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# 2014 Conditions for Accreditation

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The National  
Architectural Accrediting  
Board, Inc.

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# NAAB

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**Approved July 18, 2014**

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These conditions are in effect beginning April 1, 2015.

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

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## INTRODUCTION TO 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 United States, accreditation of postsecondary institutions originated over a century ago. It is sought by colleges and universities and is conferred by nongovernmental 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.
- Institutions have the opportunity to respond to most steps in the process.<sup>1</sup>

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 70 years.

## HISTORY OF ACCREDITATION OF ARCHITECTURE EDUCATION

The first attempt to establish national standards in architecture education 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 and, in 1940, joined with the American Institute of Architects (AIA) and the National Council of Architectural Registration Boards (NCARB) to establish the National Architectural Accrediting Board (NAAB)<sup>2</sup> with authority to accredit schools of architecture nationally. The 1940 founding agreement also announced the intention to create an integrated system of architecture education that would allow schools with varying resources and circumstances to develop according to their particular needs. The idea that the NAAB would "not . . . create conditions, nor . . . have conditions created, that will tend toward standardization of educational philosophies or practices" is considered the "prime directive" in the NAAB system today.

The foundation of the model for accreditation in architecture education that many know today was first outlined in a 1975 report, *The Restructuring of the NAAB*, issued jointly by the collaterals. Today, the NAAB's accreditation system for professional degree programs requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by a NAAB team of trained volunteers that concludes with a recommendation to the NAAB of the term of accreditation. The decision regarding the term of accreditation is made by the NAAB directors.

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<sup>1</sup>North Central Association of Colleges and Schools, Higher Learning Commission, *The Handbook of Accreditation*, 3d ed. (2003).

<sup>2</sup>These four organizations, along with the American Institute of Architecture Students (AIAS), are referred to as the "collateral organizations," or "collaterals," within the architecture community.

Today, the NAAB has 13 members. Directors are volunteers nominated by the AIA, ACSA, NCARB, and the American Institute of Architecture Students (AIAS). In addition, two public directors serve on the board. Directors are not compensated but are reimbursed for their expenses.

On October 22, 2011, the NAAB directors approved a new statement of the NAAB's vision, mission, and values. Developed after several months of review and consideration, the document is a contemporary expression of the NAAB's founding principles. It guides the work of the NAAB in all its activities. The text of that statement follows.

*From the 1940 Founding Agreement:*

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

Since 1975 the NAAB *Conditions for Accreditation* have emphasized self-assessment and student performance as central elements of the NAAB model. The directors have maintained their commitment to both of these as core tenets of the NAAB's criteria and procedures.

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

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

**Values:** The following principles serve as a guide and inspiration to the NAAB.

1. **Shared Responsibility.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.
2. **Best Practices.** The NAAB's accreditation processes are based on best practices in professional and specialized accreditation.
3. **Program Accountability.** Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.
4. **Preparing Graduates for Practice.** A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in lifelong learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the path to examination and licensure, and prepared to engage in related fields.
5. **Constant Conditions for Diverse Contexts.** The NAAB *Conditions for Accreditation* are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the

NAAB and on architecture programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program's ability to demonstrate how, within its institutional context, it meets all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.

6. ***Continuous Improvement through Regular Review.*** The NAAB *Conditions for Accreditation* are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and nontraditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g., studio culture) and challenges its collateral partners to acknowledge and respect the perspectives of the others.

While the NAAB stipulates the conditions and 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 as well as methods and materials to satisfy these criteria.

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

Specific areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. The positive aspects of a degree program in one area cannot override deficiencies in another.

## NAAB ACCREDITATION DOCUMENTS

Five documents are referenced with accreditation.

1. NAAB 2014 *Conditions for Accreditation*
2. NAAB *Procedures for Accreditation*
3. NAAB *Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports*
4. Architecture Program Reports (APRs)
5. Visiting Team Reports (VTRs)

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

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

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

The *NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports* is a new document under development by the NAAB. The first iteration includes an introduction to and commentary on the preparation of the first draft of the 2014

*Conditions*. It will later be revised to include instructions for preparing Architecture Program Reports. In subsequent years, beginning in 2016, it will be revised annually based on surveys and evaluations of the visit process. This document is advisory and nonbinding on the NAAB.

An APR is a self-analytical, narrative report prepared by the program before a visit. Instructions and required templates for these reports will be provided by the NAAB in the *Guide* described above.

