements. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.

- iii. **Format.** Schools must use the following format for the *APR for Initial Candidacy*. Each part should be used to describe how the program's *unique* qualities, its *Plan for Achieving Initial Accreditation*, and its students' achievements do (or will) satisfy the conditions that all programs must meet in order to become accredited. For additional information on the contents of the *APR-IC* see, *NAAB Conditions for Accreditation*, 2009 edition.
 1. Part One – Institutional Support and Commitment to Continuous Improvement
 - a. 1.1 Identity & Self-Assessment
 - b. 1.2 Resources
 - c. 1.3 Institutional Characteristics
 - i. Statistical Reports (comparative data not required for *APR-IC*)
 - ii. Faculty Credentials
 2. Part Two – Educational Outcomes and Curriculum
 - a. 2.1 Student Performance Criteria
 - b. 2.2 Curricular Framework
 - c. 2.3 Evaluation of Preparatory/Pre-professional Education
 - d. 2.4 Public Information
 3. Part Three – Progress Since the Last Site Visit (not required for *APR-IC*)
 - a. Responses to Conditions Not Met
 - b. Responses to Causes of Concern
 4. Part Four – Supplemental Information
 - a. 4.4 Course Descriptions (see *2009 Conditions*, Appendix 1 for format)
 - b. 4.5 Faculty Resumes (see *2009 Conditions* Appendix 2 for format)
 - c. 4.6 Visiting Team Report (VTR) from the previous visit (not required for *APR-IC*)
 - d. 4.7 Catalog (or URL for retrieving online catalogs and related materials)
- iv. **Submission.** *APRs for Initial Candidacy* are to be submitted in electronic format only.
 1. *APR-ICs* are limited to 250 pages including all parts. The page limit does not include the institution's catalog or previous *VTRs* (the previous *VTR* is not required for *APR-IC*).
 2. Electronic versions of the *APR-IC* are to be sent either in Microsoft Word or Adobe PDF and are limited to 7 MBs.
 3. *APR-ICs* are submitted through the NAAB's integrated information management system.
- v. **Review and acceptance**
 1. The *APR-IC* is first reviewed by the NAAB staff to ensure it is complete.

2. The *APR-IC* is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program's structure, and to identify issues that may affect the duration and agenda for the site visit. The visiting team chair's review results in a recommendation to the Board to do one of the following:
 - a. Accept the *APR-IC* and schedule the site visit.
 - b. Accept the *APR-IC*, schedule the site visit, and request additional information before the visit.
 - c. Require additional information to be submitted not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed, and determined to be acceptable.
 - d. Reject the *APR-IC* and require a new report be submitted for review not less than 45 days prior to the date for the visit. If the new *APR-IC* is considered acceptable, the visit will take place.
 - i. Should the chair recommend the *APR-IC* be rejected, the *APR-IC* and the chair's review are brought before the NAAB Board of Directors for review and action.
 - ii. Should the school fail to deliver an acceptable amended or replacement *APR-IC*, the chief academic officer of the institution is notified that the candidacy visit will have to be postponed until the next semester. A new chair will be appointed and a new team assembled.
- vi. **Dates/Deadlines**
1. *APR-ICs* are due in the NAAB offices by September 7 of the calendar year immediately preceding the year in which the initial candidacy visit is scheduled to take place. In the event a candidacy visit is scheduled for the fall, the *APR-IC* is due not less than 6 months prior to the scheduled date for the visit.
 2. For *APR-ICs* sent in September, review of *APR-ICs* must be completed before the regularly scheduled fall meeting of the NAAB Board of Directors.
 3. For *APR-ICs* submitted in the spring, the review must be completed before the regularly scheduled summer meeting of the NAAB Board of Directors.
 4. New *APR-ICs* (if they are requested) are due not less than 45 days prior to the dates for visit.
- vii. **Dissemination of the *APR-IC* to the Public Prior to the Visit.** To stimulate broad-based participation, the program is encouraged to distribute the *APR-IC* within the school community before and during the site visit. However, the *APR* is not to be shared with the general public

until after the final decision is communicated by the NAAB (see Section 4.3.e).

b. Visiting Teams

i. Composition of teams

1. Teams for initial candidacy visits are composed of three individuals: an educator, a practitioner, and an individual selected from a pool of NAAB staff and former NAAB Directors. One of these individuals will be designated by the NAAB Directors to serve as the team chair.
2. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined in Section 9. To maintain uniform quality of visits and *Candidacy Visiting Team Reports (C-VTRs)*, teams are selected so that not more than one person is on his or her first visit.
3. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

ii. Team Chair

1. **Role.** The team chair is responsible for the following:
 - a. Negotiating the date for the visit with the program administrator.
 - b. Reviewing the *APR for Initial Candidacy* and identifying needs for additional information or requesting changes to the report.
 - c. Developing the agenda for the visit with the program administrator.
 - d. Consulting with the program administrator on the format and content of the team room.
 - e. Hosting a mandatory pre-visit conference call with the team prior to the visit to establish expectations and special requirements or circumstances.
 - f. Preparing the final draft of the *Candidacy-Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the visit.
 - g. Securing the signatures of all team members on the report.
 - h. Securing the signatures of the team on the confidential recommendation.
 - i. Approving corrections of fact submitted by the program after reviewing the draft *C-VTR*.

- j. Ensuring the team's compliance with the *Procedures for Accreditation* and appropriate standards of conduct during the visit.
 2. **Selection.** Visiting team chairs are nominated by the Executive Committee before the site visit. The selection is based on a review of the resumes of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notify program administrators once a chair has been nominated. The administrator may challenge the nomination on the basis of potential conflicts of interest (See Section 9). Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.
 - iii. **Non-voting members.** Non-voting members are not permitted on teams for initial candidacy or on subsequent teams to determine the continuation of candidacy.
 - iv. **Notification to Program.** The NAAB staff notify the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.
 - v. **Conflicts of Interest.** The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 9 for additional information.
 - vi. **Challenges to Team Members.** Programs may challenge no more than one member of a proposed visiting team for initial candidacy, under the terms of Section 9, Conflicts of Interest. Such challenges are to be made in writing within 10 days of receiving notice of the nomination of a chair or the membership of a visiting team. Challenges will be reviewed by the NAAB executive director and accreditation manager. Where challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days prior to the start of an accreditation visit.
- c. **Scheduling the Dates for the Site Visit**
1. The dates for a visit for initial candidacy are set by the team chair and the program administrator in consultation.
 2. Generally, these visits take place between the last week of January and the first week of April each year.
 3. Once a date has been set and a team proposed, the date cannot be changed.
 4. Length of the visit:
 - a. Visits for initial candidacy begin on Saturday evening and end the following Wednesday at noon.
 - b. If the program is still in the early stages of implementation and the amount of student work available for review is

limited, the visit may begin on Sunday evening and end the following Wednesday at noon. The final decision on the length of the visit is made by the team chair in consultation with the program administrator and the NAAB.

5. All members of the team are expected to participate in the visit the entire time.
 6. If the program seeking candidacy is to be offered in more than one site, the team chair may arrive early in order to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff. See Section 8 for additional information on visits with special circumstances.
- d. **Schedule/Agenda for Each Visit for Initial Candidacy.** Each visit must include, at a minimum, the following:
- i. **Prior to the Visit**
 1. **Team Orientation.** Team members participate in a mandatory pre-visit conference call in which the visiting team chair reviews the *APR-IC*, *Conditions* and the *Procedures*, discusses visit protocols, and establishes expectations for each team member and for how the team will work. Generally, this call will take place 14 days prior to the start of the visit.
 2. **Review of the *APR-IC*** (Team only). This review allows team members to discuss their initial reactions to the *APR*, to raise any initial concerns and to identify and prioritize the questions to be addressed during the visit. In light of this discussion, the visiting team chair outlines team assignments and may revise details of the agenda.
 - ii. **Onsite**
 1. **Tours**
 - a. **Physical Resources.** The school conducts a brief tour of the physical resources that support the professional degree program. This tour should include an explanation of how the team room is organized, the facilities the program uses, as well as, meetings with the personnel of media centers, workshops, and laboratories.
 - b. **Library/Information Resources.** The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.
 2. **Meetings** (NOTE: All meetings are confidential, informal discussions, **not** presentations.)
 - a. **Staff.** This is a meeting with key staff of the academic unit and without any faculty or administrators present. Staff that attend this meeting should include but not be limited to

- administrative assistants, shop personnel, librarians, career placement professionals, advisors and others.
- b. **Program Head.** These include a discussion of issues arising from the *APR-IC* the program's strategic plan and self-assessment procedures, any required changes to the visit agenda, and any requests for additional materials the team may need.
 - c. **Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students.** These are separate meetings and allow the team to review and discuss the implications of the new degree program, and identify strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.
 - i. Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.
 - ii. Meetings with students, generally lead by the AIAS representative, without the presence of any administrators, staff, or faculty, should be arranged so that all students can attend.
 - d. **Meeting with student representatives.** This is an informal gathering of a small group of students, without the presence of any administrators, staff, or faculty, who may be officers in student organizations or elected to attend by their peers.
 - e. **Contact with Graduates and Local Practitioners.** (Only if the institution is proposing to expand an existing pre-professional program into an accredited degree program or during visits for continuation of candidacy). This is often a social event that may include recent and past graduates, local registration board members, and representatives of the AIA chapter.
3. **Review of Student and Faculty Exhibits.** Team members are individually and jointly responsible for assessing work in the team room and elsewhere.
 4. **Observation of Studios, Lectures, and Seminars.** (Only necessary if courses currently being offered are or will be part of the proposed professional degree program) The team may divide to attend scheduled classes and may use evenings to observe unscheduled studio activity.
 5. **Review of General Studies, Electives, and Related Programs.** This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors or concentrations that students may pursue, and any programs or

groups that have a significant relationship with the accredited degree program.

6. **Review of School Records and Transfer Credit Assessment.** The visiting team chair may request school and student records, which should be presented with names removed.
7. **Debriefing Sessions.** Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for additional information.
8. **Accreditation Deliberation and Drafting the VTR.** The last afternoon and evening of the site visit is devoted to developing the team's consensus on whether the program has met each of the NAAB conditions, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB Directors on a term of accreditation. By the end of the last work session, the *VTR* should be in a draft form and ready for editing by the visiting team chair.
9. **Exit interviews.** The sequence of exit interviews is proscribed in order to ensure the team delivers its initial information to key leaders within the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. Further, the purpose of these interviews is to communicate the following:
 - a. the conditions met with distinction,
 - b. the conditions not yet met,
 - c. causes of concern, and
 - d. any general team comments or acknowledgements.

These interviews are led by the chair; other members of the team may be called upon by the chair to comment. All members of the team are advised to avoid making any comments that may be interpreted as offering advice or other recommendations to the program or as revealing the content of the confidential recommendation.

The recommended sequence of exit interviews on the final morning is as follows:

- Exit interview with the program administrator, 1 hour. Questions and answers of clarification are permitted; the team chair will lead any response.
- Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response. NOTE: this may be broken down into more than one meeting.

- Exit interview with the central administrators responsible for oversight of the academic unit (e.g., provost or vice president for academic affairs), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response.
- Exit interview with the students, faculty, and staff of the program, 30 minutes; questions and answers are not permitted.
- The team is expected to leave the institution as soon as the last interview is completed.

e. **Team Room**

1. **Purpose.** The purpose of the team room is the same as for visits for continuing accreditation. Please see Section 3 for additional information. It is to be designated for the exclusive use of the team to evaluate the program in confidence.
2. **Contents.** Before the site visit, the program head and visiting team chair discuss the content and organization of the team room. The team room must contain fully labeled and easily accessible exhibits of student work, if available. Materials used as exhibits must include examples of both the minimum passing grade and high achievement; be of sufficient quantity to ensure that all graduates are meeting the performance criteria; and have been executed by students enrolled in the proposed program (this may not be necessary for an initial candidacy visit, but will be necessary for a subsequent visit for continuation of candidacy). In all cases, student work should be presented in the form in which it was turned in. Where student work was turned in using electronic format, the program must provide the applications used to create the work in order for the team to review it. Where courses have not yet been offered, please provide course descriptions that include learning outcomes and their correlation to the SPC. The team room must also contain the following:
 - a. **Student Studio Work.** The majority of the visual material should be mounted on vertical surfaces, not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various faculty, and must include syllabi, project statements or assignments, handouts, bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals may be included, or the progress of one group of students may be illustrated.
 - b. **Course Notebooks.** A notebook should be provided for each required and elective course, including studio

courses. The notebook must contain a syllabus showing weekly activities and assignments, a bibliography, quizzes and examinations, where applicable, and corresponding samples of student work. The notebook must also contain a statistical summary of achievement by all students in the course.

During a candidacy visit, notebooks should be provided for courses that have not yet been offered, but for which syllabi and other materials have been prepared.

Notebooks may be presented electronically but only after consulting with the team chair. In the event a program chooses to present course notebooks electronically, it is the responsibility of the program to make this material available to the team in the team room.

- c. **Student Admissions and Advising Files.** These are copies of files for students admitted to the program, with identifying information removed, that demonstrate the process by which students are admitted to the program and how, if appropriate, advanced standing is determined (See *2009 Conditions for Accreditation*, Part II, Section 3).
- d. **Team Work Area.** The room must contain a conference table, with enough seating to accommodate the entire team.
- e. **Access.** The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team's invitation.
- f. **Equipment.** The room must contain the following: a telephone, document shredder, computer equipment as requested by the visiting team chair, Internet access, printer, LCD projector, and a sufficient number and type of electrical outlets.
- g. **Visit Agenda and Resumes.** The visit agenda and resumes of the team should be posted in the vicinity of the room.
- h. **Faculty Photos.** Faculty photos should be posted in the team room.
- i. **Matrices.**
 - i. A large copy of the faculty credentials matrix for the current semester as described in Part II: Section 3 should be posted in the team room.
 - ii. A large copy of the matrix, described in Part II: Section 1. Student Performance Criteria, of the

Conditions for Accreditation, should be posted in the team room.

While a range of work must be displayed for each required course, it is not necessary to present the complete output of a studio, lecture, or seminar.

The organization of student work is left to the discretion of the program in consultation with the team chair, but each piece must cross-reference the course matrix and criteria it addresses, be dated, and indicate its assessment from minimum to high achievement. Ideally, examples by several different students or teams should be furnished.

Exhibits in spaces outside the team room can augment, but not substitute for, team room exhibits. Such exhibits should be identified in a manner consistent with team room displays, except that indications of minimum to high pass must be omitted in public displays. Class assignments must be available for all projects presented.

- j. **Faculty Exhibits** (See Section 5 of this document, for additional information).

f. **Candidacy-Visiting Team Report (C-VTR)**

- i. **Purpose.** The *C-VTR* serves multiple purposes. It is essential to the NAAB in making its decision regarding candidacy; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. *C-VTRs* are considered advisory to the NAAB Board of Directors.

ii. **Contents**

- 7. The *C-VTR* conveys the visiting team's assessment of whether the program's plan for achieving initial accreditation is reasonable, capable of being implemented, and to what extent the program meets or is likely to meet the *Conditions for Accreditation*, as measured by the following:
 - a. Evidence of student learning.
 - b. The overall capacity of the program to fulfill its obligations to ensure student achievement.
 - c. The overall learning environment.
- 8. It establishes the degree to which the program is functioning in the manner described in the *APR-IC*. Therefore, the *C-VTR* must be

concise and consistent and include documentation of the following:

- a. The program's noteworthy qualities with respect to the *Conditions*.
 - b. The program's progress toward identifying and eliminating deficiencies with respect to the *Conditions*, especially the Student Performance Criteria.
 - c. Concerns about the program's future performance and/or capacity to achieve initial accreditation.
 - d. Comments that may be helpful in preparing for future candidacy reviews or initial accreditation visits.
- iii. **Format.** The *C-VTR*, generally speaking, includes the following:
1. **Section I – Summary of Team Findings**
 - a. **Team Comments.** This is a narrative in which the team makes its general comments on the program, the *APR-IC*, and its observations and assessments with special attention to the items listed in 4.3.f.2.a-d (above).
 - b. **Conditions Not Met/Not-Yet Met.** This is a list of the conditions and student performance criteria that the team determines are either not met or not-yet met.
 - c. **Causes for Concern.** This is a narrative that describes specific concerns of the team relative to not-yet-met conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team has concerns or questions. This should be a numbered list and each item should have a title. It is not necessary for a not-yet-met condition to generate a cause for concern; likewise conditions/criteria that are determined to be met, may have also generated concerns within the team. All of these should be documented in this section of the report.
 - d. **Progress since the Previous Visit/C-VTR**
 - i. In the case of the first visit to establish initial candidacy, this section is left blank.
 - ii. In the case of a visit for continuing candidacy, this section is completed. This is a narrative in which the current team reviews the program's progress against each of the not-yet-met conditions and causes of concern from the previous visit and *C-VTR*. It is the responsibility of the current team to determine, based on their review, whether previously not-yet-met conditions are now met and whether the causes of concern have been addressed.
 2. **Section II – Compliance with the Conditions for Accreditation**

3. **Section III – Appendices**
 - a. Appendix A. Program and institutional information from Part I of the *APR*.
 - e. Appendix B. Conditions Met with Distinction. This is a list of the conditions and student performance criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the conditions or criteria listed here.
 - b. Appendix C. The team roster.
4. **Section IV—Report Signatures.** This page includes the signatures of all team members.
- iv. **Confidential Recommendation.** In a separate document, the team transmits a recommendation on initial candidacy to the NAAB Board of Directors. This recommendation is signed by all members of the team. The recommendation will also include a recommendation as to the length of time until the next visit either for continuing candidacy or initial accreditation. This document is considered confidential in perpetuity and is non-binding on the Board. This document is to be transmitted not later than 30 calendar days after the visit ends.
- v. **Review/Acceptance/Transmittal by the Team.** The team chair must transmit a final draft of the *C-VTR* to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other members of the team.
- vi. **Review by NAAB staff.** Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. Any requests for clarification or adjustments are reviewed with the team chair. Once any changes have been made or approved by the chair, the draft is sent to the program administrator.
- vii. **Corrections of fact.** The program administrator is then asked to review the draft *C-VTR* to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who, in turn review the corrections with the chair. The team chair has 10 calendar days to accept the corrections of fact and resubmit a final *C-VTR*.
- viii. **Optional response.** The final *C-VTR* is transmitted to the program administrator who has the option to write a response.
- ix. **Dates and deadlines**
 1. 30 days after the visit ends: team chair sends draft *C-VTR* and confidential recommendation to NAAB staff.
 2. NAAB staff completes the initial edits and corrections in consultation with the chair, and sends draft *C-VTR* transmitted to the program administrator.

3. Within 10 calendar days of receiving the draft *C-VTR*, program submits corrections of fact. Corrections sent after the deadline will not be accepted.
4. Within 10 calendar days of receiving the corrections of fact, the staff and team chair accept or reject corrections and submit final *C-VTR* to NAAB staff.
5. NAAB staff transmit the final *C-VTR* to the program administrator for an optional response.
6. Within 10 calendar days of receiving the final *C-VTR*, the program sends its optional response to NAAB offices. Responses sent after the deadline will not be forwarded to the Board.
7. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepare the final report package for Board of Directors review. This package contains the following documents in this order:
 - a. An executive summary.
 - b. Final *C-VTR*.
 - c. Confidential recommendation.
 - d. Optional program response.
- g. **Decision of the Board of Directors.** At its next regularly scheduled meeting, the final report package, including the confidential recommendation is presented to the Board of Directors for a decision.
- h. **Transmitting the Decision of the Board of Directors.** Within 14 calendar days of a Board decision regarding a term of initial candidacy, a letter announcing the decision is sent to the president of the institution, with copies to the program administrator, the team chair, and the team members. This letter is sent by overnight delivery. Decisions to deny candidacy are not subject to reconsideration or appeal. The letter transmitting a decision to deny initial candidacy will include advice for reapplying.
- i. **Confidentiality.** The team and any non-voting members must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation on a term of candidacy in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the candidacy decision, both the NAAB and the program are prohibited from making either the *APR* or the *C-VTR* available to the collateral organizations or the public.

