

**The National Architectural Accrediting Board**

1735 New York Avenue, N.W.

Washington, DC 20006-5209

# **NAAB Conditions for Accreditation**

**For Professional Degree Programs in  
Architecture**

**2004 Edition**

## TABLE OF CONTENTS

<b>Preface</b>	v
Background	v
The Members	vi
The Mission	vi
NAAB Accreditation Documents	vii
<b>1. Introduction to the Program*</b>	1
1.1 History and Description of the Institution	1
1.2 Institutional Mission	1
1.3 Program History	1
1.4 Program Mission	1
1.5 Program Self-Assessment	1
<b>2. Progress Since the Previous Site Visit</b>	1
2.1 Summary of Responses to the Team Findings	2
2.2 Summary of Responses to Changes in the NAAB Conditions	2
<b>3. The Thirteen Conditions of Accreditation</b>	2
3.1 Program Response to the NAAB Perspectives	2
3.1.1 Architectural Education and the Academic Context	2
3.1.2 Architectural Education and the Students	2
3.1.3 Architectural Education and Registration	3
3.1.4 Architectural Education and the Profession	3
3.1.5 Architectural Education and Society	3
3.2 Program Self-Assessment Procedures	4
3.3 Public Information	4
3.4 Social Equity	4
3.5 Studio Culture	5
3.6 Human Resources	5
3.7 Human Resource Development	6
3.8 Physical Resources	7
3.9 Information Resources	7
3.10 Financial Resources	8
3.11 Administrative Structure	9
3.12 Professional Degrees and Curriculum	9
3.13 Student Performance Criteria	11

---

\*The following sections, up to but not including the appendices, serve as the table of contents for the remainder of the *Conditions* document and for the *Architecture Program Report* including the numbering system.

<b>4. Supplemental Information</b>	16
4.1 Student Progress Evaluation Procedures	16
4.2 Studio Culture Policy	16
4.3 Course Descriptions	16
4.4 Faculty Résumés	17
4.5 <i>Visiting Team Report</i> from the Previous Visit	17
4.6 Annual Reports	17
4.7 School Catalog	17

#### **Appendices**

A. Required Text for Catalogs and Promotional Materials	A-1
B. Guidelines for Writing an Information Resources Self-Assessment	B-1
C. Information Resources Statistics Report Form	C-1

## **Preface**

The National Architectural Accrediting Board (NAAB) is the only agency recognized by registration boards in the United States to accredit professional degree programs in architecture. Because most registration boards require an applicant for licensure to hold an NAAB-accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

The curriculum of an NAAB-accredited degree program includes professional studies, general studies, and electives. To gain and retain accreditation of its degree program, each institution must both develop a program specific to its mission and also educate students to be knowledgeable and capable of producing work that can be measured by, and satisfy, specific performance criteria.

The NAAB fully recognizes the rights and responsibilities of the educational institutions that offer degrees in preparation for entry into professional careers in the licensed practice of architecture as defined and governed by the laws of the individual states and jurisdictions. Educational institutions are composed of a faculty responsible for the appropriate development of individual courses and curricula that are required, at a minimum, to provide each student the educational opportunity to meet the student performance criteria as defined by the NAAB.

The NAAB recognizes the institutional rights and responsibilities of the faculty to explore fundamental and innovative educational concepts, scholarship, research, methods, and technologies that exceed the minimum student performance criteria and that will lead to even higher standards of performance within the profession of architecture and related alternative careers of diverse and creative service to society.

## **Background**

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

The first attempt to establish national standards came with the founding of the Association of Collegiate Schools of Architecture (ACSA) in 1912 and its adoption 2 years later of "standard minima" that schools were required to meet to gain ACSA membership. While these standard minima were in place, ACSA membership was equivalent to accreditation.

In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the

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

The accreditation system has evolved in response to changing times and the advice of its constituency; advice now formalized through a process of validation. Today, the NAAB's accreditation system for *professional degree programs* within schools 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 that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Board of Directors.

