



## ***2020 Conditions for Accreditation***

The National Architectural Accrediting Board

**“DRAFT 1”**

September 9, 2019

The September 9, 2019 “Draft 1” of the NAAB *2020 Conditions for Accreditation* is the result of discussions at the Accreditation Review Forum 2019 (ARForum19) by the Boards of Directors of the 5 collateral organizations (ACSA, AIA, AIAS, NAAB, NCARB) and comments on “Draft 0” received during the 60-day public comment and review period prior to ARForum19. This document is to be read alongside the September 9, 2019 “Draft 1” of the NAAB *2020 Procedures for Accreditation*.

There is a final 75-day public comment and review period beginning on September 9, 2019 and ending on November 22, 2019 at 5:00PM EST.

Please send comments to [forum@naab.org](mailto:forum@naab.org) with the subject line “2020 Documents.”

Information in blocks that appear like this in the *2020 Conditions* contain language from the *2020 Procedures*. It has been inserted in Draft 1 to allow comparison between the criteria and the evaluation method for that criteria, but will not be inserted in the final version of the *2020 Conditions*.

## Preamble

Accreditation in architecture 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. Accreditation is proof that a collegiate program has met standards essential to produce graduates who have a solid educational foundation and are capable of leading the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public.

Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and it only accredits first professional architectural degree programs. 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 architectural degree program.

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

The NAAB requires a self-assessment by the accredited-degree program, and an evaluation of that assessment by the NAAB, along with a site visit by a NAAB team of trained volunteers, who report their observations. The NAAB Board of Directors makes the decision regarding the term of accreditation.

While the NAAB stipulates the conditions and accreditation criteria that must be met, it specifies neither the educational format nor the form of work that may serve as evidence of having met these criteria. The NAAB encourages programs to develop unique learning and teaching strategies as well as innovative methods and materials to satisfy these 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. Regardless, academic units must demonstrate control over the accredited program(s) to ensure compliance with all accreditation criteria and policies. Positive aspects of a degree program in one area cannot override deficiencies in another.

In preparing for this set of Conditions and Procedures, the NAAB initiated a two-year discussion and input process with our collateral organizations to advance an accreditation process with the following goals:

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

The two major accreditation documents are the NAAB *Conditions for Accreditation* and the NAAB *Procedures for Accreditation*. The *Conditions for Accreditation* define the standards that professional degree programs in architecture are expected to meet. The *2020 Conditions for Accreditation* apply to all programs seeking candidacy, continuation of candidacy, initial accreditation or continued accreditation whose visits occur after January 1, 2022. Schools whose visits are in 2021 have the option to use the *2020 Conditions* or the *2014 Conditions*. The NAAB *2020 Procedures for Accreditation* outline the procedures that programs and visiting teams must follow in order to ensure a uniform accrediting process. This document will be subsequently reviewed and edited at two-year intervals. Programs using the *2020 Conditions* must follow the *2020 Procedures*, while programs that choose to use the *2014 Conditions* must follow the *2015 Procedures*.

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## 1—Context and Mission

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

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

## 2—Shared Values of the Discipline and Profession

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

**Design:** Architects design to create a better, stronger, more equitable and sustainable built environment. Design thinking and integrated design solutions are hallmarks of architectural education, the discipline and the profession.

**Environmental Stewardship and Professional Responsibility:** Architects protect public health and wellbeing, which in turn affects the natural world. As professionals and designers of the built environment, we embrace this responsibility and act ethically to accomplish it.

**Equity, Diversity, and Inclusion:** Architects commit to equity in the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching and working environments we create. We seek fairness and social justice in the profession and in society, and support the increased affordability and accessibility of architectural education.

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

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

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

### 3—Curricular Framework

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

#### 3.1 Institutional Accreditation

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

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

#### 3.2 Professional Degrees and Curriculum

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

- **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program and are the core of a professional degree program that leads to architectural licensure. Information from these courses are used to satisfy Condition 4--Program and Student Criteria. The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students and which are electives.
- **General Studies.** An important component for the breadth of knowledge impacting architectural education. These courses are offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Typically, the general studies requirement is satisfied by the general education program of an institution's baccalaureate degree or as an admission requirement to a graduate program.
- **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.