- j. **Public Disclosure of Accreditation Outcomes**

- i. After the candidacy decision, the program is required to disseminate the *APR-IC*, the final *C-VTR* and pertinent attachments, the current editions of the *Conditions* and the *Procedures* and any addenda, and, eventually, the *Annual Reports* and the NAAB response to each *Annual Report*. These documents must be housed together in the architecture library and be freely accessible to all.
 - ii. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the *Conditions* and the *Procedures* and any addenda and the *C-VTR*.
 - iii. The program is required to provide faculty and incoming students with access to the current student performance criteria and related accreditation documents. (See *2009 Conditions for Accreditation*, Part II: Section 4. Public Information).
 - iv. The NAAB makes available in its office the *APRs* and the *VTRs* of all accredited programs, candidate programs, or programs that have lost accreditation. These are available to the public by appointment. Beginning in 2011, the NAAB will publish all *VTRs* at www.naab.org after accreditation decisions are made. These will be published without the confidential recommendation of the team.
 - v. The accreditation decisions for a given year are made available to the collateral organizations—to be published in their entirety in each organization's newsletter—and to other organizations and the public upon request.
 - vi. Within 30 calendar days of a decision to deny candidacy, the NAAB will notify the collateral organizations and the appropriate regional accrediting agency.
4. **Subsequent Evaluations.** Continuation of candidacy is subject to reviews and visits at two-year intervals until initial accreditation is achieved. The reporting, team composition, and visit requirements for each subsequent visit are the same as for initial candidacy.

SECTION 4. PROCEDURES FOR INITIAL ACCREDITATION

Once a program has achieved initial candidacy and completed a minimum number of years in candidacy status, it is eligible to apply for initial accreditation of its professional degree program. For institutions that already have at least one NAAB-accredited professional degree program, some of these steps may be waived or modified. Generally, the steps are as follows:

- Request for initial accreditation
- Initial accreditation visit

Throughout the process, there are points of review by the NAAB staff and the NAAB Board of Directors.

All visits for initial accreditation take place in the fall following the graduation of the first cohort of students to complete the program.

Terms of initial accreditation may only be three years. See Section 2.2

In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation.

The “two-year rule,” as it is sometimes called, is promulgated by NCARB. The full text can be found in the *Handbook for Interns and Architects*, Chapter 1, in the statement defining the education requirement for an NCARB Certificate.

“You must hold a professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) or the Canadian Architectural Certification Board (CACB/CCCA) no later than two years after your graduation, or hold a professional degree in architecture, certified by the CACB, from a Canadian university.”

In practical terms, this means that if a program receives an initial term of accreditation effective January 1, 2008, for example, individuals who graduated after January 1, 2006, are considered to have met the education requirement for an NCARB Certificate. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction.

1. Eligibility for Initial Accreditation

- a. Programs seeking initial accreditation for a first professional degree program in architecture that **do not** currently offer a NAAB-accredited degree program must have:
 - i. Completed no less than four years in continuous candidacy.
 - ii. One graduating class that has completed the entire professional degree program for which accreditation is sought. This class or cohort must have graduated not more than one year prior to the year in which the initial

accreditation visit is scheduled (e.g., for visits in 2011, the first cohort must have graduated in 2010).

- b. Programs that already have at least one NAAB-accredited professional degree program must have:
 - i. No less than two years in continuous candidacy.
 - ii. A six-year term of accreditation without focused evaluations for the pre-existing accredited professional degree program in architecture.
 - iii. One graduating class that has completed the entire professional degree program for which accreditation is sought. This class or cohort must have graduated not more than one year prior to the year in which the initial accreditation visit is scheduled (e.g., for visits in 2011, the first cohort must have graduated in 2010).
 - iv. It is the responsibility of the program, not NAAB, to inform students of the status of their degree program(s) relative to accreditation and whether the program is on schedule to achieve initial accreditation.
2. **Official Request for Initial Accreditation.** Institutions seeking initial accreditation for a professional degree program in architecture that has been granted candidacy status must first notify the NAAB of their desire to be granted an initial term of accreditation.
- a. To initiate the process for achieving initial accreditation, the program must formally request the NAAB to schedule a visit for initial accreditation. The request is due not later than March 1 of the year prior to the year in which the visit for initial accreditation is requested. In making a request for initial accreditation, the program effectively forfeits any remaining time in the six-year candidacy. For example, if a program has completed four years in candidacy and requests initial accreditation and initial accreditation is denied, then the program must begin the process again with an application for candidacy.
 - b. The request must include the following:
 - i. A written request from the chief academic officer of the institution to schedule a visit for initial accreditation of the professional degree program in architecture. The letter should include the specific degree name (e.g., B. Arch., M. Arch., or D. Arch.) including pre-requisites (e.g., M. Arch. (pre-professional degree plus 60 graduate credits)).
 - ii. A copy of the most recent decision letter from the NAAB.
 - iii. A copy of the most recent decision letter from the recognized, U.S. regional accrediting agency for the institution (see *NAAB 2009 Conditions for Accreditation* Part II, Section 2.1, Regional Accreditation).
 - iv. An assessment of the progress against the *Plan for Achieving Initial Accreditation* with specific attention to providing evidence that the plan will be fully implemented by the time of the site visit for initial accreditation.
 - v. The request must be submitted electronic format only.

1. Requests are limited to 75 pages including all supplemental information.
 2. The request is to be sent either in Microsoft Word or Adobe PDF and is limited to 3 MBs.
 3. Applications are to be addressed to the Accreditation Manager, NAAB by email: info@naab.org with a copy to cpair@naab.org. Please include “Application for Initial Accreditation Site Visit” in the subject line.
3. **Initial Accreditation.** Once the application has been reviewed for completeness, the program will be added to the annual visit schedule for the next calendar year. Visits for initial accreditation are conducted in the fall only and are similar to those for continuing accreditation. The first step is the preparation of an *Architecture Program Report for Initial Accreditation (APR-IA)* and preparation for a visiting team. The APR-IA, selection of the visiting team, and other elements of the site visit are described below.
- a. **Architecture Program Report for Initial Accreditation**
 - i. **Purpose.** The *Architecture Program Report for Initial Accreditation (APR-IA)* serves both as a self-study for the program and as the principle source document for the team conducting the visit.
 - ii. **Content.** For programs seeking initial accreditation, the APR-IA should:
 1. Present complete and accurate information to demonstrate the extent to which the program is already in compliance with each of the NAAB Conditions.
 2. Present complete and accurate information to demonstrate how the program has used its *Plan for Achieving Initial Accreditation* to achieve compliance with the *NAAB Conditions*. Areas and levels of excellence will vary among candidate programs as will approaches to meeting the conditions and reporting requirements. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.
 - iii. **Format.** Schools must use the following format for the APR-IA. Each part should be used to describe how the program’s unique qualities, its *Plan for Achieving Initial Accreditation*, and its students’ achievements satisfy the conditions that all programs must meet in order to become accredited. For additional information on the contents of the APR see, *NAAB Conditions for Accreditation*, 2009 edition.
 1. Part One – Institutional Support and Commitment to Continuous Improvement
 - a. 1.1 Identity & Self-Assessment
 - b. 1.2 Resources
 - c. 1.3 Institutional Characteristics
 - i. Statistical Reports

- ii. *Annual Reports*^{*}
 - iii. Faculty Credentials
 - 2. Part Two – Educational Outcomes and Curriculum
 - a. 2.1 Student Performance Criteria
 - b. 2.2 Curricular Framework
 - c. 2.3 Evaluation of Preparatory/Pre-professional Education
 - d. 2.4 Public Information
 - 3. Part Three – Progress Since the Last Site Visit
 - a. 3.1 Summary of Responses to the Team Findings
 - i. Responses to Conditions Not Met
 - ii. Responses to Causes of Concern
 - b. 3.2 Summary of Responses to Changes in the NAAB Conditions[†]
 - 4. Part Four – Supplemental Information
 - a. 4.4 Course Descriptions (see Appendix 1 for format)
 - b. 4.5 Faculty Resumes (see Appendix 2 for format)
 - c. 4.6 Visiting Team Report (VTR) from the previous visit
 - d. 4.7 Catalog (or URL for retrieving online catalogs and related materials)
 - 5. *APR-IAs* may only be submitted in electronic format (see below).
 - 6. *APR-IAs* are limited to 150 pages for Parts 1-3 and 100 pages for Part 4. The page limit does not include the *C-VTR* from the previous visit or the institution's catalog.
 - a. The *APR* is to be prepared in Microsoft Word or Adobe PDF and is limited to 7 MBs.
 - b. *APRs* are to be uploaded through the NAAB's integrated information management system.
- iv. **Review and acceptance**
- 1. The *APR-IA* is first reviewed by the NAAB staff to ensure it is complete.
 - 2. The *APR-IA* is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program's structure, and to identify issues that may affect the duration and agenda for the site visit. The visiting team chair's review results in a recommendation to the Board to do one of the following:
 - a. Accept the *APR-IA* and schedule the site visit.
 - b. Accept the *APR-IA*, schedule the site visit, and request additional information before the visit.
 - c. Require additional information to be submitted not less than 60 days before the scheduled visit date. The date will

^{*} Information from 2008 forward will be provided by the NAAB from its Annual Report Submission System.

[†] This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the *2009 Conditions* as compared to the *Conditions* in effect at the time of the most recent visit for candidacy.

be confirmed after the additional information is received, reviewed and determined to be acceptable.

- d. Reject the *APR-IA* and require a new report be submitted for review not less than 45 days prior to the date for the visit. If the new *APR-IA* is considered acceptable, the visit will take place.
 - i. Should the chair recommend the *APR-IA* be rejected, the *APR-IA* and the chair's review are brought before the NAAB Board of Directors for review and action.
 - ii. Should the school fail to deliver an acceptable amended or replacement *APR-IA*, the chief academic officer of the institution is notified that the initial accreditation visit will have to be postponed until the next semester. A new chair will be appointed and a new team assembled.

v. **Dates/Deadlines**

1. *APR-IAs* are due in the NAAB offices by March 1 of the calendar year in which the initial accreditation visit is scheduled to take place.
2. The review must be completed before the regularly scheduled summer meeting of the NAAB Directors.
3. New *APR-IAs* (if they are requested) are due not less than 45 days prior to the dates for visit.

- vi. **Dissemination of the *APR-IA* to the Public Prior to the Visit.** To stimulate broad-based participation, the program is encouraged to distribute the *APR-IA* within the school community before and during the site visit. However, the *APR-IA* is not to be shared with the general public until after the final decision is communicated by the NAAB (see Section 5.4).

b. **Visiting Teams**

i. **Composition of Teams**

1. Teams are composed of at least four individuals, each of whom represents one of the four constituent organizations of the NAAB: the AIA, AIAS, ACSA, and NCARB. One of these individuals will be nominated by the NAAB Directors to serve as the team chair.
2. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined below. To maintain uniform quality of visits and *Visiting Team Reports (VTRs)*, teams are selected so

that not more than one person, excluding the AIAS representative, is on his or her first visit.

3. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

ii. **Team Chair**

1. **Role.** The team chair is responsible for the following:

- a. Negotiating the date for the visit with the program administrator.
- b. Reviewing the *APR-IA* and identifying needs for additional information or requesting changes to the report.
- c. Conducting a mandatory, pre-visit conference call with all members of the team to establish expectations and special requirements or circumstances. This call is arranged by the NAAB in consultation with the chair.
- d. Developing the agenda for the visit with the program administrator.
- e. Consulting with the program administrator on the format and content of the team room.
- f. Approving proposed non-voting members to the team. Note, the team chair may also revoke this approval if he/she determines the non-voting member has a real or potential conflict of interest or is not prepared to fully participate in the visit.
- g. Preparing the final draft of the *Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the visit.
- h. Securing the signatures of all team members on the report, including the non-voting member.
- i. Securing the signatures of the team on the confidential recommendation, excluding the non-voting member (see more below).
- j. Approving corrections of fact submitted by the program after reviewing the draft *VTR*.
- k. Ensuring the team's compliance with the *Procedures for Accreditation* and appropriate standards of conduct during the visit.

2. **Selection.** Visiting team chairs are nominated by the Executive Committee before the site visit. The selection is based on a review of the resumes of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notify program administrators once a chair has been nominated. The administrator may challenge the nomination for potential conflicts

of interest. Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.

iii. **Non-voting members**

1. **Role.** To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate up to two program non-voting members to participate in the site visit.
2. **Selection and Approval**
 - a. The program may identify a total of two non-voting members for an initial accreditation visit. The selection must be mutually agreed upon by the program and the visiting team chair to be part of the team.
 - b. A program non-voting member may be a member of the architecture community or an *alumnus/a* nominated by the program to offer insight into its unique qualities or history. Individuals who have graduated from the program during its candidacy are considered *per se* to have a real conflict of interest and may not serve on the visiting team for initial accreditation in any capacity.
 - c. The NAAB may suggest visiting non-voting members, including prospective team members, non-voting members from affiliated accrediting agencies, staff from collateral organizations, or NAAB staff members. Foreign non-voting members are not proposed for initial accreditation visits.
 - d. Any individual who had or has a contractual or consulting relationship to the program at any time, whether paid or voluntary may not participate as a non-voting team member.
3. **Participation**
 - a. The non-voting member must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. He/she is encouraged to offer comments and advice to the visiting team chair, team members, program, or institution.
 - b. The non-voting member does not participate in the formal team decisions concerning the recommendation on accreditation.
 - c. The non-voting member may be present at the last team work session solely at the discretion of the visiting team chair.
 - d. The non-voting member must agree in advance on the principles of confidentiality and conflicts of interest (See Section 9) as outlined below.
 - e. The non-voting team member must complete all online NAAB training modules.

- iv. **Notification to Program.** The NAAB staff notify the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.
- v. **Conflicts of Interest.** The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 9 for additional information.
- vi. **Challenges to Team Members.** Programs may challenge up to two members of a proposed visiting team, including the chair, under the terms of Section 9, Conflicts of Interest. Such challenges are to be made in writing within 10 days of receiving notice of the nomination of a chair or the membership of a visiting team. Challenges will be reviewed by the NAAB executive director and accreditation manager. Where challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days prior to the start of an accreditation visit.

c. **Site Visits**

i. **Scheduling the Dates for the Visit**

- 1. The dates for a visit for initial accreditation are set by the team chair and the program administrator in consultation.
- 2. Generally, these visits take place between the first week of September and the last weekend in October each year.
- 3. Once a team has been assembled and proposed, the dates for a visit cannot be changed.
- 4. Visits for initial accreditation begin on Saturday evening and end the following Wednesday at noon.
- 5. All members of the team are expected to participate in the visit the entire time.
- 6. If the program seeking initial accreditation is offered in more than one site, the team chair may be scheduled to arrive early in order to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff. See Section 9 for additional information on visits with special circumstances.

ii. **Schedule/Agenda for the Visit.** The schedule for a visit for initial accreditation is the same as for continuing accreditation. See Section 5 for this information.

iii. **Team Room.** The purpose, contents, access, standards, and equipment for a team room for a visit for initial accreditation are the same as for a visit for continuing accreditation. See Section 5 for this information.

- iv. **Faculty Exhibits.** The program must provide evidence through a faculty exhibit* that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in the *Conditions for Accreditation*. This exhibit should include highlights of faculty professional development and achievement since the last candidacy visit.

- d. **Visiting Team Report (VTR)**
 - i. **Purpose.** The *VTR* serves multiple purposes. It is essential to the NAAB in making its accreditation decision; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. *VTRs* are considered advisory to the NAAB Board of Directors.
 - ii. **Contents.** The *VTR* conveys the visiting team's assessment of whether the program has fully implemented the *Plan for Achieving Initial Accreditation*; whether the program meets the *Conditions for Accreditation*, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. It establishes the degree to which the program is functioning in the manner described in the *APR*. Therefore, the *VTR* must be concise and consistent and include documentation of the following:
 - 1. The program's noteworthy qualities with respect to the *Conditions*.
 - 2. The program's deficiencies with respect to the *Conditions*, especially the Student Performance Criteria.
 - 3. Concerns about the program's future performance and/or capacity to meet its long-term strategic objectives.
 - 4. Comments that may be helpful in preparing for future accreditation visits.
 - iii. **Format.** The *VTR*, generally speaking, includes the following:
 - 1. **Section I – Summary of Team Findings**
 - a. **Team Comments.** This is a narrative in which the team makes its general comments on the program, the *APR*, and its observations and assessments with special attention to the items in 5.3.ii.1-4 (above).
 - b. **Conditions Not Met.** This is a list of the conditions and student performance criteria that the team determines are not met.
 - c. **Causes of Concern.** This is a narrative that describes specific concerns of the team relative to unmet conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team

* The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

has concerns or questions. It is not necessary for an unmet condition to generate a cause for concern; likewise conditions/criteria that are determined to be met may have also generated concerns within the team.

- d. **Progress since the Previous Site Visit/VTR.** This is a narrative in which the current team reviews the program's progress against each of the not-met or not-yet-met conditions and causes of concern from the previous visit and *VTR*. It is the responsibility of the current team to determine, based on their review, whether previously not-met or not-yet-met conditions are now met and whether the causes of concern have been addressed.
2. **Section II – Compliance with the 2009 Conditions for Accreditation**
 3. **Section III – Appendices**
 - a. Appendix A. Program and institutional information from Part I: Section 1 of the *APR*.
 - b. Appendix B. Conditions Met with Distinction. This is a list of the conditions and student performance criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the conditions or criteria listed here.
 - c. Appendix C. The team roster.
 4. **Section IV – Report Signatures.** This page includes the signatures of all team members, including the non-voting member(s).
- iv. **Confidential Recommendation.** In a separate document, the team transmits a recommendation on a term of initial accreditation to the NAAB Board of Directors. This document is signed by all members of the team, except the non-voting member(s) (see Section 2.2 for the term of initial accreditation). This document is confidential in perpetuity and non-binding on the Board. It must be transmitted not more than 30 days after the visit ends.
 - v. **Review/Acceptance/Transmittal by the Team.** The team chair must transmit a final draft of the *VTR* to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other members of the team.
 - vi. **Review by NAAB Staff.** Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. If there are concerns or requests for additional review, the draft is returned to the chair. Once the chair makes the adjustments to the

draft, it is sent, without the confidential recommendation, to the program administrator.

- vii. **Corrections of fact.** The program administrator is asked to review the draft *VTR* to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who, in turn will review the corrections of fact with the team chair. The team chair has 10 calendar days to accept the corrections of fact and resubmit a final *VTR*.
- viii. **Optional response.** The final *VTR* is transmitted to the program administrator who may choose to write a response.
- ix. **Dates and deadlines**
 1. 30 days after the visit ends: team chair sends draft *VTR* and confidential recommendation to NAAB staff.
 2. NAAB staff completes the initial edits and corrections, in consultation with the chair, and then sends the draft *VTR* to the program administrator.
 3. Within 10 calendar days of receiving the draft *VTR*, program submits corrections of fact. Corrections received after the deadline will not be accepted.
 4. Within 10 calendar days of receiving the corrections of fact, the team chair accepts or rejects corrections and submits final *VTR* to NAAB staff.
 5. NAAB staff transmits the final *VTR* to the program administrator for an optional response.
 6. Within 10 calendar days of receiving the final *VTR*, the program sends its optional response to NAAB offices. Responses received after the deadline will not be forwarded to the Board.
 7. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepares the final report package for Board of Directors review. This package contains these documents in the following order:
 - a. An executive summary.
 - b. The final *VTR*.
 - c. Confidential recommendation.
 - d. Program response, if one is submitted.
- e. **Decision of the Board of Directors.** At its next regularly scheduled meeting, the final report package, is presented to the Board of Directors for a decision.
- f. **Transmitting the Decision of the Board of Directors.** Within 14 calendar days of a Board decision regarding a term of initial accreditation, a letter announcing the decision is sent to the president of the institution, with copies to the program administrator, the team chair, and the team members. This letter is sent by overnight delivery . The institution has 14 calendar days from the receipt of a decision letter to request reconsideration. See Section 12.