A VTR is prepared by a NAAB visiting team at the conclusion of each visit. In these reports the visiting team affirms that materials have been presented or reviewed in accordance with the *2014 Conditions* and the *Procedures*. Instructions and templates for preparing VTRs are found in the *Procedures*.

## 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.

- **IDENTITY AND 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 the human, physical, financial, and information resources necessary to support student learning in a professional degree program in architecture.

Programs demonstrate their compliance with Part One in two ways:

- A narrative report that briefly responds to each request to “demonstrate, describe, or document.”
- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.

For instructions on how to present this material in the APR and during the visit, see the *NAAB Procedures for Accreditation* and the *NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports*.

## PART ONE (I): SECTION 1—IDENTITY AND SELF-ASSESSMENT

**I.1.1 History and Mission:** The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

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

- The program must have adopted a written studio culture policy<sup>3</sup> and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**I.1.3 Social Equity:** The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

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<sup>3</sup> For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, American Institute of Architecture Students, 2008; "The Redesign of Studio Culture: A Report of the AIAS Studio Culture Task Force," AIAS, 2002; and "Studio Culture Summit Report," AIAS, 2004.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles.
- B. **Design.** The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. **Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. **Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

**I.1.5 Long-Range Planning:** The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture

#### I.1.6 Assessment

A. **Program Self-Assessment:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

## PART ONE (I): SECTION 2—RESOURCES

**I.2.1 Human Resources and Human Resource Development:** The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement.
- The program must demonstrate that an Architectural Licensing Advisor (formerly known as an Intern Development Program [IDP] Educator Coordinator) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined by NCARB, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.<sup>4</sup>

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

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services

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<sup>4</sup> In reviewing a program's physical resources, the NAAB is not offering an opinion as to whether, or certifying that, the institution's facilities comply with all applicable fire, safety, building, and health codes and regulations.

that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

#### I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

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

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in nonaccredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and nonaccredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

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

For instructions on how to present this material in the APR and during the visit, see the *NAAB Procedures for Accreditation* and the *NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports*.

## PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:<sup>5</sup>

- **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.

**II.1.1 Student Performance Criteria (SPC):** The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation.** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

The accredited degree program must demonstrate that each graduate possesses the following:

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

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

- A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
- A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
- A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.
- A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.
- A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

**Realm B: Building Practices, Technical Skills, and Knowledge.** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately

The accredited degree program must demonstrate that each graduate possesses skills in the following areas

- B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.
- B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

- B.3. Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.
- B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
- B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.
- B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.
- B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.
- B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.
- B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

**Realm C: Integrated Architectural Solutions.** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

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

- C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.
- C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**Realm D: Professional Practice.** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

- D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.
- D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.
- D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.
- D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.
- D.5 Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

## PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

### II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. 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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
  - a. The institution has explicit, written permission from all applicable national education authorities in that program's country or region.
  - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

Institutions in this category that are interested in seeking candidacy for NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

**II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

The number of credit hours for each degree is specified below. All accredited programs must conform to the following minimum credit hour requirements:

**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,<sup>6</sup> in academic course work in general studies, professional studies, and optional studies, all of

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<sup>6</sup> Programs that operate on the quarter system must multiply these totals by 1.5 to identify the approximate minimum credit requirements for their programs.

which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree.

- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree may take three forms:
  - Single Institution (SI): Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level and all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. The program is a combination of undergraduate and graduate education. Combined undergraduate and graduate degree programs structured in this manner must include general studies, professional studies, and optional studies.
  - Preprofessional-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a preprofessional degree<sup>7</sup> in architecture or a related field before admission to the graduate degree program. The graduate-level academic course work must include professional studies and optional studies.
  - Non-preprofessional degree-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold an undergraduate degree from a regionally accredited institution before admission to the graduate degree program. The graduate-level academic course work must include professional studies and optional studies.
- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require an undergraduate baccalaureate degree (minimum of 120 undergraduate semester credit hours, or the undergraduate-level quarter-hour equivalent) for admission. Further, the D. Arch. must require a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic course work in professional studies and optional studies.

General studies, professional studies, and optional studies are defined as follows:

**General Studies.** Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this

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<sup>7</sup> Preprofessional architecture degree: The term refers to architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program.

requirement can be satisfied by the general education program of an institution's baccalaureate degree.

**Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide cocurricular or extracurricular learning opportunities to supplement or complement required course work.

**Optional Studies (Curricular Flexibility).** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the professional studies curriculum.

