



July 18, 2019

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Kevin Flynn, FAIA  
President  
National Architectural Accrediting Board  
1735 New York Ave. NW  
Washington, DC 20006

Dear Kevin:

On behalf of the Board of Directors I am writing to provide written feedback on Draft 0 of the NAAB Conditions for Accreditation. This feedback includes several pages of narrative explanation as well as mark-up of the PDF file.

As an overview, the comments included here are derived from our membership. We consider them preliminary to the discussions that will happen to the Accreditation Review Forum. While there are many detailed suggestions in the mark-up document, the comments focus generally on these primary topics:

- Cohesiveness (from values to criteria)
- Clarity (term usage and omissions)
- Expectations (presentation vs evaluation)
- Requirements (degrees and credit hours)

We applaud the work NAAB has done over the last year to develop the draft as well as the agenda for the Accreditation Review Forum. We look forward to next week's meetings where we can discuss the Conditions, Procedures, and continuum of architectural education.

Please contact me or Mike Monti with any questions in advance.

Sincerely,

Rashida Ng  
President

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Schools of Architecture**

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## **ACSA Comments on Draft 0 of the NAAB Conditions for Accreditation**

### **COHESIVENESS**

*This new draft of the Conditions is clear in its intention to give programs more space to develop their strengths in particular areas. The orientation to foundational values appears to enable this. From the feedback gathered from the membership, greater cohesion across the document would provide programs a stronger framework in which to develop their curricula while also efficiently demonstrating their compliance with the Conditions.*

#### **Comments:**

- Connection between the Values and the Program and Student Criteria could be stronger. For example, “research” is introduced as a Value but does not appear later in the document as an item to be substantiated.
- The “Preamble” should be enhanced, as it plays a significant role in communicating to the public the quality of the professional degree, rather than solely making the connection to licensing. Accreditation is about education first, and not about licensing.
- A strength of the 2014 Conditions is how the reporting requirements are consistent and clearly communicated. The proposed organization seems less clear. Confusion seems to arise from the following: 1) mixing the reporting requirements and accreditation criteria among 5 divisions, which are all titled Conditions, and 2) mixing the institutional criteria with the educational outcomes.
- Regarding Condition 1 and 2, multiple commenters questioned how these conditions would be evaluated, if at all. Clarity is needed to decipher reporting and evaluation.
- The ACSA will hold its comments on the Values until the AR Forum.

### **CLARITY**

*We encourage more clarity and consistency of language throughout the document.*

#### **Comments:**

- Responses noted it is a positive step for NAAB to encourage programs to develop strengths in education appropriate to their institutional context.
- Clear and consistent use of terms within the document are desired. For example, in Condition 4, “assessment” is used multiple times with different intentions.
- Several comments noted the difference in approach of the SPCs in 2014 and the new Program and Student Criteria in 2020. The 2020 Conditions are written as aspirational—not just in the values but all the way into Condition 4.
- Experienced administrators have commented that the 2020 Conditions are “too loose” in the particular areas programs must cover. We believe with additional development, the document can communicate clearly the expectations for demonstrating compliance in a way that does not close down schools’ particular perspectives on the discipline and profession.

- Without more clarity of expectation and use of language, the Conditions for Accreditation will actually make it difficult for programs to initiate curricular change in the years between visits and/or to prepare for an upcoming visit adequately.

## EXPECTATIONS

*The feedback indicates expectations are confusing and would benefit from more consistency. These expectations include the kinds of self-assessment programs should be doing as well as the kinds of assessment NAAB teams will do.*

### Comments:

- The criteria are not clearly and hierarchically numbered; some items are unnumbered. Having all criteria hierarchically numbered will simplify the 2020 Procedures requirement for a Student Accreditation Criteria Matrix.
- The lists of reporting requirements in both the Conditions and Procedures lead to confusion. It is suggested that the reporting requirements for learning outcomes be located in one place so programs can figure out how to best report the particularities.
- In Pittsburgh this spring, NAAB Steering Committee members suggested that student work "may" be provided in response to these evaluation criteria, but that it was not required. Clarity of expectations is essential for our members to prepare for visits and for the visits to be consistent across programs. It is important to maintain a set of criteria for which student work is required.
- Members raised concerns about the proposed assessment of student work. It may present a significant challenge and burden for programs with limited space, resources (staff and funding), and archival or other data management infrastructure. Additionally, the process of 75% random selection also seems challenging.
- There was a concern that "design" as a program criterion was both too reductive and all encompassing.
- There was concern that some objectives may have been omitted or may need to be more clearly articulated including: environmental stewardship, structures, urbanism, and codes and regulations. Please see the detailed mark-up.
- As indicated, a longer discussion of Integrative Design is warranted. Member comments indicate a range of understandings of what integration means.