- g. **Confidentiality.** The team and any non-voting members must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation on a term of initial accreditation in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the accreditation decision, both the NAAB and the program are prohibited from making either the *APR* or the *VTR* available to the collateral organizations or the public.

4. **Public Disclosure of Accreditation Outcomes**

- a. After the accreditation decision, the program is required to disseminate the *APR-IA*, the final *VTR* and pertinent attachments, the current editions of the *Conditions* and the *Procedures* and any addenda, and, eventually, the *Annual Reports* and the NAAB response to each *Annual Report*. These documents must be housed together in the architecture library and be freely accessible to all.
- b. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the *Conditions* and the *Procedures* and any addenda and the *VTR*.
- c. The program is required to inform faculty and incoming students that access to the current student performance criteria and any addenda may be read or downloaded from the NAAB Web site.
- d. The NAAB makes available in its office the *APRs* and the *VTRs* of all accredited programs, candidate programs, or programs that have lost accreditation. These are available to the public by appointment. Beginning in 2011, the NAAB will publish all *VTRs* at www.naab.org after accreditation decisions are made. These will be published without the confidential recommendation of the team.
- e. The accreditation decisions for a given year are made available to the collateral organizations—to be published in their entirety in each organization's newsletter—and to other organizations and the public upon request.
- f. Within 30 calendar days of a decision to deny initial accreditation, the NAAB will notify the collateral organizations and the appropriate regional accrediting agency.

5. **First Term of Continuing Accreditation Following Initial Accreditation:** Programs that achieve a three-year term of initial accreditation must receive a six-year term of accreditation (with or without a focused evaluation) as a result of the Board's decision following the first visit for continuing accreditation or accreditation may be revoked.

The team for a first visit for continuing accreditation subsequent to a term of initial accreditation will be composed of experienced team members and, to the extent possible, may include a former NAAB Director.

SECTION 5. PROCEDURES FOR CONTINUING ACCREDITATION

Today, the NAAB's system for accreditation of *professional degree programs* within institutions requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Board of Directors.

For programs that have achieved an initial accreditation or are seeking continuing accreditation of their NAAB-accredited degree programs, the sequence is essentially the same.

- Program submits an *Architecture Program Report*.
- NAAB assigns a visiting team and a visit is conducted.
- The visiting team prepares a report and makes a confidential recommendation to the NAAB Board.
- The Board makes the final decision.

Once the Board has made a decision regarding a term of accreditation, continuing accreditation is subject to the submission of *Annual Reports* (See Section 10).

1. Architecture Program Report

- Purpose.** *The Architecture Program Report (APR)* serves both as a self-study for the program and as the principal source document for conducting the visit.
- Content.** The *APR* is, largely, 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. However, to the extent that photographs, tables, or other types of information support the program's narrative, they should also be included, but not to the detriment of the narrative. Areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Nevertheless, schools must present complete and accurate information to demonstrate compliance with each of the NAAB Conditions; positive aspects of a degree program in one area cannot override deficiencies in another.
- Format.** Schools must use the prescribed format for the *APR*. Each part is intended to allow a school to describe how the program's *unique qualities* and how its students' achievements satisfy the conditions that all accredited programs must meet. Hard copy *APRs* are limited to 150 (or 75 double-sided) pages excluding all supplemental information. Supplemental materials are limited to 100 pages (or 50 double-sided pages) and do not include the *VTR* from the previous visit or the institution's catalog. The *APR* is to be delivered through the NAAB's integrated information management system in either Microsoft Word or Adobe PDF formats and is limited to a 7 MB file size. *APRs that exceed the file size or the page limits cannot be uploaded. Hard copy APRs are no longer accepted.*

- i. Part One – Institutional Support and Commitment to Continuous Improvement
 1. 1.1 Identity & Self-Assessment
 2. 1.2 Resources
 3. 1.3 Institutional Characteristics
 - a. Statistical Reports
 - b. *Annual Reports*^{*}
 - c. Faculty Credentials
- ii. Part Two – Educational Outcomes and Curriculum
 1. 2.1 Student Performance Criteria
 2. 2.2 Curricular Framework
 3. 2.3 Evaluation of Preparatory/Pre-professional Education
 4. 2.4 Public Information
- iii. Part Three – Progress Since the Last Site Visit
 1. 3.1 Summary of Responses to the Team Findings
 - a. Responses to Conditions Not Met
 - b. Responses to Causes of Concern
 2. 3.2 Summary of Responses to Changes in the NAAB Conditions[†]
- iv. Part Four – Supplemental Information
 1. 4.4 Course Descriptions (see Appendix 1 for format)
 2. 4.5 Faculty Resumes (see Appendix 2 for format)
 3. 4.6 *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations
 4. 4.7 Catalog (or URL for retrieving online catalogs and related materials)
 5. Response to the Offsite Program Questionnaire (See Section 8)
- v. *APRs* may be submitted in electronic format only (see above).

The specific contents of the *APR* with respect to each element of Part One and Part Two are outlined in the *2009 Conditions for Accreditation*.

d. Review and acceptance of the *APR*.

- i. The *APR* is first reviewed by the NAAB staff to ensure it is complete.
- ii. The *APR* is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program's structure, and to identify issues that affect the size of the team or length and locales of the site visit. The visiting team chair's review results in a recommendation to the Board to do one of the following:
 1. Accept the *APR* and schedule the site visit.

^{*} Information from 2008 forward will be provided by the NAAB from its Annual Report Submission System.

[†] This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the *2009 Conditions* as compared to the *Conditions* in effect at the time of the last visit.

2. Accept the *APR*, schedule the site visit, and request additional information before the visit.
3. Require additional information to be submitted by November 15 and schedule the site visit after the additional information is received, reviewed and determined to be acceptable.
4. Reject the *APR and* require a new report be submitted for review by November 15. If the new *APR* is considered acceptable, the visit will be scheduled.
 - a. Should the chair recommend the *APR* be rejected, the *APR* and the chair's review are brought before the NAAB Board of Directors for review and action.
 - b. Should the school fail to deliver an acceptable amended or replacement *APR* by 15 November, the chief academic officer of the institution is notified that the site visit cannot proceed and that accreditation may lapse.

e. **Dates/Deadlines**

- i. *APRs* must be uploaded on or before September 7 of the calendar year immediately preceding the year in which accreditation is scheduled to expire (e.g., For visits scheduled in spring 2012 the *APR* is due September 7, 2011).
- ii. Review of *APRs* must be completed before the regularly scheduled fall meeting of the NAAB Board of Directors.
- iii. If a complete revision of the *APR* is requested by the team chair (see below), the revised *APR* is due November 15.

- f. **Dissemination of the *APR* to the public prior to the visit.** To stimulate broad-based participation, the program is encouraged to distribute the *APR* within the school community before and during the site visit. However, the *APR* is not to be shared with the general public until after the final decision is communicated by the NAAB (see Section 3.5).

2. **Visiting Teams**

a. **Composition of Teams**

- i. Generally, teams are composed of at least four individuals, each of whom represents one of the four constituent organizations of the NAAB: the AIA, AIAS, ACSA, and NCARB. One member of the team will be nominated by the NAAB Executive Committee to serve as the team chair.
- ii. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined in Section 9. Every effort is made to assemble teams in such a way as to ensure that

not more than one person, excluding the AIAS representative, is on his or her first visit. This is not always possible.

- iii. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

b. **Team Chair**

- i. **Role.** The team chair is responsible for the following:

1. Negotiating the date for the visit with the program administrator.
2. Reviewing the *APR* and identifying needs for additional information or requesting changes to the report.
3. Developing the agenda for the visit with the program administrator.
4. Consulting with the program administrator on the format and content of the team room.
5. Approving all proposed non-voting members to the team. A team chair may also revoke this approval if he/she determines the non-voting member has a real or potential conflict of interest or is not prepared to fully participate in the visit.
6. Leading a required pre-visit conference call with all members of the team to establish expectations for preparatory work prior to the visit, and special requirements or circumstances. This call is arranged by the NAAB in consultation with the chair.
7. Preparing the final draft of the *Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the last day of the visit.
8. Securing the signatures of all team members on the report, including the non-voting member.
9. Securing the signatures of the team on the confidential recommendation, excluding the non-voting member (see more below).
10. Reviewing corrections and comments submitted by the NAAB staff.
11. Approving corrections of fact submitted by the program after reviewing the draft *VTR*.
12. Ensuring the team's compliance with the *Procedures for Accreditation* and appropriate standards of conduct during the visit.
13. Attend team chair training.

- ii. **Selection.** Visiting team chairs are nominated by the Executive Committee before the site visit. The selection is based on a review of the resumes of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notify program administrators once a chair has been nominated. The administrator may challenge the

nomination for potential conflicts of interest (See Section 9). Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.

c. Non-voting members

- i. **Role.** To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one or two non-voting members to the site visit.
- ii. **Selection and Approval**
 1. The program administrator may identify up to two non-voting members. They must be mutually agreed upon by the administrator and the visiting team chair to be part of the team.
 2. A non-voting member may be a member of the architecture community or an *alumnus/a* nominated by the program administrator to offer insight into the program's unique qualities or history. NOTE: Alumni/ae who have graduated since the previous site visit are considered *per se* to have a real conflict of interest. Programs considering the use of *alumni/ae* in this role are encouraged to invite individuals who graduated at least 10 years prior to the visit.
 3. The NAAB may also propose non-voting members, including NAAB Directors, prospective team members, foreign visitors, NAAB consultants, representatives of affiliated accrediting agencies, staff from collateral organizations, or NAAB staff members.
 4. Members of previous accreditation teams cannot serve as non-voting members for any program on whose accrediting team they have previously served.
 5. Individuals who have currently or recently had a contractual or consulting relationship (either paid or voluntary) with the program or the institution may not serve as non-voting members for that program.
 6. Non-voting team members must complete all online training modules before the visit begins.
- iii. **Participation**
 1. All non-voting members must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. They are encouraged to offer comments and advice to the visiting team chair, team members, program, or institution.
 2. Non-voting members do not participate in the team's decision concerning the recommendation on the term of accreditation.
 3. Non-voting members may be present at the last team work session solely at the discretion of the visiting team chair.

4. All non-voting members must agree in advance to abide by the principles of confidentiality as outlined below and by the Conflict of Interest policies in Section 9.
- d. **Notification to Program.** The NAAB staff notify the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.
 - i. **Conflicts of Interest.** The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 9 for additional information on Conflict of Interest.
 - ii. **Challenges to Team Members.** Programs may challenge no more than two members of a proposed visiting team, including the chair, under the terms of Section 9, Conflicts of Interest. Such challenges are to be made in writing within 10 days of receiving notice of the nomination of a team chair or the membership of a visiting team. Challenges will be reviewed by the NAAB executive director and accreditation manager. When challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days prior to the start of an accreditation visit.

3. Site Visits

a. Scheduling the Dates for the Visit

- i. The dates for a visit for continuing accreditation are set by the team chair in consultation with the program administrator.
- ii. Generally, these visits take place between the last week of January and the first week of April each year.
- iii. Visits for continuing accreditation begin on Saturday evening and end the following Wednesday at noon.
- iv. All members of the team are expected to participate in the visit the entire time.
- v. Additional days may be added if the program is offered in more than one site; likewise individual members of the team may be scheduled to participate for more days to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff. See Section 9 for additional information on visits with special circumstances.
- vi. Dates for visits cannot be changed once a team has been assembled and proposed to the program.

b. Schedule/Agenda for Each Visit.

Each visit must include, at a minimum, the following:

i. Prior to the Visit

1. **Team Orientation.** Team members and non-voting members participate in a mandatory pre-visit conference call, in which the

visiting team chair reviews the *APR*, *Conditions* and the *Procedures*, discusses visit protocols, and establishes expectations for each team member and how the team will work. Generally, this call will take place 14 days prior to the start of the visit.

2. **Review of the *APR*** (Team only). This review allows team members to discuss their initial reactions to the *APR*, to raise any initial concerns and to identify and prioritize the questions to be addressed during the visit. In light of this discussion, the visiting team chair outlines team assignments and may revise details of the agenda.
 3. **Attend Team Training**. All team members are required to complete the NAAB Team Member Training program prior to the visit.
- ii. **Onsite**
1. **Tours**
 - a. **Physical Resources**. The school conducts a brief tour of the physical resources that support the professional degree program. This tour should include an explanation of how the team room is organized, the facilities the program uses, as well as, meetings with the personnel of media centers, workshops, and laboratories.
 - b. **Library/Information Resources**. The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.
 2. **Meetings** (NOTE: All meetings are confidential, informal discussions, **not** presentations.)
 - a. **Staff**. This is a meeting with key staff of the academic unit and without any faculty or administrators present. Staff that attend this meeting should include but not be limited to administrative assistants, shop personnel, librarians, career placement professionals, advisors and others.
 - b. **Program Head**. These include a discussion of issues arising from the *APR*, the program's strategic plan and self-assessment procedures, progress made since the previous site visit, any required changes to the visit agenda, and any requests for additional materials the team may need. These will usually happen every morning of the visit.
 - c. **Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students**. These are separate meetings and allow comparison of the views held by each constituency on the

- program's strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.
- i. Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.
 - ii. Meetings with students, generally lead by the AIAS representative, without the presence of any administrators, staff, or faculty, should be arranged so that all students can attend.
- d. **Meeting with student representatives.** This is an informal gathering of a small group of student leaders, without the presence of any administrators, staff, or faculty, who may be officers in student organizations or elected to attend by their peers.
 - e. **Contact with Graduates and Local Practitioners.** This is often a social event that may include recent and past graduates, local registration board members, and representatives of the AIA chapter.
3. **Review of Student and Faculty Exhibits.** Team members are individually and jointly responsible for assessing work in the team room and elsewhere.
 4. **Observation of Studios, Lectures, and Seminars.** The team may divide to attend scheduled classes and may use evenings to observe unscheduled studio activity.
 5. **Review of General Studies, Electives, and Related Programs.** This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree program.
 6. **Review of School Records and Transfer Credit Assessment.** The visiting team chair may request school and student records, which should be presented with names removed.
 7. **Debriefing Sessions.** Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for additional information.
 8. **Accreditation Deliberation and Drafting the VTR.** The last afternoon and evening of the site visit is devoted to developing the team's consensus on whether the program has met each of the NAAB conditions, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB Directors on a term of accreditation. By the end of the last work session, the VTR should be in a draft form and ready for editing by the visiting team chair.

9. **Exit interviews.** The sequence of exit interviews is proscribed in order to ensure the team delivers its initial information to key leaders within the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. Further, the purpose of these interviews is to communicate the following:
- a. the conditions met with distinction,
 - b. the conditions not met,
 - c. causes of concern, and
 - d. any general team comments or acknowledgements.

These interviews are led by the chair; other members of the team may be called upon by the chair to comment. All members of the team are advised to avoid making any comments that may be interpreted as offering advice or other recommendations to the program or as revealing the content of the confidential recommendation.

The recommended sequence of exit interviews on Wednesday morning is as follows:

1. Exit interview with the program administrator, 1 hour. Questions and answers of clarification are permitted; the team chair will lead any response.
2. Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response. NOTE: this may be broken down into more than one meeting.
3. Exit interview with the central administrators responsible for oversight of the academic unit (e.g., provost, vice president for academic affairs, president), 30 minutes. Questions and answers of clarification are permitted; the team chair will lead any response.
4. Exit interview with the students, faculty, and staff of the program, 30 minutes; questions and answers are not permitted.
5. The team is expected to leave the institution as soon as the last interview is completed.

c. **Team Room**

- i. **Purpose.** The team room is a securable, reasonably soundproof room accessible only to the team that is set up within the building for the exclusive use of the team to evaluate the program in confidence.
- ii. **Contents.** Before the site visit, the program head and visiting team chair discuss the content and organization of the team room, which must

contain fully labeled and easily accessible exhibits of student work. Exhibits must include examples of both the minimum passing grade and high achievement; be of sufficient quantity to ensure that all graduates are meeting the performance criteria; have been executed since the previous site visit; and span no less than a single previous academic year. In all cases, student work should be presented in the form in which it was turned in. If work was turned in using electronic format, the program is expected to provide the applications used to create the work in order for the team to review it.

- iii. **Standards for Visit Preparation.** The process of preparation for an accreditation visit – drafting documents, collecting, and displaying student work, documenting student achievement and outcomes, and installing prepared materials in the team room and beyond – shall be accomplished by the program in accordance with its studio culture policy.

The team room must contain the following:

1. **Student Studio Work.** The visual material should be mounted on vertical surfaces; not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various faculty and must include syllabi, project statement or assignments, handouts, bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals must be included, or the progress of one group of students may be illustrated. Finally, the achievement of the student must be indicated (i.e., high or low pass) on the work.
2. **Course Notebooks.** A notebook should be provided for each required and elective course, including studio courses. The notebook must contain a syllabus showing weekly activities and assignments, a bibliography, quizzes and examinations, where applicable, and corresponding samples of student work with grades or instructors' comments included. The achievement of the student must be indicated (i.e., high or low pass) and a statistical summary of achievement by all students must also be included.

Notebooks may be presented electronically but only after consulting with the team chair. In the event a program chooses to present course notebooks electronically, it is the responsibility of the program to make this material available to the team in the team room.

3. **Student Admissions and Advising Files.** These are copies of files for students admitted to the program, with identifying information removed, that demonstrate the process by which students are admitted to the program and how, if appropriate,

advanced standing is determined (See *2009 Conditions for Accreditation*, Part II. Section 3.).

4. **Team Work Area.** The room must contain a conference table, with enough seating to accommodate the entire team.
5. **Access.** The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team's invitation.
6. **Equipment.** The room must contain a telephone, a document shredder, computer equipment as requested by the visiting team chair, Internet access, a printer, an LCD projector, and a sufficient number and type of electrical outlets.
7. **Visit Agenda and Resumes.** The visit agenda and resumes of the team should be posted in the vicinity of the room.
8. **Faculty Photos.** Faculty photos should be posted in the team room.
9. **Matrices**
 - a. A large format copy of the faculty credentials matrix for the current semester, described in the *2009 Conditions for Accreditation*, Part II; Section 3, Faculty Credentials, should be posted in the team room.
 - b. A large copy of the matrix(ces), described in the *2009 Conditions for Accreditation* Part II: Section 1 , Student Performance Criteria, should be posted in the team room.

If work from more than one professional degree program or track or from additional teaching sites is being reviewed, student work from each program or track, or site must be clearly identified. While a range of work must be displayed for each required course, it is not necessary to present the complete output of a studio, lecture, or seminar.

Class assignments must be available for all projects presented. As the team will need to gain an overview of the curriculum and the integration of studio and coursework during each year of the program, it may be helpful to organize a single year's documentation in one area.

The program is responsible for determining the logic of the team room, in consultation with the chair. However each item must be cross-referenced to the course matrix and criteria it addresses, be dated, and indicate its assessment from minimum to high achievement. Ideally, examples by several different students or teams will be furnished.

Exhibits in spaces outside the team room can augment, but not substitute for, team room exhibits. They should be identified in a manner consistent with team room displays, except that indications of minimum to high pass should be omitted in public displays.

