2020 Edition

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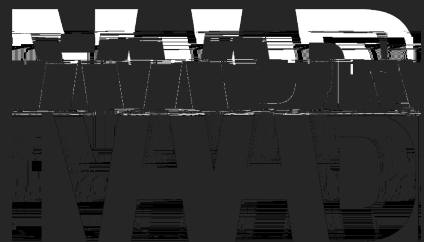
National
Architectural
Accrediting
Board, Inc.

Contents

Introduction

Accreditation in architecture is a voluntary quality-assurance process by which services and operations are evaluated by a third party against a set of standards established by the third party, with input and collaboration from peers in the field. Accreditation is evidence that a collegiate architecture program has met standards essential to produce graduates who have a solid educational foundation and are capable of leading the way in innovation, emerging technol

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

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

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

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

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

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

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes
A program must demonstrate how it addresses the following criteria through program curricula and
other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that
students understand the impact of the built environment on human health, safety, and welfare at
multiple scales, from buildings to cities.

SC.2 Professional Practice—How the program ensures that students understand professional
ethics, the regulatory requirements, the fundamental business processes relevant to architecture
practice in the United States, and the forces influencing change in these subjects.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental
principles of life safety, land use, and current laws and regulations that apply to buildings and
sites in the United States, and the evaluative process architects use to comply with those laws
and regulations as part of a project.

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

The following (from the 2020 Procedures, section 3.5.2) describes the types of evidence
required for the assessment of SC.1 through SC.4:

Primary Evidence for Student Criteria (SC) SC.1 through SC.4. *These criteria will be evaluated
at the understanding level. The program will submit the primary exhibits as evidence for SC.1-4 to
the visiting team in an electronic format 45 days before the visit. Programs must provide the
following:*

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

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

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

a) Course Syllabus. *The syllabus must clearly articulate student learning outcome objectives
for the course, the methods of assessment (e.g., tests, project assignments), and the
relative weight of each assessment tool used by the instructor(s) to determine student
performance.*

b) Course Schedule. *The schedule must clearly articulate the topics covered in the class and
the amount of time devoted to each course subtopic.*

c) Instructional Materials. *The supporting materials must clearly illustrate the instructional
materials used in the course. These may include a summary of required readings, lecture
materials, field trips, workshop descriptions, and other materials used in the course to
achieve the intended learning outcomes.*

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

The following (from the 2020 Procedures, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6:

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

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

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

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

    a) Course Syllabus. *The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.*

    b) Course Schedule. *The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.*

    c) Instructional Materials. *The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.*

Student Work Examples*: The program must collect all passing student work produced for the course(s) in which the learning outcomes associated with this criterion are* 2.6th)6cTc-.002 A(s)-2.6ns withi conr

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4—Curricular Framework
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

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

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

4.2 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.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

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

4.2.3 Optional Studies. All professional degree programs must

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

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

4.2.4   Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, 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. Programs must document the required

5—Resources

5.1 Structure and Governance

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

6.2 Access to NAAB Conditions and Procedures

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

a) *Conditions for Accreditation, 2020 Edition*

b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

c) *Procedures for Accreditation, 2020 Edition*

d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

6.3 Access to Career Development Information

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

6.4 Public Access to Accreditation Reports and Related Documents

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

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

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

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

d) Requirements and forms for applying for financial aid and scholarships

e) Explanation of how student diversity goals affect admission procedures

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate

Appendix 1—Statement on Changes to the NAAB Conditions and Procedures for Accreditation

Changes to the *Conditions for Accreditation* and the *Procedures for Accreditation* are outlined in Section 6.2 of the NAAB Policy Manual. That section is referenced below for information:

Section 6.2 Changes to the NAAB Conditions and Procedures
The NAAB's *Conditions* and *Procedure* have been revised several times over the years. These revisions reflect the NAAB's commitment to continuous improvement by allowing programs the flexibility to adapt to