## REQUIREMENTS

*Members do not understand the changes to the different degree requirements.*

### Comments:

- Concerns were strongly voiced over the changes to minimum credit hours from the 2014 edition. For example, the minimum number of credits is now the same across the board, suggesting an M.Arch (without a pre-professional undergraduate degree) could be achieved with 30 credits.

- The document needs further clarity to better differentiate between the three degree levels. We encourage a deeper discussion at the AR Forum that will lead to more explanation of the difference between bachelor's, master's, and doctoral degrees beyond the number credit hours.
- It was noted that the table outlining the requirements of the various degrees is no longer in Draft 0.
- The General Studies requirements, 45 credit hours outside the discipline, are no longer stated. How can programs demonstrate that this requirement is being met, especially for international applicants within graduate programs that do not include extensive general studies requirements?

We appreciate the work of the Steering Committee in rethinking NAAB's approach to the Conditions and Procedures. These comments are meant to frame ways to further develop the documents so that flexibility and clarity of assessment can be achieved. Please review our detailed comments on the Draft 0 document itself for further understanding of places where improvements might be made.



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

The National Architectural Accrediting Board

### **Pre-Forum Review – “Draft 0”**

May 20, 2019

The May 20, 2019 “Draft 0” of the NAAB *2020 Conditions for Accreditation* is for use by the participants at the Accreditation Review Forum 2019 (ARForum19), July 24-26, 2019 in Chicago. It is to be read alongside the May 20, 2019 “Draft 0” of the NAAB *2020 Procedures for Accreditation*.

Both “Draft 0” documents will also be released for a 60-day pre-Forum public comment period from May 20–July 18, 2019 at 5:00PM EDT.

Participation in this process will be vital to the conversations in Chicago and to the NAAB Board as they prepare the final *2020 Conditions for Accreditation* and *2020 Procedures for Accreditation*, following ARForum19.

There will be a final 75-day public comment 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.”

## Preamble

Accreditation is a voluntary quality assurance process by which services and operations are evaluated by a third party against a set of standards established by the third party with input and collaboration from peers within the field. 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 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's accreditation system 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 that reports their observations. The decision regarding the term of accreditation is made by the NAAB Board of Directors.

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. Programs are encouraged to develop unique learning and teaching strategies as well as methods and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the program has a formal evaluation process for assessing student achievement and documenting the results. Specific areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Regardless, 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 is subsequently reviewed and edited at two-year intervals. Schools using the 2020 Conditions are required to follow the 2020 Procedures. Schools who select the option of using the 2014 Conditions will use the 2015 Procedures.

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## CONDITION 1—Context and Mission

In order to understand the circumstances of the individual school, the program must describe its context, mission, and culture, and how these shape the program's pedagogy and development.

- Programs must describe their context/setting (public or private, urban or rural, size, etc), their mission, and the culture within their program that influences its pedagogy and impacts its development. Programs that exist within a larger educational institution must also describe the mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the institution and its local context in the community.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

## CONDITION 2—Defining Values of the Profession

*(During the ARForum19 we will be engaging the participants in a discussion around the following values to come to a consensus around a final set of values. We ask, invite and encourage collateral to consider how these values apply to their work and also to consider what might be missing from these statements. It is anticipated that each collateral may have a different response to how they would advance each value and how it might show up in programs and in other aspects of each of the collaterals work.*

*We believe that exploring these starts at the schools and continues in practice and in the profession.*

*The values are the foundation for informing the accreditation criteria.)*

The program must describe how it is responsive to the following values that affect the education and the development of professional architects. The response to each value must further identify how these values will continue to be addressed as part of the program's long range planning activities.