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

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

- **Bachelor of Architecture.** The B. Arch. degree generally consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic course work in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required and elective professional-studies classes (course #s, titles and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

- **Master of Architecture.** The M. Arch. degree traditionally has had a minimum of 168 credits. Due to changes in general education requirements by the regional accreditors the degree could have fewer credits and takes one of the three forms listed below. Programs must document the required professional studies classes (course #s, titles and credits), the elective professional studies classes (course #s, titles and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
  - **Undergraduate degree and professional graduate degree earned at a single institution:** Formerly known as the 5-year M. Arch., the program is a combination of undergraduate and graduate education. Candidates for this degree have completed at least 120 semester credit hours, or the quarter-hour equivalent, at the undergraduate level and at least 30 credit hours at the graduate level per the institution's regional accreditor, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Combined undergraduate and graduate degree programs structured in this manner must include general studies, professional studies, and optional studies.
  - **Professional graduate degree following undergraduate pre-professional degree earned at the same or a separate institution:** Candidates for this degree have completed at least 120 semester credit hours, or the quarter-hour equivalent, at the undergraduate level and at least 30 credit hours at the graduate level, and hold a pre-professional B.A./B.S. degree in architecture or a related field before admission to the graduate degree program. The undergraduate degree includes professional studies, general studies and optional studies; graduate-level academic course work must include professional studies and optional studies.
    - Pre-professional architecture degree: This 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. The undergraduate and graduate degrees do not need to be taken at the same institution.
  - **Professional graduate degree following a non-architecture related undergraduate degree:** Candidates for this degree have completed at least 120 semester credit hours, or the quarter-hour equivalent, at the undergraduate level and at least 30 credit hours at the graduate level, and hold a B.A./B.S. degree from a regionally accredited institution or its equivalent from an international 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 require an undergraduate B.A./B.S. degree from a regionally-accredited institution for admission or its equivalent from an international institution. Further, the D. Arch. requires 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.

Programs must document the required professional studies classes (course #s, titles and credits), the elective professional studies classes (course #s, titles and credits), the required number of credits for optional studies, and the total number of credits for the degree.

### 3.3 Breadth of Education.

As an important component of architectural education, general studies provide basic knowledge and methodologies of the humanities and fine arts, mathematical and natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

*Evaluation Guidelines: In most cases, the general studies requirement can be satisfied by the general-education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.*

### 3.4 Depth of Study

All professional-degree programs must provide sufficient flexibility in the curriculum to allow students to pursue a deeper study of topics, leading to expertise within the discipline of architecture.

*Evaluation Guidelines: This condition may be satisfied by providing opportunities for students to take additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program. These may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, minors, etc.*

### 3.5 Evaluation of Preparatory 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 condition, a program must demonstrate that it utilizes a thorough and equitable process by which it evaluates incoming students and that it documents the accreditation criteria it expects students to have met in their educational experiences in non-accredited programs.

- A program must document its process for evaluating a student's prior academic course work related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- The program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting the offer of admission.

## 4—Program & Student Criteria

These criteria seek to evaluate architectural programs and student work in their unique institutional, regional, national, international and professional contexts and to encourage innovative approaches to architectural education and professional preparation.

### 4.1 Program Criteria (PC)

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

**PC.1 Career Paths**—How the program helps students understand the path to becoming a licensed architect in the United States and the range of career opportunities available to them that utilize the discipline’s skills and knowledge.

**PC.2 Design**—How the program promotes the role of design in shaping the built environment, and conveys the methods by which design integrates multiple factors, in different settings and scales of development.

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

**PC.4 History and Theory**—How the program prepares students to understand the histories and theories of architecture and urbanism, framed by broad social, cultural, economic, and political forces.

**PC.5 Innovation**—How the program expands students' understanding of the field and encourages exploration, risk-taking, and inventiveness.

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

**PC.7 Learning and Teaching Culture**—How the program fosters a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among the members of its faculty, student body, administration, staff, and the profession.

**PC.8 Social Equity and Inclusive Environments**—How the program deepens students understanding of diverse cultural and social contexts and helps students translate that into built environments that support and include people who have different backgrounds, resources, and abilities.

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

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



## 4.2 Student Criteria (SC): Student Learning Objectives and Outcomes

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

**SC.1 Health, Safety, and Welfare in the Built Environment**—How the program promotes students' understanding of the role of the built environment in human health, safety, and welfare at multiple scales.

**SC.2 Professional Practice**—How the program fosters an understanding of professional ethics, the regulatory standards, and the fundamental business processes relevant to architectural practice in the United States.

**SC.3 Regulatory Context**—How the program enables students to understand the fundamental principles of life safety, land use, and related regulations that apply to buildings and sites within the U.S., and the evaluative criteria architects use to assess those regulations as part of a project.

