



Conditions for Accreditation

National Architectural Accrediting Board
© 2024. All Rights Reserved.

Contents

Introduction.....ii

1 Context and Mission..... 1

2 Shared Values of the Discipline and Profession.....ion

3 Program and Student Cent Cent CentK3

3 soft

accreditation whose visits occur after January 1, 2022. Schools whose visits are in 2021 have the option to use the (& &9edZjed) or the (& * 9edZjed). Programs using the (& &9edZjed) must follow the (& &FleY[Zd]i), while programs that select the option of using the (& * 9edZjed) must use the (& + FleY[Zd]i).

1—Context and Mission

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

The institutional context and geographic setting (public or private, urban or rural, size, etc.),

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, assessment, and student support services

are designed to ensure that all students are prepared to practice architecture in a global context.

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: “The program must demonstrate that students are able 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.”

4—Cucicular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit hour and cucicular requirements, and the process used to eval eicer

For many decades, the terms BArch, MArch, and/or DArch have been recognized as referring to NAAB accredited professional degree programs that are accepted by several states as a requirement for state licensure or that facilitate obtaining state licensure. Using those terms for unaccredited programs may result in confusion on the part of the public and may be misleading to students, to prospective students, to the profession, and to other educational institutions. To mitigate that possibility, the terms BArch, MArch, and DArch are reserved for use by the institutional sponsor's NAAB accredited architecture degree programs, except in the case where compliance with this requirement would violate state, federal, or national law. Additionally, the institutional sponsor's unaccredited architecture degree programs must place clear statements in all relevant publications and marketing materials, electronic as well as print, that the programs are not NAAB accredited and may not be accepted as meeting licensure requirements in many U.S. states.

The number of semesters for each degree is outlined below. All accredited programs must contain a minimum credit-hour requirement to earn a degree.

- 432 In the event a program relies on the preparatory education 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.**
- 433 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate- degree or associate- degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission**

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.”

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Document what institutional, college, or program policies and procedures

nd ;k
au b, utik u at lk
t irm ot
kprog b tgl pr 4 r 15 nkt .] b elev
, lk
[lk lk
l r k k
tit T u it d t i a ud c £
a uD gl a ; i ssk pg] ° r+ i
tr
r+ t nsk k dc O u £

58 Information Resources

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 [NAAB logo] found in the NAAB Accredited Degree Programs' 2020 Edition (Appendix 2), in catalogs and promotional media, including the program's website.

6.2 Access to NAAB Conditions and Procedures

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

Changes to the 9edZ_j.edi and the FleY_Zk{i 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 9edZ_j.edi and FleY_Zk{i 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 a dynamic context. The three review types are:

- 1 Annually:** The NAAB 9edZ_j.edi and FleY_Zk{i are reviewed annually by the NAAB's Assessment and Evaluation Committee for *ikXjVj_I* changes that do not modify the prior meaning of a criterion and are normally intended to improve clarity, structural consistency, format, or grammar and syntax. The A+E Committee shall propose changes to the NAAB board for approval. *DedkXjVj_I* revisions approved for implementation will be included in the 9edZ_j.edi or FleY_Zk{i for the next visit cycle.
- 2 Periodically:** The NAAB 9edZ_j.edi and FleY_Zk{i are reviewed periodically by the A+E Committee for *ikXjVj_I* changes. *SkXjVj_I* changes are defined as the addition of a new criterion or a revision to an existing criterion that modifies its prior meaning. For *ikXjVj_I* changes, the A+E Committee shall recommend a suitable review and comment period and an appropriate implementation plan to be approved by the NAAB board. Final approval of any substantive change rests with the NAAB board.
- 3 Accreditation Review Forum:** Every eight years, the NAAB Board of Directors will invite its collateral partners (ACSA, AIA, AIAS, and NCARB) to participate in a process of assessment, research, analysis, and review of the current 9edZ_j.edi and FleY_Zk{i. The process will be designed to engage participants in substantive conversations on the future of architecture education in order to identify changes in the 9edZ_j.edi and FleY_Zk{i that will promote excellence and innovation in architecture education.

Appendix 2—Statement on NAAB Accredited Degrees

The following statement must be included, in its entirety, in the catalogs and promotional materials, including the program's website, of ap k

Projected year to achieve initial accreditation [year]

**Earliest graduation date projected to meet NCARB education requirement:
[year]**