- d. **Faculty Exhibits.** The program must provide evidence through a faculty exhibit* that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two of the *2009 Conditions for Accreditation*. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

4. Visiting Team Report (VTR)

- a. **Purpose.** The *VTR* serves multiple purposes. It is essential to the NAAB in making its accreditation decision; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. *VTRs* are considered advisory to the NAAB Board of Directors. A template for *VTRs* can be found in Appendix 1.
- b. **Contents.** The *VTR* conveys the visiting team's assessment of whether the program meets the *Conditions for Accreditation*, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. It establishes the degree to which the program is functioning in the manner described in the *APR*. Therefore, the *VTR* must be concise and consistent and include documentation of the following:
 - i. The program's noteworthy qualities with respect to the *Conditions*.
 - ii. The program's deficiencies with respect to the *Conditions*, including the Student Performance Criteria.
 - iii. Concerns about the program's future performance and/or capacity to meet its long-term strategic objectives.
 - iv. Comments that may be helpful in preparing for future accreditation visits (if any).
- c. **Format.** The *VTR*, generally speaking, includes the following:
 - i. **Section I – Summary of Team Findings**
 - 1. **Team Comments.** This is a narrative in which the team makes its general comments on the program, the *APR*, and its observations and assessments of the areas listed in 3.4.b. i-iv (above).
 - 2. **Conditions Not Met.** This is a list of the conditions and student performance criteria that the team determines are not met.

* The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

3. **Causes for Concern.** This is a narrative that describes specific concerns of the team relative to unmet conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team has concerns or questions. This is a numbered list. Each item should have a brief title. It is not necessary for an unmet condition to generate a cause for concern; likewise conditions/criteria that are determined to be met may have also generated concerns within the team.
 4. **Progress since the Previous Site Visit/VTR.** This is a narrative in which the current team reviews the program's progress against each of the not-met conditions and causes of concern from the previous visit and *VTR*. It is the responsibility of the current team to determine, based on their review, whether previously not-met conditions are now met and whether the causes of concern have been addressed.
- ii. **Section II – Compliance with the 2009 Conditions for Accreditation**
 - iii. **Section III – Appendices**
 1. **Appendix A.** Program and institutional information from Part I: Section 1 of the *APR*.
 2. **Appendix B.** Conditions Met with Distinction. This is a list of the conditions and student performance criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the conditions or criteria listed here.
 3. **Appendix C.** The team roster.
 - iv. **Section IV – Report Signatures.** This page includes the signatures of all team members, including the non-voting member(s).
- d. **Confidential Recommendation.** In a separate document, the team transmits a recommendation on the term of accreditation to the NAAB Board of Directors, signed by all members of the team, except the non-voting member(s) (see Section 2 for terms that may be recommended). The content of this document remains confidential in perpetuity. The recommendation is non-binding on the Board. This document is to be transmitted separately from the *VTR* not later than 30 calendar days after the visit ends.
 - e. **Review/Acceptance/Transmittal by the Team.** The team chair must transmit a final draft of the *VTR* to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other members of the team.
 - f. **Review by NAAB Staff.** Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition, the report is reviewed for completeness and

comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. If there are concerns or requests for additional review, the draft is returned to the chair. Once the chair makes the adjustments to the draft, it is sent, without the confidential recommendation, to the program administrator.

- g. **Corrections of fact.** The program administrator is asked to review the draft *VTR* to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who will review the corrections of fact with the team chair. The team chair has 10 calendar days to accept the corrections of fact and resubmit a final *VTR*.
 - h. **Optional response.** The final *VTR* is transmitted to the program administrator who may choose to write a response.
 - i. **Dates and deadlines**
 - i. 30 days after the visit ends: team chair sends draft *VTR* to NAAB staff.
 - ii. NAAB staff complete the initial edits and corrections, in consultation with the chair, and then sends the draft *VTR* to the program administrator.
 - iii. Within 10 calendar days of receiving the draft *VTR*, program submits corrections of fact. Corrections sent after the deadline will not be accepted.
 - iv. Within 10 calendar days of receiving the corrections of fact, the team chair accepts or rejects the corrections and submits final *VTR* to NAAB staff.
 - v. NAAB staff transmits the final *VTR* to the program administrator for an optional response.
 - vi. Within 10 calendar days of receiving the final *VTR*, the program sends its optional response to NAAB offices. Responses sent after the deadline will not be forwarded to the Board.
 - vii. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepare the final report package for Board of Directors review. This package contains four separate documents. They include the following, in this order:
 1. An executive summary
 2. The final *VTR*.
 3. Confidential recommendation
 4. Program response, if one is submitted.
5. **Decision of the Board of Directors.** At its next regularly scheduled meeting, the final report package, is presented to the Board of Directors for a decision.
 6. **Transmitting the Decision of the Board of Directors.** Within 14 calendar days of a Board decision regarding a term of accreditation, a letter announcing the decision is sent to the president of the institution, with copies to the program administrator, the team

chair, and the team members. This letter is sent by overnight delivery. In the event the Board decides to revoke accreditation, the letter will include the reasons for the decision and advice for addressing the deficiencies before applying for reinstatement (See Section 8). The institution has 14 calendar days from the receipt of a decision letter to request reconsideration (see Section 12).

7. **Confidentiality.** The team and any non-voting members must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation on a term of accreditation in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the accreditation decision, both the NAAB and the program are prohibited from making either the *APR* or the *VTR* available to the collateral organizations or the public.

8. **Public Disclosure of Accreditation Outcomes**

- a. After the accreditation decision, the program is required to disseminate the *APR*, the final *VTR* and pertinent attachments (including the program response, if one was prepared), the current editions of the *Conditions* and the *Procedures* and any addenda, and, eventually, the *Annual Reports* and the NAAB response to each *Annual Report*. These documents must be housed together in the architecture library and be freely accessible to all.
- b. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the *APR*, *VTR*, the *Conditions* and the *Procedures* and any addenda. Programs may not publish these documents in abbreviated or excerpted forms.
- c. The program is required to provide faculty and students with access to the current student performance criteria and related accreditation documents (see *2009 Conditions for Accreditation*, Part II: Section 4 – Public Information).
- d. The NAAB makes available in its office the *APRs* and the *VTRs* of all accredited programs, candidate programs, or programs that have lost accreditation. These are available to the public by appointment. Beginning in 2011, the NAAB will publish all *VTRs* after accreditation decisions are made at www.naab.org. These will be published without the confidential recommendation of the team.
- e. The accreditation decisions for a given year are published in the annual *Report on Accreditation in Architecture Education*. In addition they are made available to the collateral organizations and the public, and to other organizations upon request.

- f. Within 30 calendar days of a decision to revoke accreditation, the NAAB will notify the collateral organizations, the appropriate regional accrediting agency, and the licensing board for the jurisdiction in which the institution is located.
9. **Special Provisions for Institutions with More than One NAAB-Accredited Degree Program.** If an institution offers more than one NAAB-accredited degree program certain adjustments may be made to the schedule, team, and the *APR*.
- a. **Adjustments to the Schedule.** To the extent possible, the NAAB prefers to schedule a concurrent review of all NAAB-accredited programs in a single visit. Thus, any institution that offers more than one NAAB-accredited program would be expected to prepare one *APR*, one team room, and host one team. At the discretion of the team chair and in consultation with the program administrator(s), the visit may be extended by one day to facilitate review of student work.
 - b. **Adjustments to the Team.** Any team scheduled for concurrent review for continuing accreditation of more than one NAAB-accredited program at the same institution will have one additional team member selected from the pool of individuals nominated to serve on visiting teams by the Association of Collegiate Schools of Architecture. This additional team member will not affect the ability of the program to name up to two non-voting members.
 - c. **Adjustment to the *APR***
 - i. Part I Institutional Support and Commitment to Continuous Improvement.
 1. Part I: Section 1. The *APR* may provide one response for all accredited degree programs.
 2. Part I: Section 2. The *APR* must provide information that there are appropriate resources for each NAAB-accredited program.
 3. Part I: Section 3. The *APR* must provide quantitative information for each NAAB-accredited program.
 4. Part I: Section 4. The *APR* must identify one set of documents included in the team room.
 - ii. Part II: Educational Outcomes and Curriculum.
 1. Part II: Section 1. The program must provide a separate matrix for each degree program offered and for each track for completion of the accredited degree(s).
 2. Part II: Section 2. The program must provide complete information regarding the curriculum for each of the NAAB-accredited programs and for all tracks for completing the NAAB-accredited degree.
 3. Part II: Section 3. The program must demonstrate the processes for the analysis and evaluation of the preparatory/pre-professional education of students admitted to any of its accredited degree programs, with special attention paid to evaluating whether SPC are expected to have been met in educational experiences in non-accredited programs.

4. Part II: Section 4. The program may provide one response for all NAAB-accredited programs.

- d. **Special Provisions for Institutions Seeking Candidacy or Initial Accreditation at the Same Time as a Visit for Continuing Accreditation.**
In the rare case that an institution is seeking candidacy or initial accreditation for an additional NAAB-accredited professional degree program in architecture in the same year as a visit for continuing accreditation, the visits will not be combined. Instead separate visits will be scheduled with separate teams. In addition, a separate *APR* must be prepared for each program to be visited.

SECTION 6. FOCUSED EVALUATIONS

Programs may receive a six-year term of accreditation with a focused evaluation (FE) after three years. These are abbreviated as FE3. In granting a term of this type, the NAAB Board of Directors has determined through a review of the *VTR* and other documents that major deficiencies may exist that if not addressed could impair the ability of the program to continue to provide a professional education in architecture. Focused evaluations are scheduled three years after the initial visit (e.g., a focused evaluation three years after a 2008 visit would take place in 2011). Generally, focused evaluations take place during the late spring and summer, with any required visits scheduled for the early fall.

The scope of an FE is identified in the decision letter sent to the institution following an accreditation decision by the NAAB Directors. Generally, FEs are limited to matters related to Part I, Sections 1 and 2, and Part II, Sections 2-4 of the *2009 Conditions for Accreditation*. The scope of the FE may also include Causes for Concern in any area other than Student Performance Criteria (Part II, Section 1). In the first quarter of the year in which an FE is scheduled, the NAAB will notify the program to confirm the scope of the FE and to advise them of the deadline for submitting the requisite report.

The information provided to the FE team will include: correspondence with the program regarding scope of the FE, a *Program FE Report*, all *Annual Reports* submitted by the accredited program and the previous *VTR*.

Generally, the FE includes the following elements:

- Review of narrative reports and other documentary evidence by the FE team.
- Determination as to whether a visit is necessary.
- One-day site visit, as needed.
- *Focused Evaluation Team Report* submitted to the Board.

The result of an FE may not exempt a program from continuing to report on **all** unmet Conditions, Criteria, and Causes of Concern from the most recent *VTR* through the Annual Report Submission System (See Section 10). A program may only be released from reporting on those items that formed the scope of the FE by the FE Team.

Unless otherwise released by the FE Team, the program must continue to report on all deficiencies until the next *APR* is due.

1. Narrative Reports

- a. *Program Focused Evaluation Reports* must be submitted to the NAAB by April 1 each year. These reports are similar to *Annual Reports* (see Section 10). However, they are expected to be more comprehensive and to address not only progress by the program, but also any plans for changes or adjustments in response to the most recent accreditation decision.

- b. *Program FE Reports* have two sections. For programs undergoing a Focused Evaluation, both sections must be completed:
 - i. A narrative describing the program's response to each item identified as being within the scope of the FE.
 - ii. A brief narrative summarizing changes that have been made or may be made in the accredited program.
 - c. *Program FE Reports* must be sent electronically to the Accreditation Manager, NAAB.
 - i. *Program FE Reports* are limited to 25 pages and 1 MB and are to be in either Word or Adobe PDF.
 - ii. By e-mail: info@naab.org with a copy to cpair@naab.org. Please include "Program FE Report –[Name of Institution and degree program]" in the subject line.
- 2. Focused Evaluation Team**
- a. The NAAB will assign a team of two persons (one educator and one practitioner), one of whom is a member of the NAAB Board of Directors.
 - b. One of the two will be designated as the team chair.
 - c. There are no non-voting members on FE teams.
- 3. Responsibilities of the FE Team Chair**
- a. Coordinate the review of documents with the other member of the team.
 - b. Coordinate the initial assessment of the reports and make a recommendation to the NAAB Board as to whether a visit is required.
 - c. Communicate with the program on the details of the FE visit, if required.
 - d. Prepare the final *FE Team Report*.
- 4. FE Sequence**
- a. *Review of Focused Evaluation Report*. In the year of the focused evaluation, the team will review the following:
 - i. *Program FE Report*
 - ii. Any *Annual Reports* previously submitted
 - iii. The most recent *VTR*
 - iv. The correspondence confirming the scope of the FE
 - b. All documents will be sent to the team by the NAAB staff.
 - c. The FE team will confer, using any reasonable means, to determine whether the documentation provides sufficient evidence that the program has removed, or will

remove, each deficiency identified as the scope of the FE at least one academic year prior to the next, regularly scheduled visit. The team will reach an initial decision from among the following:

- i. The team determines based on a review of the documentary evidence that no FE visit is necessary.
 - ii. The team determines based on a review of the documentary evidence that a visit is necessary.
- d. If the team determines that no visit is necessary.
- i. The team chair will prepare a report using the *FE Team Report* template (See Appendix 1). The report will be confined to the analysis of the issues identified as being the scope of the FE and whether the program has removed or will remove these deficiencies at least one academic year prior the next regularly scheduled visit.
 - ii. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.
 - iii. The FE team will prepare, as a separate document, a recommendation to the Board. This recommendation is to be signed by both members of the team. It is confidential in perpetuity and is non-binding on the Board.
 - iv. The final copy of the report, and the confidential recommendation of the FE team will be sent to the NAAB Board for action.
- e. If the team determines a visit is necessary.
- i. The team chair will consult with the program administrator to set a date for a 1-day FE visit. Visits are to take place on a weekday during a week when classes are in session and students are on campus.
 - ii. The scope of the visit is limited to the subject(s) of the FE.
 - iii. The team chair and program administrator will consult on the schedule for the visit. Generally, visits should include the following:
 1. Entrance and exit meetings with the program administrator.
 2. Meetings with institutional administrators with responsibility for the subject of the FE (e.g., vice president of finance and administration).
 3. Meetings with faculty.
 4. Review of documents and other evidence deemed appropriate by the program or requested by the team chair to demonstrate progress toward addressing the subject(s) of the FE.
 - iv. A team room may or may not be necessary depending on the documents or other evidence to be reviewed.
 - v. Upon the conclusion of the visit, the team chair will prepare a report using the *FE Team Report* template. The report will be confined to the analysis of the issues identified as being the scope of the FE and whether the program has removed or will remove any deficiencies at least one academic year prior the next regularly scheduled visit.

- vi. The NAAB will provide a copy of the report to the program for corrections of errors of fact or omissions.
 - vii. The final copy of the report, and the confidential recommendation of the FE team will be sent to the NAAB Board for action.
- f. The program, if it wishes, may provide a written response to the final *Focused Evaluation Team Report*.
5. **Recommendations Following a Focused Evaluation.** The FE team may make one of four recommendations to the NAAB Board of Directors.
- a. Allow the schedule for the next visit to stand unchanged and release the program from further reporting in subsequent Annual Report Part II Narratives on any of the items that were within the scope of the FE.
 - b. Allow the schedule for the next visit to stand unchanged and require the program to continue to report in subsequent Annual Report Part II Narratives on any item that was within the scope of the FE.
 - c. Advance the time for the next visit while allowing adequate time for the program to prepare for a regular visit.
 - d. Continue to identify the matters as being of sufficient concern or the program's efforts to address them as being insufficient and schedule another focused evaluation before the next regularly scheduled visit. New issues may not be added to the scope of a subsequent focused evaluation.
6. **Final Decision**
- a. The responsibility for the final decision rests with the NAAB Board of Directors.
 - b. Decisions of the NAAB following a focused evaluation are not subject to reconsideration or appeal.
7. **Confidentiality.** The team must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation on the results of the FE, in perpetuity. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the FE decision, both the NAAB and the program are prohibited from making either the *Special Program FE Report* or the *FE Team Report* available to the collateral organizations or the public.

SECTION 7. NOMENCLATURE CHANGE REQUESTS

In response to institutional changes, institutions may decide to change the title(s) of the NAAB-accredited degree program they offer (e.g., B. Arch. to M. Arch.). Changes to the nomenclature of NAAB-accredited degree programs must be approved by the NAAB Board of Directors.

Generally, approval of a nomenclature change follows this sequence:

- Letter of application to the NAAB Board of Directors.
- Submission of a proposal.
- Review of the proposal and application.
- Decision by the NAAB Board of Directors.

Nomenclature change requests are limited to the following:

- Programs seeking to convert an existing B.Arch. already in excess of 150 credits to a single-degree M.Arch. program by modest adjustments to the curriculum in order to achieve the 168-credit minimum.
- Programs seeking to convert an existing five-year, non-baccalaureate M.Arch program into a B.Arch program through modest adjustments in the curriculum in order to achieve the 150-credit minimum.
- Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for admission into a D. Arch. program by modest adjustments to the curriculum in order to achieve the 210-credit minimum.

Any program seeking to use the nomenclature change procedure to “split” an accredited single-degree program into a multi-degree sequence that concludes with an M.Arch or D. Arch., and which may require a preprofessional degree for admission, must first consult the NAAB to determine whether this procedure is appropriate or whether the new, proposed multi-degree sequence must pursue candidacy and initial accreditation. In the event the program must pursue candidacy and initial accreditation, the Board may approve an accelerated schedule.

If approved, nomenclature changes may not be applied retroactively.

1. **Eligibility.** Programs seeking approval of a nomenclature change request must have the following:
 - a. A six-year term of accreditation that does not include or require a focused evaluation for their current program (i.e., a “clean six-year term”).
 - b. All elements of Part II, Section 2, of the *2009 Conditions for Accreditation Curricular Framework* must have been met in the last accreditation visit and *VTR*.
 - c. No element of Part II, Section 3 of the *2009 Conditions for Accreditation* may be listed as a cause for concern in the most recent *VTR*.

- d. No more than four years have elapsed since the last regularly scheduled accreditation visit.
2. **Application.** Programs seeking approval of a nomenclature change request must submit the following to the NAAB Board of Directors:
- a. A letter from the chief academic officer of the institution requesting approval of the change.
 - b. A proposal for implementing the change (see below).
 - c. A copy of the most recent decision letter from the NAAB Board of Directors.
 - d. Copies of other institutional or state-required approvals for the nomenclature change. The NAAB will not consider nomenclature change requests that have not met all other requirements for institutional or state-required approvals.
 - e. Applications for nomenclature changes may be sent by email only and are to be addressed to the NAAB Accreditation Manager.
 - i. Applications are limited to 50 pages and 2 MBs.
 - ii. They are to be in either Word or Adobe PDF.
 - iii. By e-mail: info@naab.org with a copy to cpair@naab.org. Please include “Application for Nomenclature Change –[Name of Institution]” in the subject line.
3. **Proposal for Nomenclature Changes.** The proposal for the nomenclature change must include the following:
- a. Part I – Description of the current degree program.
 - i. This should be similar to the program’s response to Part II, Section 2.1 Professional Degrees and Curriculum in its most recent *Architecture Program Report*.*
 - ii. The matrix for Part II, Section 1, Student Performance Criteria, for the current degree program.
 - b. Part II - Proposed new degree nomenclature.
 - i. Part A – Professional Degrees & Curriculum. This section should describe any changes that must be made to the program in order to conform to NAAB and institutional requirements including:
 1. A narrative that responds to the requirements of Part II, Section 2, Curricular Framework.
 2. A new matrix for Student Performance Criteria for the accredited program under its new title.
 3. Any prerequisites.

* Part II, Section 2.1 is similar to Condition 12 from the 2004 NAAB Conditions for Accreditation.