- **Architects Use Design to Create a Better, Stronger, More Equitable and Sustainable Society, as Facilitators and Problem Solvers** (in theory and practice): Design thinking and integrated design solutions are hallmarks of architecture education, the discipline and the profession. Design education also prepares students for multiple career paths across the disciplines of the built environment.
- **Societal Responsibility:** Architects are responsible for protecting public health, safety and welfare. Access to good design is a fundamental right, and Architects should be prepared to embrace their roles as professionals and leaders in society and to act ethically on that responsibility.
- **Architecture is a Learned Profession**, built upon a breadth and depth of education, including a thorough understanding of the discipline's histories and theories, and architecture's role within social, environmental, economic and built contexts.
- **Scholarship, Research and Innovation:** Knowledge creation is required for effective responses to ever-changing conditions of the field, the environment, and society. Design research which takes risks advances architecture as a cultural force, drives innovation, and is the basis for evidence-based decisions.
- **Leadership & Collaboration:** The design challenges we face can only be met through design practiced as a collaborative, creative, empathetic enterprise with and for those for whom we work, leading to a sustained, action-oriented dialogue that is guided by collaborative leaders.



- **Professional Continuum and Lifelong Learning:** As a professional discipline and practice, architecture demands lifelong learning, and continuous integration between theory and practice. The education of an architect is a shared responsibility between academic and practice settings, and is important for the continuous improvement of our field.
- **Equity, Diversity and Inclusion:** Our commitment to equity is evidenced not just by the policies we adopt, but in the words we speak, the actions we take, and the buildings we design. It also is demonstrated in the environments we create that foster a positive and respectful learning, teaching, and working environment.
  - Increase fairness, social justice and equity in architecture education, in the profession, and in society
  - Increase affordability and access to architectural education for all

### Condition 3—Curricular Framework

This condition addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and evaluation processes to evaluate student preparatory work.

#### 3.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution 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.

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

Any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a non-accredited degree program must change the title. Programs must complete the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2021.

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 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 the degree.
- **Master of Architecture.** The M. Arch. degree may take three forms:
  - **Single Institution (SI):** 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.

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 the degree.

- **Pre-professional-plus:** 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:** The term refers to architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program. The undergraduate and graduate degrees do not need to be taken at the same institution.
  - Programs must document for both degrees 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.
- **Non-pre-professional degree-plus:** 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.

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.

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must 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. must require a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic course work in professional studies and optional studies.

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.

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

- **General Studies.** An important component for the breadth of knowledge impacting architectural education, general studies provide basic knowledge and methodologies of the humanities and fine arts, mathematical and natural sciences, and social sciences. Such courses are offered as part of the curriculum or as an admission requirement. These courses are offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. In most cases the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree.
- **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program. These courses are considered the core of a professional degree program that leads to architectural licensure. Information from these courses may be used to satisfy the NAAB program and student accreditation criteria (Condition 4) and student work from some courses is required to satisfy Condition 4.2.2. The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extracurricular learning opportunities to supplement or complement required course work. In its documentation, the program must clearly indicate which professional courses are required for all students and which are electives.
- **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.

### 3.3 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, programs are required to demonstrate that it has a thorough and equitable process by which incoming students are evaluated and to document that the accreditation criteria expected to have been met in educational experiences in non-accredited programs have indeed been met.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student accreditation criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain 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 the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission.

## Condition 4—Program & Student Accreditation Criteria

Accreditation Criteria seek to advance programs in relationship to their unique institutional, regional, national, international and professional contexts and encourages innovative approaches to architectural education.

### 4.1 Program Criteria

Programs are required to describe and to demonstrate how they address the following criteria, through program curricula and other experiences, with an emphasis on the articulation of learning objectives, and assessment.

#### 4.1.1 Program Criteria—Educational Context

- **Breadth of Education**—How does the Program ensure that students pursue a broad, interdisciplinary understanding of human knowledge through general studies?
- **Depth of Study**—How does the Program ensure that students can pursue a deeper study of topics, leading to expertise within the discipline of architecture?
- **Learning and Teaching Culture**—How does the Program foster a positive and respectful environment, that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, staff, and the profession, in all teaching and learning environments?

