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ACCREDITATION

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

- It is provided through private agencies;
- It requires a significant degree of self-evaluation by the institution or program, the results of which are summarized in a report to the agency;
- A team conducts a visit;
- Recommendations or judgments about accreditation are made by expert and trained peers; and
- Institutions have the opportunity to respond to most steps in the process.\(^1\)

The U.S. model for accreditation is based on the values of independent decision-making by institutions, the ability of institutions to develop and deliver postsecondary education within the context of their mission and history, the core tenets of academic freedom, and the respect for diversity of thought, pedagogy, and methodology. These principles and practices have remained relatively stable over the past 70 years.

HISTORY

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

In 1932, the ACSA abandoned the standard minima and in 1940, the ACSA, The American Institute of Architects (AIA), and the National Council of Architectural Registration Boards (NCARB) established the National Architectural Accrediting Board (NAAB)\(^2\) 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. This notion that the NAAB would “not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices,” is considered the “prime directive” in the NAAB system today.

The foundation for the model for accreditation in architecture education that many know today was first outlined in a 1975 intercollateral report, The Restructuring of the NAAB. Today, the NAAB’s accreditation system for professional degree programs requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team of trained volunteers that concludes with a


\(^{2}\) These four organizations, along with the American Institute of Architecture Students (AIAS) are referred to as the “collateral organizations” or “collaterals” within the architecture community.
recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is made by the NAAB directors.

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

**From the 1940 Founding Agreement:**

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

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

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

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

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

1. **Shared Responsibility.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.

2. **Best Practices.** The NAAB’s accreditation processes are based on best practices in professional and specialized accreditation.

3. **Program Accountability.** Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.

4. **Preparing Graduates for Practice.** A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and prepared to engage in related fields.

5. **Constant Conditions for Diverse Contexts.** The *NAAB Conditions for Accreditation* are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architectural programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying
essentially on the program’s ability to demonstrate how within their institutional context they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.

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

While the NAAB stipulates the conditions and student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, and methods and materials to satisfy these criteria.

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

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

**NAAB ACCREDITATION DOCUMENTS**

There are five documents referenced with accreditation.

1. 2014 NAAB Conditions for accreditation
2. NAAB Procedures for Accreditation
3. NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports
4. Architecture Program Reports
5. Visiting Team Reports

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

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

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

**NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports** is a new document under development by the NAAB. The first iteration includes an introduction to and commentary on the preparation of the first draft of the 2014 Conditions. It will later be revised to include instructions for preparing Architecture Program Reports (APRs). In subsequent years, beginning in 2016, it will be revised annually based
on surveys and evaluations of the visit process. This document is advisory and nonbinding on the NAAB.

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

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

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

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

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

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

Programs demonstrate their compliance with Part One in two ways:

- **A narrative report** that briefly responds to each request to “demonstrate, describe, or document.”

- **A review of evidence and artifacts** by the visiting team, as well as through interviews and observations conducted during the visit.

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

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 shape the program’s pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes 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. This also includes how the program as a unit develops multi-disciplinary relationships and leverage opportunities that are uniquely defined within the university and its local context in the surrounding community.

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

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

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- 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.

I.1.4 **Defining Perspectives**: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership**. The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. **Design**. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed to address increasingly complex problems, engage a diverse constituency, and provide value and an improved future.

C. **Professional Opportunity**. The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings; in local and global communities.

D. **Stewardship of the Environment**. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environmental and the natural resources that are significantly compromised by the act of building and constructed human settlements.

E. **Community and Social Responsibility**. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies in part in the belief that architects can create better places, and further that architectural design can create a civilized place by making communities more livable. A program’s response to social responsibility must include nurturing a calling to civic engagement to positively influence the development, conservation or changes to the built and natural environment.

I.1.5 **Long-Range Planning**: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and / or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources to identify patterns and trends, so as to inform its future planning and strategic decision-making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college and university.

I.1.6 **Assessment**

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

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

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives including the curriculum committee, program coordinators, and department chairs or directors.
PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
The program must demonstrate that it has 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.