## **The Members**

The members of the NAAB bring varied insight and concerns to the accreditation process and ensure a broad and inclusive view of architecture. In addition to two nonarchitects, one with a background in academia and the other a generalist who together represent the public interest, the members include representatives from the four organizations that serve the profession of architecture:

- **The Association of Collegiate Schools of Architecture.** The mission of ACSA, founded in 1912, is to advance architectural education through support of member schools, their faculties, and their students. This support involves serving by encouraging dialogue among the diverse areas of the discipline; facilitating teaching, research, and scholarly and creative works through intra- or interdisciplinary activity; articulating the critical issues forming the context of architectural education; and fostering public awareness of architectural education and issues of importance to it. This advancement shall be implemented through five primary means: advocacy, annual program activities, liaison with collateral organizations, dissemination of information, and response to the needs of the member schools in order to enhance the quality of life in a global society.
- **The American Institute of Architects.** Since 1857, the AIA has represented the professional interests of America's architects. AIA numbers more than 70,000 licensed architects, emerging professionals, and allied partners who, in design, express their commitment to excellence and livability in our nation's buildings and communities.
- **The National Council of Architectural Registration Boards.** Founded in 1919, the NCARB today provides assistance in protecting the public's health, safety, and welfare to 55 boards regulating architecture in the 50 states, 4 territories, and District of Columbia.

- **The American Institute of Architecture Students.** Founded in 1956, the AIAS serves architecture students throughout North America by promoting and complementing architectural education and by representing the concerns of students to the profession and the public.

## **The Mission**

The NAAB is committed to the provision of effective professional architectural education through the establishment and application of accrediting procedures determined by a board of representative members from each of the four collateral organizations (ACSA, AIA, NCARB, and AIAS) and the public.

The NAAB is responsible for establishing policies and procedures relating to the accreditation of professional education and ensuring that schools of architecture have a clear understanding of the policies and procedures. Further, the NAAB is responsible for establishing criteria to be used by its visiting teams to assess the performance of schools and students and by the Board of Directors in determining the appropriate levels of accreditation for degree programs.

Through an atmosphere of cooperation supported by clarity of information, the NAAB strives to foster an educational foundation that prepares students who are both broadly and professionally educated for the profession of architecture.

## **NAAB Accreditation Documents**

The *NAAB Conditions for Accreditation* and the *NAAB Procedures for Accreditation* outline, respectively, the requirements that the accredited degree programs must meet and procedures that they and the visiting teams must follow to ensure minimum standards and a uniform accrediting process. These documents also contain *suggestions* that programs and teams are encouraged to follow.

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

Throughout the text, the use of “must,” “shall,” or the imperative form sets forth a requirement.

Areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Nevertheless, schools must present complete and accurate information to demonstrate compliance with each of the NAAB Conditions; positive aspects of a degree program in one area cannot override deficiencies in another.

Schools must use the following headings as their table of contents for the *Architecture Program Report (APR)*. Each part serves to describe how the program's *unique qualities* and its students' achievements satisfy the 13 conditions that all accredited programs must meet.

## **1. Introduction to the Program**

The *APR* must include the sections described below.

### **1.1 History and Description of the Institution**

This section should include a brief history and description of the institution.

### **1.2 Institutional Mission**

This section should include the institution's mission statement and the date of its adoption or last revision.

### **1.3 Program History**

This section should contain a brief history of the existing accredited degree program or, in the case of a candidacy visit, a history of the planning for the proposed program.

### **1.4 Program Mission**

This section should include the accredited degree program's mission statement, the date of its adoption or revision, and the date of its endorsement by the institution.

### **1.5 Program Self-Assessment**

This section should briefly outline the program's strengths and challenges and include a plan to address those challenges. Candor in conducting and reporting the self-assessment increases its value to the accredited degree program and to the NAAB and, if well done, will largely anticipate the *VTR*.

## **2. Progress Since the Previous Site Visit**

Continuing accreditation is contingent on the Board's determination that deficiencies are being systematically addressed.

The following two subsections explain what the *APR* must include.

### **2.1 Summary of Responses to the Team Findings**

This section must include the school's response to the previous *Visiting Team Report (VTR)* for conditions "not met" and to the "causes of concern."

### **2.2 Summary of Responses to Changes in the NAAB Conditions**

If applicable, summarize the school's response to changes in the *NAAB Conditions for Accreditation* adopted since the previous visit.

## **3. The Thirteen Conditions of Accreditation**

### **3.1 Program Response to the NAAB Perspectives**

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the *NAAB Conditions for Accreditation*. Each school is expected to address these interests consistent with its scholastic identity and mission.

The following subsections address what the *APR* must include.

#### **3.1.1 Architectural Education and the Academic Context**

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the *APR*, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

#### **3.1.2 Architectural Education and the Students**

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the *APR* may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied



design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

### **3.1.3 Architectural Education and Registration**

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the *APR* the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

### **3.1.4 Architectural Education and the Profession**

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the *APR* may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

### **3.1.5 Architectural Education and Society**

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the *APR*, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

### 3.2 Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the *NAAB Perspectives* and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

The *APR* must include the following:

- A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement and how it relates to the *NAAB Perspectives*
- Faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the *NAAB Perspectives*
- A description, if applicable, of institutional requirements for self-assessment
- Any other pertinent information.