**Evaluation Criteria:** 4.1.1 will be evaluated at the **understanding** level. The program must provide the following:

- **Narrative:** The Program must provide a narrative description of how this criterion is accomplished within its offerings for students and how it is evaluated.
- **Evidence:** The Program must provide supporting materials demonstrating that the objectives set by the Program are accomplished.

#### 4.1.2 Program Criteria—Program Objectives

- **Design**—How does the Program promote and instill the essential role of design in the built environment—through curricular structure, instruction, and other activities? How do students in the program understand that design integrates the search for and application of multiple factors, and multiple differing contexts and scales of development?
- **History and Theory**—How does the Program ensure that students understand the history of architecture and disciplinary thought? How does the Program help students understand this in the context of social, cultural, economic and political forces?
- **Environmental Stewardship**—How does the Program promote and ensure that sustainability and resilience are integrated to define architectural issues and their resolution?
- **Social Ethics, Equity, and Inclusion**—How does the Program ensure that students develop the ability to integrate diverse cultural, and social contexts to define architectural issues and their resolution?

- **Leadership and Collaboration**—How does the Program ensure that students understand diverse approaches to leadership in an environment of increasingly specialized technical expertise, diverse stakeholder constituents, and dynamic contexts, and apply effective collaboration skills to solve complex problems?
- **Practice**—How does the Program ensure that students comprehend the current and emerging role of the profession and the range of career opportunities, including the path to professional licensure in the United States?

**Evaluation Criteria:** 4.1.2 will be evaluated at the **understanding** level. The program must provide the following:

- **Narrative:** The Program must provide a narrative description of how this criterion is accomplished within its offerings for students and how it is evaluated.
- **Self-Assessment:** The Program must present evidence that the learning outcomes associated with this criterion are developed and assessed by the Program, provide a summary of the self-assessment activities undertaken since the last review, and a summary of adjustments to the individual courses arising from their assessment findings.
- **Evidence:** The Program must provide supporting materials demonstrating that the objectives set by the Program are accomplished.

## 4.2 Societal Responsibility

In accreditation's statutory relationship to licensure the Program must demonstrate how students achieve an ability to apply the profession's societal responsibilities (e.g. laws, codes and regulations that pertain to health, safety, and welfare) when solving design problems. Programs are required to describe how the criteria are met and provide student work as evidence.

### 4.2.1 Student Learning Criteria—Student Learning Objectives

- **Technical Knowledge**—The Program must demonstrate how the curriculum prepares students to apply the fundamental and emerging technical aspects of architecture and building construction in design solutions and systems.
- **Health, Safety, and Welfare in the Built Environment**—The Program must demonstrate how the curriculum ensures students understand and prepares them to apply the architect's responsibilities for health, safety, and welfare in the built environment.
- **Regulatory Context**—The Program must demonstrate how the curriculum prepares students to perform analysis of zoning codes and regulations as they apply to an architectural project.
- **Professional Practice**—The program must demonstrate how the curriculum prepares students with an understanding of the basic principles of professional ethics and business practices.

**Evaluation Criteria:** 4.2.1 will be evaluated at the **understanding** level. The program must provide the following:

- **Narrative:** The Program must provide a narrative description of how this criterion is accomplished within its offerings for students and how it is evaluated.

- **Self-Assessment:** *The Program must present evidence that the learning outcomes associated with this criterion are developed and assessed by the Program, provide a summary of the self-assessment activities undertaken since the last review, and a summary of adjustments to the individual courses arising from their assessment findings.*
- **Evidence:** *The Program must provide supporting materials demonstrating that the objectives set by the Program are accomplished. The supporting exhibits should be organized [into 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.*
- **Instruction Materials:** *The supporting materials must provide sufficient illustration of the instruction 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.*

#### 4.2.2 Student Learning Criteria—Student Learning Objectives

*(The Steering Committee has discussed three potential directions for this learning criteria. They have decided to bring all (3) forward to the ARForum19 in Chicago so that participants can have a conversation and input about how this objective should be structured to provide the best outcomes for the students, the schools and the profession.)*

- **Option A: Integrative Design**—The Program must demonstrate how the curriculum prepares students with the ability to apply and integrate the requirements of zoning/building codes, regulations, and the broader implications of health, safety, and welfare to a comprehensive building design displaying multiple building systems.
- **Option B: Integrative Design** (Use existing copy from current C3 SPC)—The Program must demonstrate how the curriculum prepares students with the ability to demonstrate the skills associated with making integrated decisions across multiple building systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- **Option C:** Should a new idea be explored? Is the term integrative design a twenty-year term that still has relevance? What are we expecting from the students?

