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INTRODUCTION

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

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

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

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

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

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

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

    a.   Part One – Institutional Support and Commitment to Continuous Improvement
          i.   1.1 Identity & Self-Assessment
        ii.   1.2 Resources

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS
IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the
development and evolution of the program over time.

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

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

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

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

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

- x   IDENTITY & SELF-ASSESSMENT: The program must be defined and sustained
      through a robust network of policies, documents, and activities related to history,
      mission, culture, self-assessment, and future planning.

- x   RESOURCES: The program must have access to the human, physical, financial, and
      information resources necessary to support student learning in a professional
      degree program in architecture.

- x   PROGRAM AND INSTITUTIONAL CHARACTERISTICS: The program must provide
      information not only about itself, but also in comparison to the administrative unit
      within which the program is located (e.g., school or college) and to the institution
      as a whole.

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

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

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

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

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

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

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

I.1.2 Learning Culture and Social Equity :
   x   Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

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

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

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

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

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

I.1.3 Response to the Five Perspectives   : Programs must demonstrate through narrative

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development   :
- ƒ   Faculty & Staff:
  - o   An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[6].
  - o   Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  - o   An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
  - o   An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs.
  - o   An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
  - o   Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

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

The APR must include the following:
Faculty/Staff
- x   A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a

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

template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room[7]).

x   A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.

x   A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

x   A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.

x   The school's policy regarding human resource development opportunities, such as:
    o   A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
    o   A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
    o   Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings

x   A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

x   A list of visiting lecturers and critics brought to the school since the previous site visit

x   A list of public exhibitions brought to the school since the previous site visit

Students

x   A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).

x   A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

x   Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.

x   Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

x   Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

x   Evidence of support to attend meetings of student organizations and honorary societies.

I.2.2 Administrative Structure & Governance:

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

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[7] Th

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

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

The APR must include the following:
x   A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
x   A description of the program's administrative structure.
x   A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
x   A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

I.2.3 Physical Resources : The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
ƒ   Space to support and encourage studio-based learning.
ƒ   Space to support and encourage didactic and interactive learning.
ƒ   Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

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

I.2.4 Financial Resources

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

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

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

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

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:
- x A description of the institutional context and administrative structure of the library and visual resources.
- x An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - o Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  - o Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  - o Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  - o Demonstrates sufficient funding to enable continuous collection growth.
  - o Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

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

I.3.1 Statistical Reports [8]
In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.

ƒ Program student characteristics.
- o Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
  - ƒ Demographics compared to those recorded at the time of the previous visit.
  - ƒ Demographics compared to those of the student population for the institution overall.
- o Qualifications of students admitted in the fiscal year prior to the visit.
  - ƒ Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
- o Time to graduation.
  - ƒ Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
  - ƒ Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

ƒ Program faculty characteristics
- o Demographics (race/ethnicity & gender) for all full-time instructional faculty.
  - ƒ Demographics compared to those recorded at the time of the previous visit.
  - ƒ Demographics compared to those of the full-time instructional faculty at the institution overall.
- o Number of faculty promoted each year since the last visit.
  - ƒ Compare to number of faculty promoted each year across the institution during the same period.
- o Number of faculty receiving tenure each year since last visit.
  - ƒ Compare to number of faculty receiving tenure at the institution during the same period.
- o Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

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

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

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

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

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

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

The APR must include, in addition to the materials described above:
A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

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

In addition, the program must provide evidence through a faculty exhibit[9] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in Appendix 2]
ƒ   His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
ƒ   His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

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[9] The faculty exhibit should be set up near or in

PART ONE (I): SECTION 4 – POLICY REVIEW

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

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM
The program must document its current performance relative to student learning and the curricular framework for learning and student achievement.

x   Programs must demonstrate that graduates are learning at the level of achievement defined for each of the Student Performance Criteria (SPC) that will be listed in this Part. Compliance will be evaluated through the review of student work.

x

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

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

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

The criteria encompass two levels of accomplishment[10]:

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

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

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

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

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

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

  x Being broadly educated.
  x Valuing lifelong inquisitiveness.

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

x Communicating graphically in a range of media.
x Recognizing the assessment of evidence.
x Comprehending people, place, and context.
x Recognizing the disparate needs of client, community, and society.

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

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

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

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

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

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

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

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

   B. 4.   Site Design: Ability to respond to site characteristics such as soil,

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

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

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

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

C033　　　Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the user groups, and the public and community domains.

C034.　　　Project Management: Understanding

C035.　　　Practice Management: architectural practice m

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

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

II.2.2 Professional Degrees and Curriculum   : The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

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

x Doctor of Architecture.   Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree; or a minimum of 120 undergraduate semester credit hours; or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours; or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.

x Master of Architecture.   Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

x Bachelor of Architecture.   Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent, in academic coursework in general studies, professional studies and electives.

Curricular requirements are defined as follows:

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

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

x Professional Studies.   The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.

x Electives.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

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

The APR must include the following:
- x A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).
- x If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

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

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
    The 2009 NAAB Conditions for Accreditation
    The NAAB Procedures for Accreditation (edition currently in effect)

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
    www.ARCHCareers.org
    The NCARB Handbook for Interns and Architects
    Toward an Evolution of Studio Culture
    The Emerging Professional's Companion
    www.NCARB.org
    www.aia.org
    www.aias.org
    www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs
In order to promote transparency

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

Appendix 2 – Format for Faculty Resumes for APRs
Name:

Appendix 2 –   Matrix for Faculty Credentials[11]

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

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	ARC 101	ARC 202	ARC 210	ACR 211	ARC 301	ARC 400	ARC 433	ARC 434	ARC 509
Mary Louise Bethune	Recognized scholar in design for mobility and sensory impaired clients, three AIA									

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

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

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

Appendix 4   – Sample SPC Matrix[12]

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

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

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

NOTE: Elective courses are not to

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

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

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

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

Next accreditation visit for all programs: 2013

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

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

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

A sample follows:

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

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

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

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

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

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

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

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

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

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

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by "the Association of Student Chapters/ AIA[13]" and one graduate student nominated by schools accredited by the NAAB. In 1999, this representation was further refined to be two individuals nominated by the American Institute of Architecture Students.

The foundation for the system, or model, for accreditation in architecture education that many know today was first outlined in an inter-collateral report, The Restructuring of the NAAB, which was completed in 1975. In that report, the collateral organizations identified two over-arching goals for the NAAB:
 x Advancement of all phases of architectural education, with a view toward the promotion of public welfare.
 x Provide guidance, encourage improvement and innovation in the architecture system process, program experience, and product with a view toward serving the public interest and meeting societal needs.

And three objectives for the accreditation process:
 x To hold a school accountable to its own stated objectives to the student, the profession, the institution, and the public community.

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

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

In late 2007, the NAAB's inter-collateral task group on Trends in Accreditation identified two primary trends emerging in other accrediting agencies:
- x   Performance-based accreditation.
- x   Evaluation of a program or school's performance against its own stated mission.

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

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

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

The 2008 Fusion Model – A Framework for the 2009 Conditions for Accreditation
As the NAAB Directors reviewed the outcomes of the inter-collateral task groups, the white papers and issue briefs prepared by the collateral organizations, the five models proposed in June 2008, as well as its own practices and procedures, several things became very clear.

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

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

Third, based on a review of all the recommendations and advice, the Board agreed that the 2004 Conditions for Accreditation (13 conditions, including SPC), generally speaking, contain all the critical requirements and expectations for a professional degree in architecture. However, within several of Conditions 1-12, expectations for student learning or achievement are embedded with expect

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