### 3.3 Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the *NAAB Conditions for Accreditation*.

The *APR* must include *both* of the following:

- A description of the degree program as it appears in university catalogs and other institutionally authorized material
- Evidence that faculty members and incoming students have been informed of how to access the *NAAB Conditions for Accreditation* (including the Student Performance Criteria) on the NAAB Web site.

### 3.4 Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual

orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

The *APR* must include the following:

- The criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions
- The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention, and graduation
- A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development
- Identification of any significant problem, with recommendations for improvement.

### **3.5 Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The *APR* must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students. The document on studio culture policy should be incorporated in the *APR* as Section 4.2.

### **3.6 Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and

practice to enhance their professional development.

The *APR* must include these major elements:

- Description of the students' educational backgrounds and the degree program's selectivity, retention, and time-to-graduation rates since the last accreditation sequence
- Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content
- Faculty-student teacher ratios for studios for all design levels
- For each administrative position, a description of the distribution of effort between administrative and other responsibilities
- For each staff position, a description of the distribution of effort between administration and other responsibilities
- Identification of any significant problem, with recommendations for improvement.

### **3.7 Human Resource Development**

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

The *APR* must include the following major points:

- The school's policy regarding human resource development opportunities
- A list of visiting lecturers and critics brought to the school since the previous site visit
- A list of public exhibitions brought to the school since the previous site visit
- A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable
- Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities
- Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities

- A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities
- Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings
- Evidence of how faculty members remain current in their knowledge of the changing demands of practice and licensure.

### **3.8 Physical Resources**

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

The *APR* must include the following information:

- A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas, with accessibility clearly indicated.
- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other computer resources available to students and faculty.
- Identification of any significant problem that impacts the operation or services, with a recommendation for improvements.

### **3.9 Information Resources**

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may

supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

The architectural librarian and, if appropriate, the professional in charge of visual resources collections, must include in the *APR* the following:

- A description of the institutional context and administrative structure of the library and visual resources
- An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - Evaluates the degree to which information resources support the program’s mission, planning, curriculum, and research specialties
  - Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional and electronic)
  - Demonstrates sufficient funding to enable continuous collection growth
  - Identifies any significant problem that affects the operation or services and recommends improvement
- An assessment of the budget and administration of the library and visual resource operations (see Appendix B)
- A statistics report (see Appendix C).

### **3.10 Financial Resources**

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

The *APR* must provide the following:

- Comparative annual budgets and expenditures for each year since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate correlated to the expenditures and investments by other professional degree programs in the institution.

### 3.11 Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

The *APR* must include the following information:

- A statement verifying the institution's accreditation from the regional institutional accrediting agency for higher education
- A description of the school's administrative structure and a comparison of this structure with those of the other professional programs in the institution
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

### 3.12 Professional Degrees and Curriculum

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

The number of credit hours for each degree is specified in the following paragraphs:

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree or a minimum of 120 undergraduate semester credit hours, or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.
- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours, or the quarter-hour

equivalent, of which 30 semester credit hours, or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

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

Every existing accredited program must conform to the above minimum credit hour requirements by 1 January 2015.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, that must be outside architectural studies either as general studies or as electives with other than architectural content. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.
- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the liberty to require additional courses including electives to address its mission or institutional context.
- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

Table 3-1, Minimum Credit Distribution, presents a summary of the preceding three paragraphs.

Table 3-1  
Minimum Credit Distribution

General (nonarchitecture) Studies 45 Semester-Credit-Hour Minimum*	Professional Studies
<ul style="list-style-type: none"> <li>• Required courses with other than architectural content</li> </ul>	<ul style="list-style-type: none"> <li>• Courses with architectural content required of all students</li> </ul>
<ul style="list-style-type: none"> <li>• Elective courses with other than architectural content</li> </ul>	<ul style="list-style-type: none"> <li>• Elective courses with architectural content</li> </ul>

\*Or the quarter-hour equivalent



The *APR* must include the following:

- Title(s) of the degree(s) offered
- An outline, for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives
- Examples, for each accredited degree offered, of the minors or concentrations students may elect to pursue
- A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively
- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered
- A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.

### 3.13 Student Performance Criteria

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

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

The criteria encompass two levels of accomplishment:

- ***Understanding***—means the assimilation and comprehension of information without necessarily being able to see its full implication.
- ***Ability***—means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to

the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB will consider innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documents the results.