**Evaluation Criteria:** *4.2.2 will be evaluated at the **ability** level. The program must provide the following:*

- **Narrative:** *The Program must provide a narrative description of how this criterion is accomplished within its offerings for students and how it is evaluated.*
- **Self-Assessment:** *The Program must present evidence that the learning outcomes associated with this criterion are developed and assessed by the Program, provide a*



*summary of the self-assessment activities undertaken since the last review, and a summary of adjustments to the individual courses arising from their assessment findings.*

- **Evidence:** *The Program must provide supporting materials demonstrating that the objectives set by the Program are accomplished. The supporting exhibits should be organized [into 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.*
- **Instruction Materials:** *The supporting materials must provide sufficient illustration of the instruction 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 provide the Visiting Team with access to a range of passing student work product associated with the course(s) where the learning outcomes associated with this criterion are achieved in the two (2) years prior to the visit. Based on the size of the program, the NAAB will select the number of student work to be exhibited to the visiting team, of which number 25% will be representative work chosen by the program and 75% will be work chosen following a random selection method specified by the NAAB.*

## Condition 5—Resources and Public Information

### 5.1 Structure and Governance

Description of the administrative and governance process that makes change possible.

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

### 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 NAAB Conditions, within the context 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
- outside input from others including practitioners

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

The program must demonstrate that it fosters a positive and respectful learning and teaching environment. This environment must encourage optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional. In addition, documentation of yearly LTC Policy updates and implementation must be provided.

- The program must update a written studio/coursework culture policy on a yearly basis. Student leaders and members of the administration will be responsible for reviewing and updating the Learning and Teaching Culture policy so that it accurately reflects the learning and teaching culture of the institution. The LTC Policy must define and address the expected behavior and actions from both students and professors and address the topics of time management, general health and well-being, work-school-life balance, professional conduct preparedness, expectations, deadlines and conduct for both internal and external learning opportunities in studios and other coursework.
- The LTC Policy must be easily accessible to all members of the learning community. It must be mentioned on and accessible from every course syllabus.

### 5.5 Social Equity

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

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

### 5.6 Human Resources and Human Resource Development

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student and faculty achievement.
- The program must demonstrate that it has an Architect Licensing Advisor who is trained in the issues of AXP (Architectural Experience Program), has regular communication with



- students, is fulfilling NCARB requirements, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
  - The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

## 5.7 Physical Resources

The program must describe the physical resources available 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 labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.
- If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

*[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.]*

## 5.8 Financial Resources

The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

## 5.9 Information Resources

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

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

## 5.10 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.

### 5.10.1 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.

#### **5.10.2 Access to NAAB Conditions and Procedures**

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

- 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)

#### **5.10.3 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.

#### **5.10.4 Public Access to APRs and VTRs**

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

- All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- All NAAB responses to Interim Progress Reports 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

#### **5.10.5 ARE Pass Rates**

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

#### **5.10.6 Admissions and Advising**

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

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

#### **5.10.7 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.

## 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 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.”

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

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

[name of degree] (prerequisite + total number of credits required)

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

### **SAMPLE TEXT FOR ACCREDITED PROGRAMS**

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

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

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

B. Arch. (150 undergraduate credits)

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

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

Next accreditation visit for all programs: 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.”

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

[name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture:

[name of degree] [prerequisite + total number of credits required]

[year candidacy was awarded]

[year and purpose of the next visit]

[projected year of initial accreditation]

A sample follows:

#### **SAMPLE TEXT FOR CANDIDATE PROGRAMS**

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

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

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented.

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

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

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

Initial Candidacy granted: 2014

Next visit for continuation of candidacy: 2016

Projected year of initial accreditation: 2020