- ii. Part B – Implementation Plan. This section must identify a course of action for implementation of the renamed degree program within not more than two academic years after receiving approval of the nomenclature change. The plan must include the following:
 - 1. Securing resources not already available to the program (e.g., faculty, space, financial support), if necessary.
 - 2. Developing and implementing new courses and/or curricular sequences, if necessary.
 - 3. Proposed last academic year in which students will receive diplomas with the current title for the NAAB-accredited degree program.
 - 4. Proposed first academic year in which students may enroll in the newly titled NAAB-accredited degree program.
 - 5. Proposed academic year in which students will receive diplomas that display the new degree title.
 - 6. Plans for ensuring that students in the current degree program are able to complete their NAAB-accredited degrees on time.
 - 7. A plan for communicating with students, faculty, staff, alumni and the state registration/licensing board if the nomenclature change is approved by the NAAB. NOTE: If approved, nomenclature changes may not be applied retroactively.

4. Nomenclature Change Review Team

- a. The NAAB will assign a team of two persons (one educator and one practitioner), one of whom is a member of the NAAB Board of Directors, the other will be from the most recent visiting team, if possible.
- b. One of the two will be designated by the NAAB Directors as the team chair.
- c. There are no non-voting team members on teams to review nomenclature change requests.

5. Responsibilities of the Team Chair

- a. Coordinate the review of documents with the other member of the team.
- b. Coordinate the initial assessment of the reports and make a recommendation to the NAAB Board as to whether a visit is required.
- c. Communicate with the program on the details of the visit, if required.
- d. Prepare the final *Nomenclature Change Request Report*.

6. Nomenclature Change Sequence

- a. The team will review the application and proposal along with the most recent *VTR*.

- b. The team will confer, using any reasonable means, to determine whether the documentary evidence is sufficient for making a recommendation to the NAAB Board of Directors. The team will reach an initial decision from among the following:
 - i. Based on a review of the documentary evidence, the team determines that the program has provided sufficient documentation for making a recommendation to the NAAB Board of Directors and no visit is necessary.
 - ii. The team determines based on a review of the documentary evidence that a visit is necessary to review additional documentation or to confer with program administrators and other institutional leaders.
- c. If the team determines that no visit is necessary.
 - i. The team chair will prepare a report using the *Nomenclature Change Request Report* template. The report will be confined to the analysis of the proposal and the program's preparation to implement the new degree title.
 - ii. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.
 - iii. The team will prepare, as a separate document, a confidential recommendation to the Board, signed by both members of the team. This document is confidential in perpetuity and is non-binding on the Board.
 - iv. The final copy of the report, with the recommendation of the team will be sent to the NAAB Board for action.
- d. If the team determines a visit is necessary.
 - i. The team chair will consult with the program administrator to set a day for a 1-day Nomenclature Change visit. Visits are to take place on a weekday during a week when classes are in session and students are on campus.
 - ii. The scope of the visit is limited to the preparation by the institution or academic unit to implement the new degree title.
 - iii. The team chair and program administrator will consult on the schedule for the visit. Generally, visits should include the following:
 - 1. Entrance and exit meetings with the program administrator.
 - 2. Meetings with institutional administrators with responsibility for implementation of the new degree (e.g., department chair or dean).
 - 3. Meetings with faculty.
 - 4. Meetings with students.
 - 5. Review of documents and other evidence deemed appropriate by the program or requested by the team chair to demonstrate the program's readiness to implement the new degree title.
 - iv. A team room may or may not be necessary depending on the documents or other evidence to be reviewed.

- v. Upon the conclusion of the visit, the team chair will prepare a report using the *Nomenclature Change Request Report* template.
 - vi. The NAAB will provide a copy of the report to the program to correct errors of fact or omissions.
 - vii. The final copy of the report, with the recommendation of the NC team will be sent to the NAAB Board for action.
- e. The program, if it wishes, may provide a written response to the final report.
7. **Recommendations for Nomenclature Change Requests.** The team may make one of three recommendations to the NAAB Board of Directors.
- a. Approve the nomenclature change request and leave the existing visit schedule unchanged.
 - b. Approve the nomenclature change request and advance the time for the next visit while allowing adequate time for the program to prepare.
 - c. Deny the nomenclature change request.

In the event the change is approved, the team will recommend a specific date by which the current degree title will no longer be considered accredited and a date after which only the new title will be considered the accredited degree. These dates will also be reported to the National Council of Architectural Registration Boards.

8. **Final Decision.** The responsibility for the final decision rests with the NAAB Board of Directors.
- a. In the event the nomenclature change request is denied, the program must wait until after its next regularly scheduled accreditation visit to reapply.
 - b. Decisions of the NAAB regarding nomenclature changes are not subject to reconsideration or appeal.
9. **Confidentiality.** The team must maintain strict confidentiality with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation on a nomenclature change request in perpetuity. The team bases its assessment of the request, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

Before the decision, both the NAAB and the program are prohibited from making the application, proposal, or final report available to the collateral organizations or the public.

SECTION 8. SPECIAL CIRCUMSTANCES

1. Request for Postponement of a Regularly Scheduled Visit

Under certain circumstances, a program may request postponement of a regularly scheduled visit for continuing accreditation or continuation of candidacy. The process for requesting a postponement is the same in either case. A program may only request a postponement one time in any accreditation cycle.

The following may not be postponed: visits for initial accreditation, focused evaluations, and nomenclature change reviews.

a. Submitting the Request:

Not later than August 1 in the year prior to a regularly scheduled visit for continuing accreditation, or initial or continuation of candidacy, a program may request that the visit be postponed to the next academic semester or quarter (e.g., a visit scheduled for Spring 2011 may be postponed to Fall 2011). The request must include the following:

- i. A written request for the postponement from the institution's chief academic officer.
- ii. A brief description of the reason(s) for requesting the postponement.
- iii. A brief description of the benefit(s) of the postponement to the program and institution.
- iv. A brief description of the benefit(s) of the postponement to the accreditation process.
- v. Requests to postpone visits originally scheduled for the following spring must be received in the NAAB offices no later than close of business on August 1. Requests to postpone visits originally scheduled for the fall, must be received in the NAAB offices no later than close of business on March 1.
- vi. Applications may be submitted in electronic format only.
 1. Applications are limited to 3 pages and 200 KB including all supplemental information.
 2. The request is to be sent either in Microsoft Word or Adobe PDF.
 3. Requests are to be addressed to the Executive Director, NAAB at info@naab.org with a copy to cpair@naab.org. Please include "Request for Postponement of Regularly Scheduled Visit –[Name of Institution]" in the subject line.

- #### b. Action on the Request.
- Decisions to grant or deny a request for a postponement will be made by the NAAB Executive Committee at its next regularly scheduled meeting. Results of the decision will be communicated by a letter addressed to the chief academic officer within 7 calendar days of the executive committee's decision.

- c. **Special Circumstances.** In the event of a natural disaster or other catastrophic event, a program may request a postponement of a regularly scheduled visit without regard to the deadlines described above.
 2. **Request to Advance the Date for a Regularly Scheduled Visit for Initial Accreditation.** Occasionally programs in candidacy for accreditation may wish to advance the date for a visit for initial accreditation from the fall semester to the previous spring.
 - a. **Procedure:** The procedure for requesting a spring visit for initial accreditation is as follows:
 - i. A written request to advance the visit for initial accreditation from the institution's chief academic officer is sent to the NAAB. This request must include:
 1. A brief description of the reason(s) for requesting the earlier date.
 2. A brief description of the benefit of advancing the date to the program and institution.
 3. A brief description of the benefit of advancing the date to the accreditation process.
 - ii. Requests to advance the date for visits originally scheduled for the fall must be received in the NAAB offices no later than close of business on August 1 one year prior to the originally scheduled visit for initial accreditation.
 - iii. Applications may be submitted in electronic format only.
 1. Applications are limited to 3 pages and 200 KB including all supplemental information.
 2. The request is to be sent either in Microsoft Word or Adobe PDF.
 3. Requests are to be addressed to the Executive Director, NAAB at info@naab.org with a copy to cpair@naab.org. Please include "Request for Postponement of Regularly Scheduled Visit –[Name of Institution]" in the subject line.
 - b. **Action on the Request.** Decisions to grant or deny a request for advancing the date of a visit for initial accreditation will be made by the NAAB Executive Committee at its next regularly scheduled meeting. Results of the decision will be communicated by a letter addressed to the chief academic officer within 7 calendar days of the executive committee's decision.
3. **Request for Reinstating Accreditation**

A request for reinstatement following revocation or in the event a program's accreditation expires must be made by an institution's chief academic officer. The procedure for reinstatement is the same as that for Candidacy and Initial Accreditation, as described in Sections 4 and 5. For programs requesting reinstatement, the minimum period of candidacy is one year.
4. **Programs at Remote Locations**

The NAAB recognizes that institutions continue to seek innovative ways in which to deliver curricula leading to an NAAB-accredited degree. These innovations may vary from individual courses offered in unique settings (e.g., urban design centers) to dual-campus institutions where a single curriculum is delivered in part or in full by the same faculty at more than one location. For the purpose of accreditation of a first professional degree in architecture accredited by the NAAB, the following definitions apply.

a. **Definitions**

- i. **Branch Campuses.** A branch campus is a location that is geographically apart from and independent of the accredited program offered at the main/flagship campus of the institution, is permanent in nature, offers at least 50 percent of the curriculum leading to a NAAB-accredited degree, or has a curriculum that differs significantly from that offered at the main/flagship campus, has its own faculty and administrative/supervisory organization, including committee structures, and has its own budgetary and hiring authority. Students and faculty are engaged in committees or professional organizations that are unique to the branch campus. Opportunities for research and scholarship are controlled at the branch campus. NAAB-accredited programs offered at branch campuses must be accredited separately from those offered at the main campus (e.g., University of California system or the University of Texas system). For the purposes of accreditation, institutional partnerships to offer a NAAB-accredited program at more than one main/flagship campus of more than one institution will be considered under this definition.
- ii. **Additional Site.** An additional site is a location that is geographically apart from, but not independent of the accredited program at the main/flagship campus or its organizational control and management. There is one dean or administrative head with overall responsibility for the program and one committee structure serving the programmatic needs of the additional site and the main campus site (i.e., one curriculum committee, one grievance committee, and one admissions committee). Faculty, staff, and students are integrated into the academic, professional and social life of the program at the main campus. This includes faculty and students from the additional sites being engaged in committees, professional organizations, and having comparable access to scholarly and research activities. Programs offered at a main campus and at an additional site are accredited together as a single program.
- iii. **Teaching Site and Study-Abroad.** A teaching site is a location that is geographically apart from, but not independent of the accredited program. It is used only for instruction during a specific course or single-semester sequence. The teaching site allows the program to meet the needs of different course components within a single curriculum.

Teaching sites and study abroad programs are reviewed within the context of the curriculum for the NAAB-accredited program.

- iv. **Online Learning.** For the purposes of accreditation, courses offered online will be considered under the definition of teaching sites, except to the extent that more than 40 percent of the curriculum is delivered online or the residency requirement is less than six weeks. In such cases, the online program will be considered an additional site.
- b. **Determination of Accreditation Status for Branch Campuses or Additional Sites.** In the *Annual Report* submitted one year prior to the due date for the next regularly scheduled *APR* and in the Supplemental Material for the *APR*; the program must include its responses to the questionnaire found in Appendix 2 and a narrative description of its branch campuses, additional sites, teaching sites and online learning using the definitions above. The narrative must address the following matters:
- i. Curriculum
 - ii. Geographic location
 - iii. Administrative structure
 - iv. Budgetary and hiring authority and responsibilities
 - v. Faculty access to committee assignments, research and scholarship opportunities and participation in professional societies
 - vi. Student access to services and equipment, and participation in governance.
 - vii. Physical resources

The responses to the questionnaire and narrative taken together will be used by the Executive Committee to determine which category to assign and what additional requirements may be added to the visit. This decision will be made by the Executive Committee and the program will be notified no later than January 1 (or eight months prior to the deadline for the *APR*) as to whether a separate *APR* and separate site visit will be required. The criteria for the determination of the status of the remote programs are outlined below.

- c. **Separate APRs and Separate Site Visits.** Programs on branch campuses will be treated as unique, individually accredited programs and will follow the procedure outlined in Section 3. This will require a separate *APR* and a separate visit.
- d. **Expanded APR and Extended Visit**
 - i. Programs with additional sites, teaching sites, or online learning are required to describe these sites in the *APR* and to identify the role(s) these sites play in the ability of the program to deliver the curriculum leading to the accredited degree or the ability of the institution to meet its mission.

- ii. Visits to additional sites or teaching sites will be included in the regularly scheduled visit to the accredited program. The site visit may be extended by up to 2 days to accommodate the visit to the additional or teaching site. The additional or teaching site will be visited by the visiting team chair and at least one other member of the team. (NOTE: Teaching sites located outside the U.S. may be visited by the team chair; the decision to do so is made by the chair after review of the *APR* and in consultation with the NAAB.)
- e. **New Programs at Branch Campuses or Additional Sites**
- i. Programs initiating new programs at branch campuses will be treated as unique, individual programs and will be required to follow the procedures for candidacy and initial accreditation as outlined in Sections 4 and 5.
 - ii. Programs initiating or altering additional sites, teaching sites or online learning must provide this information in the *Annual Report, Part II*, at such time as the changes are made or considered. When the program prepares its next *APR*, the team chair and the NAAB staff will determine whether additional time will be added to the visit to review the new or altered sites.
- f. **Review of Student Work**
- NAAB visiting teams shall have access to student work completed at other locations or online. There are several options for this review. The team chair, program administrator, and NAAB staff should consult on the method that best meets the needs of the visit. These options include:
- i. Establishing a team room at the additional or teaching site and displaying student work there. In this case, a day will be added to the visit.
 - ii. Displaying student work from the additional or teaching site in the team room at the primary location for the program. The work must be clearly identified as having been produced by students at the additional or teaching site.
 - iii. In all cases, the institution will coordinate the location of the display and logistics of the visit with the team chair prior to the accreditation visit.
- g. **Visiting Team Report**
- In all cases, the NAAB *Visiting Team Report* shall address the additional sites, teaching sites, or online learning relative to the conformance of their administrative structure, financial responsibilities, equipment and facilities, student demographics, curriculum and student/faculty governance policies to those of the main/flagship campus. The evaluative essence of the accreditation process is to assure the profession and the public that the conditions and performance standards for accreditation as measured through institutional and

student performance criteria has been achieved in all sites at which the NAAB-accredited degree is offered.

5. Phasing Out Programs

An institution that intends to eliminate its NAAB-accredited degree, must maintain compliance with the NAAB *Conditions for Accreditation* until the conclusion of the fiscal year in which the program will cease awarding the accredited degree.

Any institution that intends to eliminate a NAAB-accredited degree must provide a narrative report that describes the process for eliminating the degree program, the last year in which students will be admitted to the program, and the last year in which the degree will be awarded. During a phase-out period, students who enrolled in the accredited degree program must be able to complete their entire course of study, with the necessary resources, as accredited by the NAAB. Further, regularly scheduled visits for continuing accreditation will take place.

SECTION 9. CONFLICTS OF INTEREST

The NAAB and its volunteer leaders are dedicated to serving the interests of the NAAB's constituencies and collateral partners in the most honorable and ethical manner possible. Among the NAAB's duties is the responsibility to provide assurance to its constituencies and partners that debates, decision making, and all governance at the NAAB is conducted in an objective and bias-free context. Thus, the NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions*.

No person shall take part as a visiting team member and no Board member shall participate in an accrediting decision or the deliberations leading thereto if he/she cannot evaluate a program objectively and without bias even if none of the categories for automatic disqualification set forth below apply. The term "program" shall include, in addition to the program specifically to be evaluated, any previous program, substitute program, or other program at the institution regardless of its degree title, that has received or is seeking NAAB accreditation.

The NAAB shall not assign an individual to serve on a visiting team to evaluate a program if it appears that the individual has a real or perceived conflict of interest that would raise a question as to that individual's objectivity regarding the evaluation.

All conflicts, real or potential, must be disclosed to the program administrator, the visiting team chair, and the NAAB staff at least 21 days before the visit begins in order to determine whether specific action should be taken.

1. Except as set forth below, no individual shall be assigned more than once to serve as a member of a visiting team for the same program. This provision shall also apply to non-voting members on a visiting team.
2. If a program received less than the maximum term of accreditation during its last accreditation cycle, then, with the express agreement of the program, one member of the last visiting team, exclusive of the non-voting member may be assigned to the subsequent visiting team.
3. Directors and potential team members, including non-voting members are responsible for determining and reporting whenever they have a conflict of interest, or appearance of a conflict of interest, with regard to a particular accreditation matter[†]. Before serving as a team member or participating in any decision on the matter, an individual shall inform the NAAB if such a conflict or the appearance of a conflict exists.

* The policy on conflict of interest was approved by the NAAB Board of Directors on July 20, 2008.

[†] Non-voting members are likely to be *alumni* or individuals otherwise considered "friends" of the program. These relationships do not, necessarily preclude an individual from serving as a non-voting member, however, they must be identified and reported to the team chair prior to an individual's being accepted by the chair as a non-voting member on the team. These relationships are to be documented in the *VTR* under Team Comments.

4. An individual, in determining whether he or she should be disqualified from participation shall consider, even in the absence of a true conflict of interest, whether the potential appearance of a conflict of interest is sufficiently serious to dictate the individual's withdrawal from the team
5. When considering whether he or she has a conflict of interest or an apparent conflict of interest that would prevent the individual from taking part in the evaluation of a program, the individual should take into account such matters (nonexclusive) as these:
 - a. Graduation from the institution in which the program being evaluated is located.
 - b. Close association with administrative or faculty personnel in the program or at the institution at which the program is located.
 - c. Having relatives or close friends who are associated with the program or the institution at which it is located.
 - d. Being a donor or providing other resources and support to the program or institution at which it is located.
 - e. Demonstrating that he/she holds a preconceived opinion based on the type of program to be evaluated, its reputation, the underlying philosophy of the program, the extent of expected faculty research, or the extent to which it is an undergraduate or graduate program.
6. No person shall serve as a visiting team member and no director shall take part in the deliberations or decision regarding the accreditation of a program under the following circumstances:
 - a. The individual has, or has had, a direct relationship to the program being evaluated, as an employee, current or former student, or graduate of this program.
 - b. Within the 10 years prior to the visit the individual, whether paid or unpaid, has had a limited relationship with the program being evaluated as a temporary employee, visiting faculty member, recipient of an honor, speaker on more than a single occasion, volunteer teacher or mentor, consultant, or financial supporter.
 - c. The individual is currently seeking, or at any time in the 10 years prior to the visit has unsuccessfully sought permanent employment or a relationship of the types set forth in paragraph 6.b. above.
 - d. The individual or a member of the individual's immediate family (including the individual's spouse, child, parent, or sibling and the immediate family of the spouse, child, or sibling) is an employee of, or is currently seeking employment with, the institution in which the program is located.
7. Exceptions to the above policy may be made if approved by an administrator of the program in writing or if the program fails to make a timely objection to a substitution necessary on short notice.

SECTION 10. ANNUAL REPORTS

Continuing accreditation and candidacy is subject to the submission of *Annual Reports*. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system available from the NAAB Web site and are due by November 30 of each year. They are then reviewed by the NAAB staff and a response is prepared and sent to the program. For specific information or instructions on how to complete *Annual Reports*, please refer to the NAAB's Web site www.naab.org.

1. **Content.** These reports have two parts:
 - a. **Part I (Annual Statistical Report)** captures statistical information on the institution in which an architecture program is located and the degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS) *. Much of the information requested in Part I corresponds to the *Institutional Characteristics, Completion and 12-Month Enrollment Report* submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year.
 - b. **Part II (Narrative Report)** is the narrative report in which a program provides the following:
 - i. Plans and activities for addressing all elements of Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the most recent *VTR*.
 - ii. Plans, activities or additional information requested in subsequent decision letters on other accreditation actions (e.g., nomenclature change).
 - iii. A brief description of changes to the program. (NOTE: This part is linked to other questions in the Annual Statistical Report for which a narrative may be required).
2. **Submission**
 - a. *Annual Reports* are submitted through the NAAB's Annual Report Submission system and are due on November 30.
 - b. All programs are required to submit both parts of the *Annual Report*. There are two exceptions:
 - i. Programs submitting *APRs* in September for visits the following spring must only complete Part I, Annual Statistical Report.

* IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see <http://nces.ed.gov/IPEDS/>

- ii. Programs with FEs are required to submit the Annual Statistical Report in the year in which the FE is scheduled (see Section 6 of this document for additional information).
3. **NAAB Response.** *Annual Reports* are reviewed by the NAAB staff and an NAAB response is sent to the program, generally after February 1. The NAAB administrative response to the *Annual Report* will identify whether additional or continued reporting is required on any matter. Programs are required to include these administrative responses as supplemental material in subsequent *APRs*. The response has three sections:
 - a. A checklist that identifies whether required elements are included or not.
 - b. An assessment of the program's response to deficiencies from the last *VTR* and any subsequent action by the Board. This part has two sections:
 - i. Assessment of responses to conditions not-met.
 - ii. Assessment of responses to causes of concern.
 - c. An acknowledgement of any changes to the program and whether those changes may require additional reporting in subsequent reports.
 - d. Programs may not be released from reporting in the *Annual Report* on an item that was the subject of a Focused Evaluation or Suspension Review except by the team conducting the FE or SR (See Section 6).
4. **Fine for Late Annual Report.** *Annual Reports* are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of \$100.00 per calendar day until the *Annual Report* is submitted. This fine will be assessed when the NAAB Response is completed.
5. **Failure to Submit an Annual Report.** If an acceptable *Annual Report* is not submitted to the NAAB by the deadline, the NAAB may also advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable *Annual Report* after an extensive period of time, the NAAB executive committee may consider advancing the program's next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.

SECTION 11. COMPLAINTS ABOUT PROGRAMS

Individuals who wish to file a complaint about an accredited program must do so in writing.

1. A letter, addressed to the president, and sent to the NAAB offices at 1735 New York Avenue, NW, Washington, DC must include the following:
 - a. The specific nature of the complaint.
 - b. A description of the impact on the accreditation of the program of the failure of the program or institution to address the complaint. The complainant is expected to reference the specific *Conditions for Accreditation* that may be compromised.
 - c. Evidence that the complainant has exhausted all other institutional means for resolving the issue.
2. Upon receiving a written complaint about a program, the NAAB will notify the program that a complaint has been received. The NAAB will make every effort to ensure the complainant's identity is kept confidential. The NAAB will request a response from the program.
3. The complaint and response are presented for review at the next Board meeting. At that time, the Board may consider the following courses of action:
 - a. To take no action.
 - b. To require the program to address the matter of the complaint in the next *Annual Report* and subsequent *APR*.
 - c. To append the complaint and response to the next *VTR, FE Report, Nomenclature Change Request Report, or Extension of Term Request Report* to be considered as part of the record for the next accreditation action.
4. The NAAB will not consider complaints from students about grades given in specific courses within NAAB-accredited programs.
5. Complaints may be filed at any time during a program's current accreditation cycle. Complaints about matters that arose in a prior accreditation cycle will not be considered.

SECTION 12. RECONSIDERATIONS

Programs may request reconsideration of Board action regarding terms of accreditation or of Board decisions to deny or revoke accreditation. When making a request for reconsideration, the program must be prepared to present evidence that either of the following is true:

- The Board's decision is not supported by factual evidence cited in the record or
- The NAAB and/or visiting team failed to comply substantially with established accreditation procedures and any such departure significantly affected the decision.

Reconsiderations may not be requested for the following circumstances:

- Failure of the program to provide information to the NAAB and/or the visiting team in a timely manner.
- Board action regarding the acceptance of *APRs* or *Annual Reports*.

Reconsiderations are conducted by the NAAB Directors. The filing of a request for a reconsideration automatically delays implementation of the Board's accreditation decision.

1. Initiating a Reconsideration

- a. The reconsideration must be requested by the chief academic officer of the institution within 14 calendar days of receiving the NAAB's accreditation decision.
- b. The request is sent to the NAAB president.
- c. The request must identify the incorrect or insufficient factual information cited by the NAAB in support of the decision and/or evidence of the visiting team's failure to comply with established accreditation procedures and that such failure significantly affected the accreditation decision.
- d. The request must be sent by certified mail, return receipt requested.
- e. All days refer to regular calendar days, exclusive of national holidays.

2. Reconsideration Sequence

- a. Upon receiving the request, the NAAB president assigns a Board member as Board representative to oversee the reconsideration until its conclusion at the next regularly scheduled meeting of the Board. Other than having participated in the accreditation decision, the Board representative shall have had no prior involvement with the program.
- b. The Board representative sends the request for reconsideration to the team chair and requests a written response to the assertions of incorrect or insufficient evidence and/or failures of the visiting team to comply with established procedures.

- c. The Board representative, using the *VTR*, the program's response to the *VTR*, the program's request for reconsideration, and the visiting team chair's response, shall prepare a written analysis of the issues.
- d. The written analysis is sent to the program and the visiting team chair.
- e. Upon receiving the Board representative's analysis, the chief academic officer of the institution may request either one of the following:
 - i. A reconsideration on the record or
 - ii. A reconsideration hearing at the next regularly scheduled Board of Directors meeting.
- f. Reconsideration on the Record
 - i. If the program requests reconsideration on the record, the reconsideration will be added to the agenda for the next regularly scheduled meeting.
 - ii. The agenda item will include the following background material:
 - 1. The *VTR*.
 - 2. The program's response to the *VTR*.
 - 3. The program's request for reconsideration.
 - 4. The visiting team chair's response.
 - 5. The Board representative's analysis.
 - iii. If the team chair is a member of the Board, he/she is excused from the deliberations.
 - iv. The NAAB Directors review the record and determine whether to reconsider the accreditation decision. At least eight members of the Board must vote in favor of a motion to reconsider the decision.
 - v. Reconsideration of the Accreditation Decision.
 - 1. If the motion to reconsider is approved, a new motion on the accreditation action will be made.
 - 2. Any new motion regarding a reconsidered term of accreditation must be based only on materials provided in the record.
 - 3. Any new motion regarding a reconsidered term of accreditation must have at least eight votes in favor to pass.
 - vi. Not less than 7 calendar days after the meeting of the Board of Directors where the term of accreditation was reconsidered, the NAAB president shall send the institution the decision. This letter will include reasons supporting it as recorded by the Board designee.
- g. Reconsideration Hearing. The hearing has two stages.
 - i. Determination to Grant Reconsideration
 - 1. If the program requests a reconsideration hearing, the chief academic officer and the Board representative may make a written request to the NAAB executive director naming persons required at the hearing. The executive director shall invite these persons, but cannot ensure their attendance. Such requests must be made

at least 14 calendar days before the next regularly scheduled meeting of the Board of Directors.

2. During the Board meeting, the Board recesses from its regular business and reconvenes for the reconsideration hearing. The Board representative serves as chair. In attendance shall be the NAAB Directors, the NAAB executive director, representatives of the institution as determined by the institution, and the visiting team chair.
 3. The Board representative opens the hearing by introducing the participants and explaining the procedure to be followed.
 4. Representative(s) of the institution, who may include legal counsel, will present their position, confining it to issues of either incorrect or insufficient factual information and/or evidence that the visiting team's failure to comply with accreditation procedures affected the accreditation decision.
 5. Within the same limits, the visiting team chair and the president of NAAB may present other positions.
 6. The Board representative may question any attendee and, solely at his/her discretion, may direct questions from Board members to the institution and vice versa.
 7. The institution's representative(s) make a closing statement, which concludes the reconsideration hearing, after which the institution's representatives and the visiting team chair are excused.
 8. The NAAB Directors review the evidence and determine whether to reconsider the accreditation decision. At least 8 members of the Board must vote in favor of a motion to reconsider the decision.
- ii. Reconsideration of the Accreditation Decision
1. If the motion to reconsider is approved, the reconsideration hearing will adjourn and the Board will reconvene in its regular meeting. The president will resume the chair.
 2. Any new motion regarding a reconsidered term of accreditation must be based on information available to the visiting team with respect only to those matters that served as the basis for the grant of reconsideration. The Board may take the steps deemed necessary to review material available to the visiting team but not contained in the *APR* or *VTR*.
 3. Any new motion regarding a reconsidered term of accreditation must have at least 8 votes in favor to pass.
 4. Not less than 7 calendar days after the meeting of the Board of Directors where the term of accreditation was reconsidered, the NAAB president shall send the institution the decision. This letter will include reasons supporting it as recorded by the Board designee.

SECTION 13. APPEAL OF A RECONSIDERATION DECISION

Programs may appeal denial of a reconsideration decision only in the instance of a revocation decision. By entering an appeal process, the institution agrees to accept the ruling of the appeal panel as final.

Appeals may only be made on the following grounds:

- The NAAB decision to deny the reconsideration request was not supported by sufficient factual evidence cited in the record.
- The Board of Directors failed to comply substantially with NAAB procedures and such departure significantly affected the decision to deny the reconsideration request

Failure of the program to provide information to the NAAB in a timely manner cannot provide a basis for requesting the appeal of a reconsideration decision.

Neither the program nor the NAAB may raise issues in the appeal that were not raised in the request for reconsideration.

An appeal is conducted by persons selected to represent the collateral organizations and the public.

1. Initiating the Appeal

- a. To initiate an appeal hearing, the chief academic officer must send a written request within 14 calendar days of receiving official notice of the reconsideration decision. The request must include a specific response to the reconsideration decision.
- b. The request is sent to the NAAB president.
- c. The request must identify the incorrect or insufficient factual information cited by the NAAB in support of the decision and/or evidence of the Board's failure to comply with NAAB procedures and that such failure significantly affected the reconsideration decision.
- d. The request must be sent by certified mail, return receipt requested.
- e. All days refer to regular calendar days, exclusive of national holidays.
- f. The filing of a request for an appeal automatically delays implementation of the Board's original accreditation decision.

2. Appeal Sequence

- a. Selecting the Appeal Panel
 - i. Each collateral organization is informed that an appeal has been filed and asked to submit to the NAAB president a list of persons who can

represent the collateral organization and those who can represent the public; who are willing to serve on an appeal panel; and who have never been involved with either the institution or the reconsideration decision under appeal.

- ii. The NAAB president draws from these lists to propose an appeal panel composed of five persons, one each representing the AIA, AIAS, ACSA, NCARB, and the public.
 - iii. Within 14 calendar days of receiving a request for an appeal hearing, the NAAB executive director forwards the proposed membership of the panel to the chief academic officer and proposes a date and place for convening the panel.
 - iv. Within 7 calendar days of receiving the list, the chief academic officer either notifies the NAAB president that the panel is acceptable or challenges no more than two proposed members. In the latter case, the NAAB president will appoint replacements, after which the membership of the appeal panel is final.
 - v. The NAAB president selects a member of the approved panel to serve as the appeal panel chair.
- b. Appeal Panel Review of the Record
- i. The appeal panel receives and reviews the program's *APR*, *VTR*, the program's response to the *VTR*, materials reviewed or presented during the reconsideration hearing, the institution's response to the reconsideration decision, and the NAAB's response to the program's assertions.
 - ii. The appeal panel chair reviews the record, the format for the hearing and any policies, correspondence, and documents applicable to the appeal hearing with the executive director.
 - iii. After the initial review, the appeal panel chair and the chief academic officer of the institution then determine a time and place for the hearing.
- c. Appeal Hearing
- i. The appeal panel chair convenes an appeal hearing. In attendance are the appeal panel, the NAAB president and Board representative, the visiting team chair, the NAAB executive director, and not more than three representatives of the institution as determined by the institution.
 - ii. The appeal panel chair opens the hearing by introducing the participants and explaining the procedure to be followed.
 - iii. A representative or representatives of the institution, who may include legal counsel, first present their position, confining it to issues of incorrect or insufficient factual information cited by the NAAB in support of the decision to deny the reconsideration request and/or evidence that failure of the Board to comply with NAAB procedures significantly affected the reconsideration decision.
 - iv. The appeal panel chair may question any attendee.

- v. The appeal panel chair calls a recess so the panel may consider whether to receive or request the addition of material to the record.
 - vi. The NAAB's representative make a closing statement.
 - vii. The institution's representative or representatives make a closing statement, which concludes the appeal hearing, after which the institution's representatives are excused.
- d. Appeal Decision
- i. The panel convenes in executive session to rule on whether the reconsideration decision is upheld.
 - 1. If the reconsideration decision is upheld, the following occur:
 - a. The appeal panel chair prepares a statement to be signed by the members of the appeal panel, stating the reconsideration decision is upheld, and delivers it to the NAAB office within 7 calendar days of the appeal hearing.
 - b. Within 7 calendar days of its receipt, the NAAB president forwards the statement to the chief academic officer of the institution.
 - 2. If the reconsideration decision is not upheld, the following occur:
 - a. The appeal panel identifies the factual evidence found to be incorrect or insufficient to support the NAAB decision to deny a reconsideration request and/or those lapses in compliance by the Board with NAAB procedures that significantly affected the reconsideration decision.
 - b. The appeal panel chair prepares a report containing the appeal panel decision and the reasons supporting it and delivers it to the NAAB office within 7 calendar days of the appeal hearing.
 - c. Within 7 calendar days of its receipt, the NAAB President forwards the report to the chief academic officer of the institution.
 - d. The NAAB immediately takes steps to correct factual evidence as specified in the appeal panel report and to have the NAAB make a new reconsideration decision in light of the corrections. This new reconsideration decision is subject to appeal, as if it were an original reconsideration decision.
3. **Decision.** The ruling of the appeal panel is final.
4. **Expenses.** The institution shall bear the expenses directly associated with the hearing, such as those for preparing documents, special services requested at the hearing, meeting rooms and for the travel, meals, and lodging of its representatives and for support and travel of the appeal panel. The institution shall bear the expense of having witnesses appear at its request, and the NAAB shall do the same.

SECTION 14. RESPONSIBILITIES

1. **Responsibilities of the NAAB office.** The NAAB staff is responsible for:
 - a. Ensuring that the visiting team chair, team members, and non-voting members are informed of their responsibilities.
 - b. Providing the team chair and team members with the *Conditions* and *Procedures*, and a template for completion of the *VTR* not less than 4 week prior to the visit.
 - c. Stewarding the resources of the NAAB and the programs by approving all airline reservations with an estimated fare above \$750.00.
 - d. Communicating with team members on behalf of the program. Team members are advised not to communicate with the program directly; this is the responsibility of the NAAB staff and the team chair.
 - e. Billing programs for the expenses of the visiting team. These invoices will be sent not later than September 1 for visits that took place during the spring; and not later than February 1 for visits that took place in the fall. The NAAB will provide the following supporting documentation:
 - i. Copies of invoices or itineraries for airfare or other transportation.
 - ii. Copies of receipts for ground transportation, including rental cars.
 - iii. Copies of receipts for all meals and other expenses.
2. **Responsibilities of the team members.** Team members are responsible for:
 - a. Contacting the NAAB office to confirm their participation in the site visit not less than 4 weeks before the visit.
 - b. Promptly suggesting any revisions to the *VTR*.
 - c. Reviewing Section 9, Conflict of Interest, and verifying to the NAAB office and the team chair that no conflict of interest exists.
 - d. Making air travel arrangements at least 4 weeks in advance to secure economical fares.
 - e. Before the visit, reviewing the *Conditions* and the *Procedures*, the program's *APR*, the format for the *VTR*, and the visiting team members' resumes.
 - f. Thoroughly examining documentation in the team room as assigned by the visiting team chair.

- g. Actively participating or observing, as applicable, in all aspects of the visit and carrying out all tasks assigned by the visiting team chair with integrity and timeliness.
 - h. Participating in writing the draft of the *VTR*, which should reflect the team's consensus on all matters of substance, by the last night of the visit before the exit interviews.
 - i. Holding information in strictest confidence as specified in these *Procedures*.
 - j. Notifying the NAAB office immediately in the event of a personal emergency that renders the team member unable to fulfill his/her responsibilities. In the event, a team member revokes from a team less than 30 days prior to the visit for reasons other than a personal or health emergency, he/she will be permanently removed from the pool of potential team members.
 - k. Completing and submitting his/her reimbursement requests in a timely manner.
 - i. A copy of the reimbursement form can be found on the NAAB Web site in the Documents section in the Team Room folder.
 - ii. Requests for reimbursement must be submitted within 30 days of the end of the visit. Requests for reimbursement must include:
 - 1. Invoice/itinerary for transportation (air or rail).
 - 2. Receipts for ground transportation, including rental cars.
 - 3. Receipts for all meals and incidental expenses. .
 - iii. Any reimbursement item that does not have an accompanying receipt will not be honored and the total amount of the reimbursement will be adjusted accordingly.
 - iv. Requests for reimbursement submitted after July 1 for spring visits and after January 15 for fall visits will not be honored.
 - v. In the event an individual has already completed his/her travel reservations and must withdraw from the team, he/she will be invoiced for the expense of the air ticket.
 - vi. In the event an individual has already completed his/her travel reservations and must reschedule his/her air transportation in order to ensure attendance for the entire visit, he/she will be invoiced for any change fees assessed by the airline.
 - l. Complete the required NAAB team training program prior to being assigned to a visiting team.
3. **Responsibilities of the school/program.** The program is responsible for:
- a. Making all hotel and lodging arrangements for the team. This includes ensuring that reasonable accommodation has been made for persons with disabilities.
 - b. Notifying the NAAB office not less than 30 days prior to the visit of the following:

- i. Visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).
- ii. Specific requirements for documentation to support invoices for team expenses (e.g., boarding passes).

If the program fails to notify the NAAB office before the team arrives, the program will be responsible for securing the necessary documentation from the team members.

- c. Unless otherwise agreed to by the program administrator and the team chair, the program is responsible for all ground transportation during the visit. This includes transportation to and from the airport and all local transportation.
 - d. The program is responsible for providing team members with copies of the *APR* not less than 45 days prior to the first day of the visit.
 - e. The program is responsible for providing the team room and for ensuring the following provisions have been addressed:
 - i. Secure, sound proof space for the exclusive use of the team.
 - ii. Accessible to the team only 24 hours a day during the course of the visit.
 - iii. Students must have been notified if work prepared for a specific course is selected for use in accreditation activities and must have reasonable access to the work, except during the actual accreditation visit.
 - iv. The program has been responsible for all expenses related to archiving or preparing original work for accreditation purposes.
4. **Expenses for visiting teams.** The program is responsible for all expenses for visiting teams. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, and nomenclature changes.
5. **Fines for late *APRs*.** *APRs* are due each year on September 7. For each calendar day after September 7 that passes until the *APR* is received, the program will be assessed a fine of \$100.00 per day. This fee will be assessed when the program is billed for the expenses of the visiting team.
6. **Fines for late Annual Reports.** *Annual Reports* are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of \$100.00 per calendar day until the *Annual Report* is submitted. This fee will be assessed when the NAAB Response to the Annual Report is completed.

APPENDICES

1. Report Templates
2. Branch Campuses Questionnaire
3. Annual Report Submission
4. Reimbursement Policy
5. NAAB Bylaws

Appendix 1: Report Templates

- A. Visiting Team Report
- B. Focused Evaluation Team Report
- C. Nomenclature Change Request Report

Name of University
School of Architecture

Visiting Team Report

B. Arch

M. Arch

The National Architectural Accrediting Board
Date of Visit

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	
2. Conditions Not Met	
3. Causes of Concern	
4. Progress Since the Previous Site Visit	
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	
2. Educational Outcomes and Curriculum	
III. Appendices:	
1. Program Information -- <i>Architecture Program Report</i> , Part I, Section 1.1	
2. Conditions Met with Distinction	
3. Visiting Team	
IV. The Visiting Team	
V. Confidential Recommendation and Signatures	

I. Summary of Team Findings

1. Team Comments & Visit Summary

2. Conditions Not Met
(list number and title)

3. Causes of Concern
This should be an enumerated list (e.g., A., B., C., etc.) *Each must have a title and a brief narrative describing the cause of concern.*

4. Progress Since the Previous Site Visit (Year of Previous Visit; Year of Focused Evaluation if Applicable)

2004 Criterion [quoted in full] [NOTE: This section will be completed by the NAAB staff for each visit]

Previous Team Report (Year):

Previous FE Team Report (Year):

2012 Visiting Team Assessment:

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

The program has fulfilled this requirement for narrative and evidence

The program has not fulfilled this requirement for narrative or evidence

2012 Team Assessment:

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

The program has demonstrated that it provides a positive and respectful learning environment.