**Table 1. Minimum Credit Distribution for NAAB-Accredited Degrees**

NOTE: This table lists semester-credit minimum requirements. Programs that operate on the quarter system must multiply these totals by 1.5 to identify the minimum credit requirements for their programs.

	B. Arch.	M. Arch. (SI)	M. Arch. (preprofessional plus)	M. Arch. (non-preprofessional plus)	D. Arch.
<b>General Studies</b>	45 credits	45 credits	Defined by baccalaureate required for admission	Defined by baccalaureate required for admission	Defined by baccalaureate required for admission
<b>Optional Studies</b>	10	10	10	10	10
<b>Professional Studies</b>	As defined by the program	As defined by the program	As defined by the program	As defined by the program	As defined by the program
<b>Undergraduate Credits</b>	150	As defined by the program	As defined by the program	As defined by the program	120
<b>Graduate Credits</b>	0	30	30	30	90
<b>Total Credits</b>	150	168	168	168	210

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

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

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

### II.4.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB 2014 *Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

### II.4.2 Access to NAAB Conditions and Procedures

The program must make the following documents electronically available to all students, faculty, and the public:

The *2014 Conditions for Accreditation*

The *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The *Procedures for Accreditation* (edition currently in effect)

### II.4.3 Access to Career Development Information

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

### II.4.4 Public Access to APRs and VTRs

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

All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012)

All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual Reports [narrative] submitted 2009–2012)

The most recent decision letter from the NAAB

The most recent APR<sup>8</sup>

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

### II.4.5 ARE Pass Rates

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/postsecondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their web sites to the results.

### II.4.6. Admissions and Advising

The program must publicly document all policies and procedures that govern how

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<sup>8</sup> This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of preprofessional degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

#### **II.4.7 Student Financial Information**

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

**PART THREE (III): ANNUAL AND INTERIM REPORTS**

**III.1 Annual Statistical Reports:** The program must submit annual statistical reports in the format required by the NAAB *Procedures*.

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.

**III.2 Interim Progress Reports.** The program must submit Interim Progress Reports to the NAAB (See, NAAB *Procedures for Accreditation*).

**Appendix 1: Statement on NAAB-Accredited Degrees — 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 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree."

This text is to be followed by the following information about each NAAB-accredited program:

[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 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

[name of university, name of academic unit (department, college, or school)], offers the following NAAB-accredited degree programs:

B. Arch. (150 undergraduate credits)

M. Arch. (preprofessional degree + 42 graduate credits)

M. Arch. (non-preprofessional degree + 63 credits)

Next accreditation visit for all programs: 2017

In addition to the above text, programs that have been granted candidacy status must also 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 expects to achieve initial accreditation 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. 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."

This text is to be followed by the following information about each candidate program:

[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]

[year and purpose of the next visit]

[projected year of initial accreditation]

A sample follows:

**SAMPLE TEXT FOR CANDIDATE PROGRAMS**

In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional 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 expects to achieve initial accreditation 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. 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.

[name of university, name of academic unit (department, college, or school)], is in candidacy for accreditation of the following NAAB-accredited degree program:

M. Arch. (preprofessional degree + 45 graduate credits)

Initial Candidacy granted: 2014

Next visit for continuation of candidacy: 2016

Projected year of initial accreditation: 2020

## Appendix 2. Glossary

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
Access	The program must show that students, faculty, or staff have the ability to obtain or make use of a service, specialized professional, or document.
ACSA	Association of Collegiate Schools of Architecture
AIAS	American Institute of Architecture Students
APR	Architecture Program Report
APR-IC	Architecture Program Report for Initial Candidacy
APR-IA	Architecture Program Report for Initial Accreditation
ARE	Architect Registration Examination
Demonstrate	The program must illustrate and explain, especially with many examples
Describe	The program must give a written account of an activity or a set of processes
Document	The program must convey evidence or proof through writing and then provide supporting materials or documentation of activity or policies
IDP	Intern Development Program
Must	Sets a minimum requirement; establishes what is mandatory
NAAB	National Architectural Accrediting Board
NCARB	National Council of Architectural Registration Boards

**2014 Conditions for Accreditation**  
**National Architectural Accrediting Board, Inc.**

Shall	Sets a minimum requirement; establishes what is mandatory (i.e., same as must).
Understanding	The capacity to classify, compare, summarize, explain, and/or interpret information.
VTR	Visiting Team Report
VTR-IC	Visiting Team Report for Initial Candidacy
VTR-IA	Visiting Team Report for Initial Accreditation