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

**Evaluation Guidelines:** SC.1-SC.4 will be evaluated at the **understanding** level. Programs must provide the following:

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

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

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

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

**SC.5 Design Synthesis**—Ability to make design decisions within an architectural project while demonstrating broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.

**SC.6 Building Integration**—Ability to make design decisions within an architectural project while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

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

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

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

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

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

**Student Work Examples:** The program must collect all passing student work associated with the course(s) where the learning outcomes associated with this criterion are achieved in the one (1) year prior to the visit. The Visiting Team will evaluate approximately 20 percent (no less than three (3), no more than thirty (30) examples) of the student work collected in this timeframe, selected at random (in advance of the visit) by the NAAB from a list (provided by the program) of students receiving passing grades in the course(s) where the learning outcome associated with these criteria are achieved. The program may self-select additional student work, up to ten (10) percent, for the Visiting Team to review.

## 5—Resources

### 5.1 Structure and Governance

The program must describe the administrative and governance processes that makes change possible.

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

### 5.2 Planning and Assessment

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

- The program's multi-year objectives, including the NAAB Conditions, as part of the larger institutional planning efforts.
- Key performance indicators used by the unit and the institution.
- How well the program is progressing toward its mission and stated multi-year objectives.
- Strengths, challenges and opportunities faced by the program while continuously improving learning opportunities.
- Ongoing outside input from others, including practitioners.

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

### 5.3 Curricular Development

The program must demonstrate a well-reasoned process for curricular assessment and adjustments that:

- Identifies the relationship between course assessment and curricular development, including NAAB program and student accreditation criteria.
- Identifies 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.

### 5.4 Human Resources and Human Resource Development

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

- Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties of the NCARB position description including attending the bi-annual Licensing Advisor Summit and other training opportunities to remain knowledgeable of the requirements to obtain licensure, and ensures that students have resources to make informed decisions on their path to licensure.
- Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- Describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, internship, and job placement.

### **5.5 Social Equity, Diversity, and Inclusion**

The program must have a policy on diversity and inclusion that it communicates to current and prospective faculty, students, and staff and reflects 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 since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty, staff, and student demographics with that of the institution's.
- Document what institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity and inclusion initiatives at the program, college, or institutional level.

### **5.6 Physical Resources**

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and both student and faculty 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 lecture halls, seminar spaces, small group study rooms, 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.
- 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.

*[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.]*

### **5.7 Financial Resources**

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

### **5.8 Information Resources**

The program must demonstrate that all students, faculty, and staff have convenient, equitable access to architectural 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 that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

## 6—Public Information

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

### 6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB 2020 Conditions for Accreditation, Appendix 1, in catalogs and promotional media.

### 6.2 Access to NAAB Conditions and Procedures

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

- The 2020 Conditions for Accreditation
- The Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- The 2020 Procedures for Accreditation
- The Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

### 6.3 Access to Career Development Information

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

### 6.4 Public Access to APRs and VTRs

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

- All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit.
- All NAAB responses to any *Plan to Correct* and any NAAB Responses to the Program Annual Reports since the last team visit.
- The most recent decision letter from the NAAB.
- The APR submitted for the last visit.
- The final edition of the most recent Visiting Team Report, including attachments and addenda.
- The optional program's response to the Visiting Team Report
- Any *Plan to Correct* if required

### 6.5 ARE Pass Rates

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

### 6.6 Admissions and Advising

The program must publicly document all policies and procedures that govern how it evaluates applicants to the accredited program 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.

**6.7 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.

For Public Comment and Review Only

## Appendix 1—Statement on NAAB-Accredited Degrees

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, eight-year with conditions, or two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.”

That text must be followed by this 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 must 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, eight-year with conditions, or two-year term of continuing accreditation, or a three-year term of initial 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. (pre-professional degree + 30 graduate credits)

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

D. Arch (pre-professional degree + 90 graduate credits)

Next accreditation visit for all programs: 2029

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.”

That text must be followed by this 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 Awarded: [year]

Next Visit: Continuation of Candidacy, [year] *OR* Initial Accreditation, [year]

Projected Year to Achieve Initial Accreditation: [year]

Earliest Graduation Date projected to meet NCARB education requirement: [year]

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, eight-year with conditions, or two-year term of continuing accreditation, or a three-year term of initial 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] was granted candidacy status for the following professional degree program(s) in architecture:

B. Arch. (150 undergraduate credits)

Year Candidacy Awarded: 2023

Next Visit: Continuation of Candidacy, 2027

Projected Year to Achieve Initial Accreditation: 2029

Earliest Graduation Date projected to meet NCARB education requirement: 2027