The program has not demonstrated that it provides a positive and respectful learning environment.

The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

The program has not demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

NOTE: In the event a team cannot assess both elements in the affirmative, please document this in the comments below.

2012 Team Assessment:

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

The program is responsive to this perspective.

The program is not responsive to this perspective.

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

The program is responsive to this perspective.

The program is not responsive to this perspective.

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

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- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

The program is responsive to this perspective.

The program is not responsive to this perspective.

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

The program is responsive to this perspective.

The program is not responsive to this perspective.

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

The program is responsive to this perspective.

The program is not responsive to this perspective.

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[] **The program's processes meet the standards as set by the NAAB.**

[] **The program's processes do not meet the standards as set by the NAAB.**

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *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 self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[] **The program's processes meet the standards as set by the NAAB.**

[] **The program's processes do not meet the standards as set by the NAAB.**

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in

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PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Human Resources (Faculty & Staff) are adequate for the program

Human Resources (Faculty & Staff) are inadequate for the program

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

Human Resources (Students) are adequate for the program

Human Resources (Students) are inadequate for the program

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

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I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

Administrative Structure is adequate for the program

Administrative Structure is inadequate for the program

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

Governance opportunities are adequate for the program

Governance opportunities are inadequate for the program

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Physical Resources are adequate for the program

Physical Resources are inadequate for the program

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in

reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

- Financial Resources are adequate for the program**
- Financial Resources are inadequate for the program**

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

- Information Resources are adequate for the program**
- Information Resources are inadequate for the program**

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

Statistical reports were provided and provide the appropriate information

Statistical reports were not provided

Statistical reports do not provide the appropriate information

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

- Annual Reports and NAAB Responses were provided and provide the appropriate information
- Annual Reports and NAAB Responses do not provide the appropriate information
- Annual Reports and NAAB Responses were not provided

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

- Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.
- Faculty credentials did not demonstrate the range of knowledge and experience necessary to promote student achievement.
- Faculty credentials were not provided.

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[] The policy documents in the team room met the requirements of Appendix 3

[] The policy documents in the team room did not meet the requirements of Appendix 3

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment⁵:

Understanding—The capacity to classify, compare, summarize, explain and/or interpret information.

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below for each of the Student Performance Criteria (SPC):

Finally, in addition to assessing each SPC as met or not-met, the team must assess whether the realm overall is met or not-met.

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

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.

⁵ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L. W. Anderson & D. R. Krathwold, Eds. (New York; Longman 2001).

- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud

exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud

exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.***

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

<p>Realm A. General Team Commentary: [The team is asked to provide a brief narrative that describes the overall review of student achievement in all elements of Realm A.]</p>

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do

eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

B. 6. Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud

exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team

used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems*

- Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.*

- Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

<p>Realm B. General Team Commentary: [The team is asked to provide a brief narrative that describes the overall review of student achievement in all elements of Realm B.]</p>

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

- Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.*

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- C. 8. **Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

- C. 9. **Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

Met
 Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

<p>Realm C. General Team Commentary: [The team is asked to provide a brief narrative that describes the overall review of student achievement in all elements of Realm C.]</p>

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aias.org

www.acsa-arch.org

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.

Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

Met

Not Met

2012 Team Assessment: [The visiting team commentary and assessment goes here:] [NOTE: This commentary/assessment should identify the evidence or at least the source of the evidence the team used to make the initial assessment.] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

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B. History and Mission of the Program (I.1.1)

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C. Long-Range Planning (I.1.4)

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Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

D. Self-Assessment (I.1.5)

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- 2. Conditions Met with Distinction**
(list number and title; include comments where appropriate)

3. The Visiting Team

Team Chair, Representing the ACSA
Norma Slarkek, FAIA
123 Anywhere Avenue
City, State 12345-0000
(123) 456-7890
email@email.com

Representing the AIA
Frank Lloyd Wright, AIA
123 Anywhere Avenue
City, State 12345-0000
(123) 456-7890
email@email.com

Representing the AIAS
Mary Louise Bethune, Assoc. AIA, LEED AP
123 Anywhere Avenue
City, State 12345-0000
(123) 456-7890
email@email.com

Representing the NCARB
Richard Upjohn, FAIA
123 Anywhere Avenue
City, State 12345-0000
(123) 456-7890
email@email.com

Non-voting Team Member (s)
Jane Doe
123 Anywhere Avenue
City, State 12345-0000
(123) 456-7890
email@email.com

IV. Report Signatures

Respectfully Submitted,

Norma Sklarek, FAIA
Team Chair

Representing the ACSA

Frank Lloyd Wright, AIA
Team member

Representing the AIA

Mary Louise Bethune, AIA
Team member

Representing the AIAS

Richard Upjohn, FAIA
Team member

Representing the NCARB

Jane Doe

Non-Voting Team Member

V. Confidential Recommendation

Upon consideration of the terms of accreditation in Section 2 of the *2010 NAAB Procedures for Accreditation*, including an assessment of compliance with the *2009 NAAB Conditions for Accreditation*, the team unanimously recommends to the NAAB Board:

Institution, Academic/Administrative Unit:

Degree Title (include prerequisites and number of credits required):

Term of Accreditation:

Scope of Focused Evaluation, if recommended: [Complete only if recommending a Focused Evaluation]:

Norma Sklarek, FAIA
Team Chair

Representing the ACSA

Frank Lloyd Wright, AIA
Team member

Representing the AIA

Mary Louise Bethune, AIA
Team member

Representing the AIAS

Richard Upjohn, FAIA
Team member

Representing the NCARB

Name of University
Department of Architecture

Focused Evaluation Team Report

Name of Degree (prerequisites and/or number of credit hours)

The National Architectural Accrediting Board
[Date of Visit]

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings & Comments	
II. Compliance with the Conditions for Accreditation	
Responses to Deficiencies Identified from Previous Site Visit	
Conditions (listed by number and title) (the following are examples) ¹ :	
4. Social Equity	
6. Human Resources	
12. Professional Degrees and Curriculum	
Causes of Concern (listed in the order in which they appear in the most recent VTR) (the following are examples):	
Faculty Turnover	
Administrative Structure	
Reductions in state support	
II. Appendices:	
A. The Focused Evaluation Team	
B. The Visit Agenda	
IV. Report Signatures	

¹The scope of a 2012 Focused Evaluation will be defined by the Conditions in effect at the time of the last visit (generally these are *The 2004 Conditions for Accreditation*). The 2004 numbers and titles will be used in these templates.

I. Summary of Team Findings

Team Comments

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II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Evaluation

X. Title of Condition

Statement of condition from 2004 Conditions for Accreditation – quoted in full.

Met
Not Met

[The focused evaluation team assessment goes here:] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

X. Title of Condition

Statement of condition from 2004 Conditions for Accreditation – quoted in full.

Met
Not Met

[The focused evaluation team assessment goes here:] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

X. Title of Condition

Statement of condition from 2004 Conditions for Accreditation – quoted in full.

Met
Not Met

[The focused evaluation team assessment goes here:] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Causes of Concern

Title:

Comments from the Previous VTR [Year] {quoted in full}

Response from the Program (quoted from Program FE Report)

[The focused evaluation team assessment goes here:] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Title:

Comments from the Previous VTR [Year] {quoted in full}

Response from the Program (quoted from Program FE Report)

[The focused evaluation team assessment goes here:] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Title:

Comments from the Previous VTR [Year] {quoted in full}

Response from the Program (quoted from Program FE Report)

[The focused evaluation team assessment goes here:] Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

III. Appendices

Appendix A: The Focused Evaluation Team

Team Chair, Representing the Academy
Jane Smith, AIA
123 Anywhere Avenue
Suite or room number
City, State 12345-0000
123 456-7890
username@email.com

Representing the Practice
John Howard, AIA
123 Anywhere Avenue
Suite or room number
City, State 12345-0000
123 456-7890
username@email.com

Appendix B: The Visit Agenda (in the event there is no visit; the team is to document its process of research, review, and evaluation in this section).

IV. Report Signatures

Respectfully submitted,

Jane Smith, AIA
Team Chair

Representing the Academy

John Howard, AIA
Team member

Representing the Practice

Confidential Recommendation

Upon consideration of the terms of accreditation in Sections 2 and 6, including an assessment of the conditions and guidelines for focused evaluations the team unanimously recommends to the NAAB:

Recommendation goes here:

Jane Smith, AIA
Team Chair

Representing the Academy

John Howard, AIA
Team member

Representing the Practice

Name of Institution
Department of Architecture

Nomenclature Change Team Report

Current Accredited Degree: e.g., Bachelor of Architecture
Proposed Accredited Degree: e.g., Master of Architecture (*N* undergraduate credit hours plus *N* graduate credit hours)

The National Architectural Accrediting Board
Date of Visit or Report

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Change Proposed:

(Be specific. For example, if a program is proposing to change its B. Arch to an M. Arch, include any prerequisite undergraduate education and the total number of graduate credits leading to the M. Arch. degree [e.g., M. Arch (preprofessional undergraduate degree plus 52 graduate credits)].

Condition II.2.2 Professional Degrees and Curriculum

Do the changes, as proposed by the program, meet the requirements for the new degree as described in Condition II.2.2?

Schedule for Transition to New Degree:

- Proposed last year of graduates for current degree (please note whether the institution has a policy regarding teach-out dates)
- First year of enrollment for students in new degree
- First year diplomas will be awarded under the new degree title
- Other notes on the transition

Additional Comments from Reviewers:

Confidential Recommendation:

Signatures of Reviewers:

Representing the Academy

Representing the Practice

Appendix 1: Report Templates

- A. Visiting Team Report
- B. Focused Evaluation Team Report
- C. Nomenclature Change Request Report

Appendix 2. Branch Campuses Questionnaire

Name of Institution:	
Title of Degree:	
Name of Program Administrator:	
Name of Person Completing this Form:	
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	
Distance from Main/Flagship Campus:	
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	
(List all courses: number, title, credits offered)	
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	
Who has administrative responsibility for the program at the branch campus?	
To whom does this individual report?	
Where are financial decisions made?	
Who has responsibility for hiring faculty?	
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	
Does the branch campus have its own curriculum committee?	

Does the branch campus have its own admissions committee?	
Does the branch campus have its own grievance committee?	
Does the branch campus have its own resources for faculty research and scholarship?	
Does the branch campus have its own AIAS or NOMAS chapter?	
Does the branch campus maintain its own membership in ACSA?	

Appendix 3: NAAB – Annual Report Submission (ARS)

Introduction

In 2008, the National Architectural Accrediting Board (NAAB) launched the online Annual Report Submission (ARS) system with a deadline of November 30.

Continuing accreditation/candidacy is subject to the submission of *Annual Reports*. They are reviewed by the NAAB staff and a response is prepared and posted to the ARS for easy access by the program. If an acceptable *Annual Report* is not submitted to the NAAB by the following January 15 the NAAB may consider advancing the schedule for the program's next accreditation sequence.

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. **Program Contact Information** (*preloaded from ACSA Guide*):

2. **Institution Type:**

3. **Carnegie Classification:**

a. **Basic Classification:**

b. **Undergraduate Instructional Program:**

c. **Graduate Instructional Program:**

d. **Size and Setting:**

4. **Which regional accreditation agency accredits your institution?**

5. **In which ACSA region is the institution located?**

6. **Who has direct administrative responsibility for the architecture program?**

Name

Title

Office Phone Number

Fax Number

Email

7. **To whom should inquiries regarding this questionnaire to be addressed?**

Name

Title

Office Phone Number

Fax Number

Email

8. **Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?**

Name

Title

Office Phone Number
Fax Number
Email

9. Institutional Test Scores

a. SAT

Critical Reading

25th percentile SAT score: _____

75th percentile SAT score: _____

Mathematics

25th percentile SAT score: _____

75th percentile SAT score: _____

Writing

25th percentile SAT score: _____

75th percentile SAT score: _____

b. ACT

25th percentile ACT score: _____

75th percentile ACT score: _____

c. Graduate Record Examination (GRE)

Verbal: _____ (200-800)

Quantitative: _____ (200-800)

Analytical: _____ (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. DEGREE PROGRAMS

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited

B. Architecture

M. Architecture

D. Architecture

Candidate

B. Architecture

M. Architecture

D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year (Bachelor of Science, Bachelor of Arts, etc.)?

- c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?
2. Does your institution have plans to initiate any new NAAB-accredited degree programs?
3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
4. What academic year calendar type does your institution have?
5. Credit Hours for Completion for each program:
 - a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution.
 - b. By degree, what is the distribution of the credit hours in the following: General Education, Professional, and Electives?
6. Average credit hours per student per term by degree program?
7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? If yes, please provide detailed information including location (city, state, or country) length (credit hours), and indicate if students can complete the full accredited program at the additional campus.

SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
 - a. What were the tuition and fees for the institution for the last fiscal year?
 - b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?
 - c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program?
 - d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program?
2. **Financial Aid:** What was the percentage of student financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*
 - a. Institution
 - i. Percent of students receiving aid
 1. Federal Grants

2. State/Local Grants
 3. Institutional Grants
 4. Student Loans
 - ii. Average amount of types of financial aid received
 1. Federal Grants
 2. State/Local Grants
 3. Institutional Grants
 4. Student Loans
- b. Architecture Program
- i. Percent of students receiving aid
 1. Federal Grants
 2. State/Local Grants
 3. Institutional Grants
 4. Student Loans
 - ii. Percent of students by types of aid
 1. Federal Grants
 2. State/Local Grants
 3. Institutional Grants
 4. Student Loans

3. Graduate Assistantships. (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.*

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

1. APPLICANT CYCLE

a. Applicants: Indicate the number of individuals who fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who had been notified of one of the following actions during the last fiscal year: admission, nonadmission, placement on a waiting list, or application withdrawn by applicant or institution.

b. Admissions (students admitted): Indicate the total number of applicants that have been granted an official offer to enroll.

c. Entering Students: (update question from definition below) Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

2. Time to Completion/Graduation

a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in “normal time to completion” _____

c. Percentage of students that graduate in 150% of “normal time to completion” _____

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8).

2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729 (Main Campus; Other locations – links from B8).

3. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?

4. Please indicate which of the following: labs, shop, and other learning resources are available to all students enrolled in NAAB-accredited degree program(s).

5. Financial Resources

a. Total Revenue from all sources \$ _____

b. Expenditures

i. Instruction \$ _____

ii. Capital \$ _____

iii. Overhead \$ _____

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*

Instruction + Overhead / FTE Enrollment \$ _____

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

a. Total credit hours taught by full time faculty

b. Total credit hours taught by part time faculty

c. Total credit hours taught by adjunct faculty

2. Instructional Faculty

a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor): Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment:

b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).

c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor): Non-tenure track faculty serving in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively.

3. Faculty Credentials:

Indicate the highest degree achieved by each faculty member (professor, associate professor, assistant professor).

4. Salaries

Average annual salaries for only full-time instructional faculty teaching in the NAAB-accredited program for the last fiscal year. Do not include administrators.

PART II: RESPONSES TO THE MOST RECENT VISITING TEAM REPORT

Part II (Narrative Report) is the report in which a program responds to the most recent *Visiting Team Report (VTR)*. The narrative must address *Section 1.4 Conditions Not Met* and *Section 1.5 Causes of Concern* of the *VTR*. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB. In addition, this part is linked to other questions in Part I for which a narrative may be required. If a program had zero “not mets” in the most recent *VTR* or was “cleared of future reporting” in subsequent annual reports, no report is required in Part II.

forum@naab.org

National Architectural Accrediting Board (NAAB)

1735 New York Avenue, N.W.
Washington, DC 20006
t 202.783.2007 / f 202.783.2822

Appendix 4: Reimbursement Policy

All programs will be invoiced by the NAAB for all team travel expenses.

The program is responsible for notifying the NAAB staff not less than 30 days prior to the visit if there are visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).

The NAAB reimburses each team member for expenses related to a site visit. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, nomenclature changes, and extensions of term.

The NAAB subsequently invoices the program for these expenses. Reimbursable expenses are hotel and subsistence, local travel to and from the airport and during the visit, and expenses incurred in planning the visit or preparing the report, as well as expenses for parking, tips, and food en route. The program is directly responsible for expenses incurred by its nominated non-voting members. If it wishes, the program may provide direct hotel subsistence and other team necessities on site; such expenses are not reported to the NAAB by team members and are neither reimbursed by the NAAB nor invoiced to the program by the NAAB.

The program is responsible for all expenses for visiting teams. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, nomenclature changes, and extensions of term.

Immediately following the visit, team members and NAAB non-voting members should complete a reimbursement form (available online) and submit original receipts for transportation, meals, hotel, and miscellaneous expenses to the NAAB office. Reimbursement for air travel is for economy coach class only; car rental requires prior approval from the program. The program's non-voting members should make arrangements for reimbursement directly with the program. All reimbursements should be submitted to the NAAB office within 30 days of the visit. Please submit expenses for reimbursement only when you can include original receipts. Attach the receipts for all expenses (except mileage) to the form. Requests for reimbursement submitted after July 1 for spring visits and after January 15 for fall visits will not be honored.

When you have filled out the expense reimbursement form, please send it to:

Ms. Ziti Sherman
Financial Manager
NAAB
1735 New York Avenue, N.W.
Washington, DC 20006-5209

Appendix 5: NAAB Bylaws

Article I

OFFICES

The principal office of the National Architectural Accrediting Board, Inc. (hereinafter called the Corporation) shall be in the District of Columbia.

Article II

MEMBERS AND DIRECTORS

Section 1. Members. The persons elected as members of the Board of Directors shall, during their tenure, constitute the members of the Corporation. Notwithstanding the characterization in these Bylaws of meetings as Directors' meetings and action taken thereat as Directors' action, all meetings of the Board of Directors may, for all purposes, be also deemed meetings of the members, to the end that any business reserved by law to members may be transacted at such meetings.

Section 2. Powers of the Board of Directors. The affairs of the Corporation shall be managed by the Board of Directors which shall have ultimate responsibility for and control over the Corporation. The Board shall exercise all the powers of the Corporation, except those powers reserved to the members of the Corporation by law.

Section 3. Composition of the Board of Directors. The Board of Directors shall comprise fourteen persons. These persons shall be qualified for election as hereinafter provided:

- (a) Three (3) from persons nominated by the Association of Collegiate Schools of Architecture ("ACSA");
- (b) Three (3) from persons nominated by the American Institute of Architects ("AIA");
- (c) Three (3) from persons nominated by the National Council of Architectural Registration Boards ("NCARB");
- (d) Two (2) from persons nominated by the American Institute of Architecture Students ("AIAS").

The terms of Board members nominated by the boards of ACSA, AIA, and NCARB shall be three (3) years, with each such organization's nominees' terms staggered at one (1) year intervals. The terms of Board members nominated by AIAS shall be two (2) years, with each nominee's term staggered at one (1) year intervals.

Each of the four (4) organizations listed above ("Collateral Affiliates") shall nominate at least one (1) person for each Board vacancy to which it is entitled to a nomination. All such nominations shall be forwarded to the NAAB no less than ninety (90) days prior to the Annual Meeting of the Board of Directors.

- (e) Two (2) persons who will represent the public interest:
 - (1) One (1) person who has extensive experience in higher education and who is not engaged in the practice of architecture; and
 - (2) One (1) person whose business or professional activity is other than in the

field of higher education and who is not engaged in the practice or professional study of architecture.