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

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

Physical resources include, but are not limited to the following:

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

If the program’s pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

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

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

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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.
I.2.5 Administrative Structure & Governance:

- **Administrative Structure**: The program must describe its administrative structure, and identify key personnel, within the context of the program and school, college and institution.

- **Governance**: The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.
CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.

For instructions on how this material is to be presented in the APR and during the visit, see *NAAB Procedures for Accreditation* and the *NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports.*
PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

The criteria encompass two levels of accomplishment:

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

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

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas including writing, investigative skills, speaking, drawing and model making.

Student learning aspirations for this realm include:

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

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

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

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A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

A.7 History and Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, regional, settings in terms of their political, economic, social, and technological factors.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

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

Student learning aspirations for this realm include:

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

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs, an inventory of spaces and their requirements, an analysis of site conditions (including existing buildings), a review of the relevant building codes and standards, including relevant sustainability requirements, and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B.2 Site Design: Ability to respond to site characteristics including urban context and developmental patterning, historical fabric, soil, topography, climate, building orientation, and watershed in the development of a project design.

B.3 Codes and Regulations: Ability to design sites, facilities and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.
B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system."

B.6 Environmental Systems: Understanding the principles of environmental systems’ design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components and assemblies based on their inherent performance including environmental impact and reuse.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Respond to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
C.2 Evaluation and Decision Making: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

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

Student learning aspirations for this realm include:

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

D.1 Stakeholder Roles In Architecture: Understanding of the relationship between the client, contractor, architect and other key stakeholders such as user groups and the community, in the design of the built environment. Understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams, identifying work plans, project schedules and time requirements, and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of business practices within the firm including financial management and business planning, marketing, business organization, and entrepreneurialism.

D.5 Legal Responsibilities: Understanding the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.6 Professional Ethics: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:
In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

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

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency, may request NAAB accreditation of a professional degree program in architecture only with explicit, written permission from all applicable national education authorities in that program’s country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

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

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs.

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 initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

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

- **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent\(^5\), in academic coursework 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.

- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree may take three forms:
  - Single Institution (SI): Candidates for this degree have completed at least 168 semester credit hours, or the quarter hour equivalent, of which at least 30 credit hours are taken at the graduate level; all of which are delivered

\(^5\) Programs that operate on the quarter system must multiply these totals by 1.5 to identify the approximate minimum credit requirements for their programs.
or accounted for (either by transfer or articulation) by the institution that will grant the degree. The program is a combination of undergraduate and graduate education. Combined undergraduate and graduate degree programs structured in this manner must include general studies, professional studies, and optional studies.

- Preprofessional-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter hour equivalent, of which at least 30 credit hours are taken at the graduate level and hold a preprofessional degree\(^6\) in architecture or a related field prior to admission to the graduate degree program. The graduate-level, academic coursework must include professional studies and optional studies.

- Nonpreprofessional degree-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter hour equivalent, of which at least 30 credit hours are taken at the graduate level and hold an undergraduate degree from a regionally accredited institution prior to admission to the graduate degree program. The graduate-level, academic coursework must include professional studies and optional studies.

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

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

- **General Studies.** Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Architectural courses cannot be used to meet the NAAB general studies requirement. In many cases, this 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 are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extra-curricular learning opportunities to supplement or complement required coursework.

- **Optional Studies (Curricular Flexibility).** All professional degree programs must

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\(^6\) Preprofessional architecture degree: The term refers to architecturally-focused four-year, undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally-defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program.
provide sufficient flexibility in the curriculum in order to allow students to pursue their special interests either by taking additional courses offered in other academic units or departments, or courses offered within the department offering the accredited program, but outside the professional studies curriculum.