The *APR* must include the following information:

- An overview of the school's curricular goals and content.
- A matrix cross-referencing each required course with the performance criteria it fulfills. For each criterion, the school must highlight the cell on the matrix that points to the greatest evidence of achievement.

For the purpose of accreditation, graduating students must demonstrate *understanding* or *ability* in the following areas:

### **1. Speaking and Writing Skills**

*Ability to read, write, listen, and speak effectively*

### **2. Critical 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 them against relevant criteria and standards*

### **3. Graphics Skills**

*Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

### **4. Research Skills**

*Ability to gather, assess, record, and apply relevant information in architectural coursework.*

### **5. Formal Ordering Systems**

*Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

## **6. Fundamental Design Skills**

*Ability to use basic architectural principles in the design of buildings, interior spaces, and sites*

## **7. Collaborative Skills**

*Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

## **8. Western Traditions**

*Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

## **9. Non-Western Traditions**

*Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

## **10. National and Regional Traditions**

*Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

## **11. Use of Precedents**

*Ability to incorporate relevant precedents into architecture and urban design projects*

## **12. Human Behavior**

*Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

## **13. Human Diversity**

*Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

## **14. Accessibility**

*Ability to design both site and building to accommodate individuals with varying physical abilities*

## **15. Sustainable Design**

*Understanding of* the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

## **16. Program Preparation**

*Ability to* prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

## **17. Site Conditions**

*Ability to* respond to natural and built site characteristics in the development of a program and the design of a project

## **18. Structural Systems**

*Understanding of* principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

## **19. Environmental Systems**

*Understanding of* the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

## **20. Life Safety**

*Understanding of* the basic principles of life-safety systems with an emphasis on egress

## **21. Building Envelope Systems**

*Understanding of* the basic principles and appropriate application and performance of building envelope materials and assemblies

## **22. Building Service Systems**

*Understanding of* the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

### **23. Building Systems Integration**

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

### **24. Building Materials and Assemblies**

*Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

### **25. Construction Cost Control**

*Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

### **26. Technical Documentation**

*Ability to make technically precise drawings and write outline specifications for a proposed design*

### **27. Client Role in Architecture**

*Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

### **28. Comprehensive Design**

*Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability*

### **29. Architect's Administrative Roles**

*Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

### **30. Architectural Practice**

*Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

### **31. Professional Development**

*Understanding of* the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

### **32. Leadership**

*Understanding of* the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

### **33. Legal Responsibilities**

*Understanding of* the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

### **34. Ethics and Professional Judgment**

*Understanding of* the ethical issues involved in the formation of professional judgment in architectural design and practice.

## **4. Supplemental Information**

The following sections explain material that must be included at the end of each *APR*.

### **4.1 Student Progress Evaluation Procedures**

Supplemental information to the *APR* must include the following:

- A description of the procedures for evaluating student transfer credits and advanced placement
- A description of the procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation.

### **4.2 Studio Culture Policy**

Supplemental information to the *APR* must include the school's current studio culture policy.

### **4.3 Course Descriptions**

Supplemental information to the *APR* must include for each required and elective

course in the accredited degree program a one-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty member teaching it.

#### **4.4 Faculty Résumés**

Supplemental information to the *APR* must include a maximum two-page résumé for each faculty member teaching in the accredited degree program.

#### **4.5 Visiting Team Report from the Previous Visit**

Supplemental information to the *APR* must include a complete copy of the previous VTR.

#### **4.6 Annual Reports**

Supplemental information to the *APR* must include the following documentation:

- Copies of all *Annual Reports* submitted to the NAAB since the previous site visit
- The NAAB responses to the *Annual Reports*.

#### **4.7 School Catalog**

Supplemental information to the *APR* must include a current school catalog.

\* \* \*

## **Appendix A. 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.

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

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

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

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.



## **Appendix B. Guidelines for Writing the Information Resources Assessment**

Your assessment should take the form of a narrative description of the full range of library and information resources available to the architecture program. Collections and services, as well as personnel, physical facilities, and financial support should be assessed with constant reference to the architecture program's stated goals. Collections administered separately from the library should be included in this report or in a separate report if a joint report is not appropriate or practical. Special attention should be drawn to the status of concerns identified in previous accreditation reports and to any progress made toward remedying these concerns. Refer to data in the completed C Statistics Report when appropriate.

### **Context and Institutional Relationships**

1. How do the library and information resource collections relate to the architecture program and to other libraries and collections on campus or in the community? How are these collections administered? Where are the library or information resource collections physically located? Are the visual resources or other supporting collections in the library, or a separate collection?
2. If you discuss peer comparisons in the assessment of your collections, please describe the method used to determine peer institutions. If appropriate, note current versus aspirational peers.