- (f) The Executive Director *ex officio* with voice but without vote.

Section 4. Nomination and Election. At the meeting of the Board of Directors before the Annual Meeting elections shall be held for all Directors whose vacancies are required to be filled, Each present current member shall be entitled to one (1) vote. Persons elected shall take office at the adjournment of the Annual Meeting.

Section 5. Resignation and Removal of Directors. A Director may resign at any time by giving written notice to the Secretary of the Corporation or to the Board of Directors. Such resignation shall take effect at the date of receipt of such notice or at any time later specified therein. Acceptance of such resignation shall not be necessary to make it effective. Any Director may be removed at any time with or without cause by affirmative vote of no less than eight (8) Directors.

Section 6. Filling of Vacancies. Should a vacancy occur on the Board of Directors, then the Collateral Affiliates entitled to make the nomination of such Director shall be notified and requested to submit the names of at least one (1) person to fill the vacancy. If a vacancy occurs with respect to a Public Director, the current Directors may nominate individuals to fill the vacancy. The President with the consent of the Board shall appoint a qualified person from the submission of Collateral Affiliates or from the public member nominees to fill an unexpired term not later than thirty (30) days after receiving valid nominations. Pending the filling of a vacancy, the remaining Directors shall constitute the Board of Directors.

Section 7. Voting Rights. At every meeting of the Board of Directors a Director must be physically present in order to vote. Each Director present shall be entitled to one (1) vote.

Article III

MEETINGS

Section 1. Schedule of Meetings. The Board of Directors shall have at least three (3) regular meetings each year, one of which shall be an Annual Meeting within thirty (30) days of October 15 of each year. Meetings shall be held at the registered office of the Corporation within the District of Columbia or at such other time or place as the Board shall designate. Other regular meetings may be called by the Secretary upon request of the President or upon written request of no less than eight (8) Directors.

Section 2. Notice of Meetings. Written notice stating place, day and hour of any meeting of the Board shall be delivered personally or sent by mail or electronically by the Executive Director to each Director at the address shown on the records of the Corporation not less than ten (10) nor more than thirty (30) days prior to the date of such meeting.

Section 3. Quorum at Meetings. A majority of the total number of Directors shall constitute a quorum for the transaction of business at any meeting except as otherwise provided by law.

Section 4. Decisions.

- (a) The act of a majority of the Directors present at a meeting of the Board shall be the act of the Board of Directors, except that a decision to accredit any program, to modify or to

withdraw accreditation from any program, or to fix fees, or to adopt any accrediting or procedures shall be made by an affirmative vote of at least eight (8) Directors eligible to vote and assembled in a regular meeting of the Board.

- (b) Except for those decisions required to be made in a regular meeting, the Board (or its Executive Committee, if the Board authorizes) may make decisions in telephonic or other electronic meetings, provided each member of the Board (or Executive Committee) is notified as provided above or waives the right of notification. Participation in such a meeting shall be deemed equivalent to waiver of notification of the meeting. To the extent permitted by applicable law, the Board may also make decisions by mail ballot provided each member of the Board is allowed at least twenty days after the date of sending the ballot to deposit the marked ballot in return mail.

Article IV

OFFICERS

Section 1. Number. The officers of the Corporation shall be a President, President-Elect, Treasurer and Secretary. No person may be elected an officer unless he or she has first been elected to a three (3) year term as a Director following nomination as a Director by the AIA, NCARB or ACSA. Each of the aforementioned three (3) Collateral Affiliates shall have at least one (1) of its elected nominees serve as an officer at all times. At its discretion, the Board may elect the same person to serve simultaneously as Secretary and as Treasurer, provided the specified organizational distribution is achieved.

Section 2. President. The President shall preside at all meetings of the Board and of the Executive Committee. The President shall officially represent the Corporation in conducting business with external agencies, as directed by the Board. The President shall appoint Committees as necessary, and shall appoint Board members to perform special duties and shall perform any other duties required by these Bylaws or by law. The President shall report to the Board at each Board meeting on the activities of the Corporation, and shall recommend actions necessary for the proper functioning of the Corporation.

Section 3. President-Elect. The President-Elect shall in the absence or incapacity of the President exercise the duties and possess all the powers of the President. The President-Elect shall succeed the incumbent President upon the completion of the latter's term of office.

Section 4. Secretary. The Secretary shall take or arrange to take minutes of each Board meeting, which the Secretary shall submit to the Board for approval at the next succeeding regular meeting of the Board. The Secretary shall also perform the duties usual and incidental to this office and as directed by the Board.

Section 5. Treasurer. The Treasurer shall exercise general supervision over the financial affairs of the Board and shall each year recommend to the Board a qualified person or firm to conduct an external audit or review of the financial records. The Treasurer shall also perform the duties usual and incidental to this office and as directed by the Board.

Section 6. Election of Officers. No less than 30 days before the meeting prior to the Annual Meeting, the members of the Board shall be notified as to those persons qualified to fill vacancies due to occur at the end of the Annual Meeting. At the meeting before the Annual Meeting, new members shall be elected. Each current Director present shall be entitled to one (1) vote. Persons elected shall take office at the adjournment of the Annual Meeting.

Section 7. Executive Committee of the Board. The Executive Committee of the Board shall consist of the officers of the Corporation and the Executive Director. The Executive Committee shall discharge such duties and exercise such responsibilities as the Board may direct from time to time. The Executive Committee shall report on its activities at every actual meeting of the Board.

Section 8. Compensation. None of the Directors or officers of this Corporation other than the Executive Director shall receive any compensation whatever for his or her services to the Corporation, but any Director or officer may be reimbursed upon submission of appropriate documentation for expenses incurred in connection with the activities of the Corporation.

Article V

POLICIES AND PROCEDURES

Section 1. Accreditation Policies. The Board shall establish, maintain and publish policies under which it accredits educational programs in architecture.

Section 2. Accreditation Conditions and Procedures. The Board shall, for purpose of accrediting educational programs, establish, maintain, and publish:

- (a) Conditions to be used in the process of evaluating programs for accreditation. These conditions shall emphasize the demonstrated achievements of students in the programs;
- (b) Procedures for evaluating programs and making the accreditation decisions.

Section 3. Appeals Procedure. The Board shall establish and publish a procedure by which an educational program can appeal from an accrediting decision of the Board.

Section 4. Operational Policies and Procedures. The Board shall adopt such policies and procedures it finds needed for the orderly and effective conduct of the operations of the Corporation.

Article VI

EMPLOYEES AND AGENTS

Section 1. Executive Director. The Board may appoint an Executive Director as an employee of the Corporation who shall be an *ex officio* member of the Board with voice but without vote. The Executive Director shall have such duties and responsibilities as may from time to time be assigned by the Board, which may include supervision of the day-by-day activities of the Corporation, engaging and terminating other employees in positions approved by the Board, custody of the funds of the Corporation, and maintaining the permanent records of the Corporation, such as minutes of meetings of the Board, financial records and such other records as the Corporation is legally bound to maintain. The activities of the Executive Director shall be reviewed annually by the Board.

Section 2. Other Employees and Agents. The Corporation may employ such other agents, representatives or employees as may be necessary to carry out properly the objects and purposes for which the Corporation was formed.

Article VII

CONTRACTS AND BUDGET

Section 1. Contracts and Obligations. The Board of Directors may authorize any officer or officers or agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and to solicit, accept, or make grants, gifts, funds, or donations from or to any persons, corporations, organizations and institutions. Such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors no officer, agent or employee shall have any power or authority to bind the Corporation by any promise, contract or engagement or to pledge its credit or render it liable pecuniarily for any purpose or to any amount.

Section 2. Financial Support. The Corporation shall be supported by contributions from the Collateral Affiliates, and/or by such other funds as shall be obtained as fees or otherwise. Policies concerning the levying and amounts of fees and other charges paid shall be determined as follows:

- (a) Policies for levying fees against programs at institutions eligible for accreditation by the NAAB shall be established by the Corporation in consultation with the Collateral Affiliates and after a public comment period of not less than 90 days.
- (b) Policies for levying fees for services other than accreditation of professional degree programs eligible for such accreditation shall be established by the Corporation.

Section 3. Budget. The fiscal year of the Corporation shall be established by the Board of Directors. The Board of Directors shall adopt by a vote of not fewer than eight (8) Directors a budget which shall be a fair and reasonable estimate of the revenue and expenses expected for the period of the budget. The Board shall authorize expenditures in accord therewith, provided that the expenditures authorized for any budget period shall not exceed the anticipated income for that period plus the amount of the Corporation's general reserves at the beginning of that period.

The Board of Directors may, within the aggregate total fixed for expenditures in the general budget, adjust any or all items of the budgeted expenses and change the authorizations accordingly. If at any time it is anticipated that the actual revenue and/or expense will be greater or less than that estimated in the budget the Board by a vote of not fewer than eight (8) Directors may amend the budget to reflect the change.

Unspent and unencumbered funds remaining at the end of each fiscal year shall be transferred to the Corporation's general reserves. Nothing contained herein shall prohibit the carrying forward of previously authorized expenditures required for payment of obligations of the Corporation.

Section 4. Deposit of Funds. The Board shall by resolution designate banks or other appropriate depositories to hold the funds of the Corporation, and shall designate officers, employees or other agents who shall have authority to withdraw the funds of the Corporation.

Section 5. Investments. The Board may authorize investment of its funds in publicly-traded equities, bonds, mutual funds, and other investment vehicles and may use the income earned on such investment, and to the extent income is not sufficient, the principal, as the Board determines.

Section 6. Proxies. Unless otherwise provided by the Board of Directors, either the President or the Treasurer may, from time to time, appoint an attorney or attorneys or agent or agents of the Corporation to cast the vote which the Corporation may be entitled to cast as a stockholder or otherwise in any other

**THE NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.
NAAB BY-LAWS**

corporation any of whose stock or other securities are held by the Corporation, at meetings of holders of the stock or other securities in such other corporation, or to consent in writing to any action by such other corporation, and may instruct the person or persons appointed as to the manner of casting such vote or giving such consent and may execute or cause to be executed in the name and on behalf of the Corporation and under its seal such written proxies or other instruments as he may deem necessary or proper in the premises.

Article VIII

INDEMNIFICATION

To the greatest extent permitted by law, the Corporation shall indemnify any present or former officer, director, or other person serving at the request of the Corporation in any capacity, including a representative capacity in another organization, for expenses actually and necessarily incurred as a party or witness, in connection with any proceeding involving the Corporation or the individual acting on behalf of the Corporation.

"Proceeding" shall include, but not be limited to, any action, suit or other proceeding, whether civil, criminal administrative or investigative. "Expenses" shall include, but not be limited to, reasonable attorneys' fees, judgments, fines, amounts paid in settlement, and other costs reasonably related to the proceedings.

Such indemnification shall be conditioned upon the individuals' having acted in good faith and in a manner reasonably believed to be in the best interests of the Corporation, and with respect to any criminal proceeding, having had no reasonable cause to believe the conduct to be unlawful. Such action, in such manner, and such belief is hereafter described as "acting in good faith. "Any individual shall be deemed to have acted in good faith if he or she (1) has acted or relied on the written advice of legal counsel or a Certified Public Accountant retained by the Corporation within their area of professional expertise, (2) has relied upon the written report of an officer or committee specifically charged with responsibility for the matter in question and has no reasonable cause to dispute such report, or (3) has acted with due care and diligence. No indemnification shall be provided for any person with respect to any matter, (i) as to which such person shall have been adjudicated in any proceeding to have failed to act in good faith or (ii) if the Board of Directors reasonably decides that such person did not act in good faith. The Executive Committee may authorize the reimbursement or direct payment of all or part of such expenses in advance of final disposition of the proceeding, under conditions determined by the Executive Committee, and without regard to the limitation on expenditures provided elsewhere in these bylaws.

The Corporation shall have the power to purchase insurance against the liability of present and former officers, directors and other persons acting on behalf of the Corporation, whether or not such persons would be entitled to indemnity under these bylaws or applicable law.

Article IX

CORPORATE SEAL

The Board of Directors shall provide a suitable seal for the Corporation which shall be in the form of a circle and shall have inscribed thereon: "National Architectural Accrediting Board, Inc., Corporate Seal, 1967, District of Columbia." An impression thereof shall be affixed to these Bylaws.

Article X

NOTICE, WAIVER OF NOTICE

Whenever notice of a meeting is required to be given by law or these Bylaws, due legal and personal notice shall be deemed to have been given when the Executive Director has sent a written communication by personal delivery or electronic means addressed to the Director entitled thereto at his address shown on the Corporation's records. A Director may waive such notice, either before or after the meeting for which notice is required to be given, and such waiver in writing made by the person entitled to notice shall itself be deemed equivalent to notice. All waivers shall be filed with the records of the Corporation.

Article XI

AMENDMENTS

Any of these Bylaws may be amended or repealed and new Bylaws may be adopted at any meeting of the Board of Directors by affirmative vote of not fewer than eight (8) Directors. Such amendment or repeal shall become effective 180 days after being approved by the Directors unless such action shall be affirmatively rejected by the American Institute of Architects, or the Association of Collegiate Schools of Architecture, or the National Council of Architectural Registration Boards through the governance structure deemed appropriate for such a decision by each organization within that same 180 days. Also, the Board of the American Institute of Architecture Students shall be notified of such amendment or repeal within the same 180 days.

However, notwithstanding the power contained in this Article to amend these Bylaws, the Corporation and its officers and Directors acting in its behalf shall engage only in activities in furtherance of the purposes for which the Corporation was formed as described in its Articles of Incorporation, and further, the Corporation and its officers and Directors acting in its behalf shall engage only in activities permitted and proper for organizations exempt from federal taxation under Section 501(c)(3) of the Internal Revenue Code of 1954, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954, or the corresponding provisions of any future United States Internal Revenue Law and the regulations promulgated thereunder as they shall from time to time be amended.

Article XII

TERMINATION AND DISSOLUTION

The Corporation shall neither cease to pursue the activities it was organized to perform as described in its Articles of Incorporation, nor undertake to dissolve itself, nor undertake to transfer its functions or activities to any other organization or organizations unless and until such contemplated action shall have been approved, by resolutions, duly adopted by the respective governing boards of the American Institute of Architects, the Association of Collegiate Schools of Architecture and the National Council of Architectural Registration Boards.

Record of Amendments and Approvals

October 23, 2009	Approved by NAAB Director
November 30, 2009	Transmitted to collaterals for approval or notification as appropriate
November 30, 2009	Approved by ACSA
January 13-14, 2010	Approved by NCARB
February 2-3, 2010	Approved by AIA
March 15, 2010	Approved edition distributed

Index

<i>Annual Report</i> ... 27, 39, 55, 70, 71, 75, 76, 77, lxxxvii, xci	Corrections of fact25, 38, 54
Annual Statistical Report.....75	C-VTR.....25
appeal26, 61, 66, 81, 82, 83	Decision of the Board of Directors.....26, 38, 54
Appeal Decision83	Determination of Eligibility 10
Appeal Hearing82	Dissemination of the <i>APR</i>43
Appeal Panel Review of the Record.....82	Eligibility for Initial Accreditation28
Appeal Sequence.....81	Eligibility Visit 11
<i>APR</i> . 12, 13, 14, 15, 16, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 39, 41, 42, 43, 44, 47, 52, 53, 55, 56, 58, 59, 70, 71, 76, 77, 80, 82, 84, 86	expenses..... 1, 83, 84, 85, 86, xcvi
Architecture Program Report 13, 30, 41, 63	Expenses for visiting teams86
<i>Architecture Program Report</i> Submitted for Initial Candidacy..... 13	Faculty Exhibits 19, 23, 36, 48, 52
Board of Directors2, 3, 4, 9, 10, 11, 15, 23, 25, 26, 28, 32, 36, 37, 38, 41, 43, 52, 53, 54, 58, 59, 61, 62, 63, 64, 65, 66, 73, 79, 80, 81	Failure to Submit an <i>Annual Report</i>76
Candidacy9, 10, 12, 13, 14, 16, 23, 68	FE Sequence59
Candidacy Application.....9	Final Decision.....61, 66
Challenges to Team Members 17, 35, 46	Fines for late APRs86
complaint.....77	focused evaluation58, 59, 61, 62
Composition of Teams32, 43	Focused Evaluation Team 58, 59, 61, lxxxviii
Condition 12.....56, 62	FOCUSED EVALUATIONS58
Conditions for Accreditation 3, 4, 9, 12, 13, 14, 23, 24, 29, 30, 36, 37, 52, 53, 72, 77	initial accreditation..... 9, 12, 23, 24, 25, 27, 28, 29, 30, 32, 34, 35, 38, 39, 41, 67, 86, xcvi
Confidentiality.....26, 39, 55, 61, 66	Initial Accreditation9, 11, 12, 13, 14, 28, 29, 30, 36, 68
conflict of interest 16, 17, 32, 33, 35, 43, 44, 46, 73, 74, 84	INITIAL ACCREDITATION.....28
Conflicts of Interest 17, 35, 46	Initial candidacy.....9
	Initial Candidacy.....13
	Initiating a Reconsideration78
	Initiating the Appeal.....81

NAAB .. 1, 2, 3, 4, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 48, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, lxxxvii, xci, xcvi, xcvi	Recommendations Following a Focused Evaluation 61
NAAB Response76	Recommendations for Nomenclature Change Requests66
NAAB's Annual Report Submission75	reconsideration.....26, 38, 55, 78, 79, 80, 81, 82, 83
Narrative Report.....75	Reconsideration Hearing.....79
Narrative Reports.....58	Reconsideration of the Accreditation Decision...79, 80
National Council of Architectural Registration Boards2, 28	Reconsideration on the Record.....79
NCARB 1, 2, 3, 28, 32, 43, 82	Reconsideration Sequence78
nomenclature change.....62, 63, 64, 66, 67	Report from the Eligibility Visit 11
NOMENCLATURE CHANGE REQUESTS62	Request for Postponement of a Regularly Scheduled Visit.....67
Nomenclature Change Review Team.64	Request for Reinstating Accreditation68
Nomenclature Change Sequence64	Required Separate <i>APR</i> and Separate Remote Program Site Visits70
Notification to Program.....17, 35, 46	Responsibilities of the NAAB office84
Observers 17, 34, 45, 73	Responsibilities of the school/program.....85
Official Request for Initial Accreditation.....29	Responsibilities of the team members84
Optional response25, 38, 54	Review and acceptance of the <i>APR</i>42
Phasing Out Programs.....72	Schedule/Agenda for Each Visit.....18, 46
Plan for Achieving Initial Accreditation 12	Schedule/Agenda for the Visit35
<i>Procedures</i> 3, 4, 11, 17, 18, 27, 33, 39, 44, 47, 55, 84, 85, xcvi	Scheduling the Dates for the Visit17, 35, 46
Professional Degrees & Curriculum63	Selecting the Appeal Panel81
Programs at Remote Locations.....68	Sequence of exit interviews20, 49
Proposal for Nomenclature Changes63	Site Visits35, 46, 70
Public Disclosure of Accreditation Outcomes....26, 39, 55	<i>Special Program Focused Evaluation Reports</i>58
	Special Provisions for Institutions with More than One NAAB-Accredited Degree Program56
	Student Performance Criteria22, 24, 36, 51, 52, 58, 63

Subsequent Evaluations	27	Transmitting the Decision of the Board of Directors	26, 38
Team Chair	16, 33, 44, 59, 64	Visiting Team Report	16, 23, 33, 36, 44, 52, 71, lxxxviii
Team Room	21, 35, 49, 85	Visiting Teams.....	16, 32, 43
terms of accreditation.....	78	VTR.	16, 20, 23, 24, 25, 26, 27, 31, 33, 36, 37, 38, 39, 44, 48, 52, 53, 54, 55, 58, 60, 62, 64, 76, 77, 79, 80, 82, 84, 85
Transmitting the Decision.....	54		