Table 1. Minimum Credit Distribution for NAAB-Accredited Degrees

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

<table>
<thead>
<tr>
<th></th>
<th>B. Arch.</th>
<th>M. Arch. (SI)</th>
<th>M. Arch. (preprofessional plus)</th>
<th>M. Arch. (non-preprofessional plus)</th>
<th>D. Arch.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>45 credits</td>
<td>45 credits</td>
<td>Defined by baccalaureate required for admissions</td>
<td>Defined by baccalaureate required for admissions</td>
<td></td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
</tr>
<tr>
<td><strong>Optional</strong></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td>150</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>120</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>0</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>210</td>
</tr>
</tbody>
</table>
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

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

- Programs must document their processes for evaluating a student’s prior academic coursework related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees

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

II.4.2 Access to NAAB Conditions and Procedures

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

- The 2014 NAAB Conditions for Accreditation
- The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004 depending on the date of the last visit)
- The NAAB Procedures for Accreditation (edition currently in effect)

II.4.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

II.4.4 Public Access to APRs and VTRs

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

- All Interim Progress Reports (and narrative, Annual Reports submitted 2009-2012)
- All NAAB responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012)
- The most recent decision letter from the NAAB
- The most recent APR
- The final edition of the most recent Visiting Team Report, including attachments and addenda

II.4.5 ARE Pass Rates

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

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7 This is understood to be the APR from the previous visit, not the APR for the visit currently in process.
II.4.6. 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 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 process for the evaluation of pre-professional degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives.

II.4.7 Student Financial Information

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

PART THREE (III): – ANNUAL AND INTERIM REPORTS

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

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

III.2 Interim Progress Reports. The program must submit interim progress reports to the NAAB (See Section 11, NAAB Procedures for Accreditation, 2012 Edition, Amended).
LIST OF APPENDICES
Appendix 1  Statement on NAAB-Accredited Degrees -- Required Texts for Catalogs and Promotional Material

Appendix 2  Glossary
Appendix 1: Required Text for Catalogs and Promotional Materials

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

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

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

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

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

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

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

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

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

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

- B. Arch. (150 undergraduate credits)
- M. Arch. (preprofessional degree + 42 graduate credits)
- M. Arch. (non-preprofessional degree + 63 credits)

Next accreditation visit for all programs: 2017

In addition to the 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 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."

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, 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 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.

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

M. Arch. (preprofessional degree + 45 graduate credits) – 2014.

Next visit for continuation of candidacy: 2016

Projected year of initial accreditation: 2020
### Appendix 2. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSA</td>
<td>Association of Collegiate Schools of Architecture</td>
</tr>
<tr>
<td>Access</td>
<td>The program must show that students, faculty or staff, have the ability to obtain or make use of something</td>
</tr>
<tr>
<td>AIA</td>
<td>The American Institute of Architects</td>
</tr>
<tr>
<td>AIAS</td>
<td>The American Institute of Architecture Students</td>
</tr>
<tr>
<td>APR</td>
<td>Architecture Program Report</td>
</tr>
<tr>
<td>APR-IC</td>
<td>Architecture Program Report for Initial Candidacy</td>
</tr>
<tr>
<td>APR-IA</td>
<td>Architecture Program Report for Initial Accreditation</td>
</tr>
<tr>
<td>ARE</td>
<td>Architect Registration Examination</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Illustrate and explain especially with many examples</td>
</tr>
<tr>
<td>Describe</td>
<td>The program must give an account of activity or set of processes in written form</td>
</tr>
<tr>
<td>Document</td>
<td>The program must convey evidence or proof through writing and then provide supporting materials or documentation of activity or policies</td>
</tr>
<tr>
<td>IDP</td>
<td>Intern Development Program</td>
</tr>
<tr>
<td>Must</td>
<td>Sets a minimum requirement; sets what is mandatory</td>
</tr>
<tr>
<td>NAAB</td>
<td>National Architectural Accrediting Board</td>
</tr>
<tr>
<td>NCARB</td>
<td>National Council of Architectural Registration Boards</td>
</tr>
</tbody>
</table>
### NVTM
Non-voting team member

### Shall
Sets a minimum requirement; sets what is mandatory

### VTR
Visiting Team Report

### VTR-IC
Visiting Team Report for Initial Candidacy

### VTR-IA
Visiting Team Report for Initial Accreditation

**NOTE:** This appendix will be continually developed and expanded during the review and approval process for the *2014 Conditions for Accreditation*. 