### **Library and Information Resource Collections**

1. Goals: Describe the ability of the library and other information resource collections (print, non-print, and electronic) to support the curricular and research goals of the architecture program. Are there written policy statements that describe the mission, goals and objectives of the library collections and services? Describe these goals and realistic plans to achieve them. Identify problem areas and strategies for resolving them. Who has input into and authority for decisions about book, visual resources, electronic resources, and other non-book selections?
2. Collection Description: Address particular areas of collection strengths and weaknesses. Consider the balance of material types as well as the current and retrospective breadth, scope, depth, and complexity of subjects related to the practice, history, theory, and criticism of architecture. Are the collections adequate to support the curriculum, the number of students, and the level of faculty research, instruction, and professional development specified in institutional goals?
  - a. Books: Are the book collections sufficient in coverage (current and retrospective) as well as in scope? Are they purchased in a timely fashion? Are reference publications readily available and up-to-date? Are they available in appropriate formats?
  - b. Serials: Are the serial collections sufficient in coverage (current and retrospective) as well as in scope? Are serial sets complete, and available in appropriate formats? What periodical indexes are available for access to the

- c. collection? What percentage of periodicals from the Association of Architecture School Librarians *Core List* is currently being received?
- d. Visual and non-book resources: Are these materials (slides, videos, drawings, photos, models, material samples, electronic databases, digital image files, etc.) sufficient in coverage and scope? Are they acquired or produced in a timely fashion? Are they available in appropriate formats?
- e. Conservation and preservation: Is there adequate physical care of the collection through appropriate housing, storage, binding or mounting, mending, encapsulation, and other means? Are there any particular concerns about the physical condition of collections?

### Services

1. Reference: Describe reference services, goals, and policies. Does the staff provide knowledgeable, professional, and personal guidance in the use of library materials? Are printed and web-based reference guides or pathfinders readily available?
2. Information Literacy: Describe the instructional services provided by library and information staff (such as orientations, instruction in information skills and research methods, etc.). Are electronic information and bibliographic instruction services incorporated into the architecture curriculum?
3. Current awareness: Does the library provide current awareness services, such as selective dissemination of information, preparation and distribution of new book and journal lists, notices and announcements, displays or exhibits? Does the library or information resource collection maintain a website?
4. Access to collections:
  - a. Does the organization and cataloging of the collections provide adequate physical, bibliographical, and intellectual access to information? Are collections organized and cataloged using national standards? Are the materials cataloged and made available within a reasonable time of receipt?
  - b. Are appropriate written circulation policies in place? Are the hours of operation and reference service convenient for faculty and students and adequate to meet needs? Is regular, timely access to collections in remote storage facilities provided? Do students have ready access to course reserve or other intensively used materials?
  - c. Are reserves available electronically? Is there remote access to databases? Are there enough network ports to handle the traffic? Is it difficult to log on to databases when access is based on the number of simultaneous users?
5. Cooperative agreements: Describe formal inter-library loan and other cooperative agreements that augment or extend access to materials locally, regionally, and nationally.

## **Staff**

1. Structure: What is the administrative structure within the library and/or information resource collection? Describe the status of the librarians and/or visual resources professionals within the program and the institutional administrative structure. Is the staff of the library or information resource collection considered part of the architecture program's educational team?
2. Professional expertise: Describe the educational and work history of the librarians and/or visual resources professionals. Are there up-to-date written position descriptions? Are there sufficient librarians and visual resources professionals with graduate degrees in library and information science, and with subject expertise in architecture or closely related fields?
3. Support staff: What academic preparation and job training is required of paraprofessionals? Are there up-to-date written position descriptions? Does the library have sufficient paraprofessional, clerical, and student staff to successfully manage the collections and services?
4. Compensation: Are staff salaries and benefits commensurate with those of others in the institution with similar training and experience? Is funding available for staff professional development and continuing education (conferences, workshops, and courses)?

## **Facilities**

1. Space: Is the location of the library or information resource collection convenient to the faculty and students? Is there an attractive, welcoming environment for users and staff? Are facilities provided for group as well as individual study? Is there adequate space for all activities and services, for collections, and for the staff? If not, are there realistic plans to relieve or compensate for these inadequacies? Are the library, visual resource collections, and other information resource centers barrier-free?
2. Environmental factors and security: Are there proper environmental controls for the library collections? Is there sufficient lighting, electrical service, heating, and ventilation? Is there adequate protection from theft, fire, and natural hazards for users, staff, and materials? Are written emergency procedures and disaster plans in place?
3. Equipment: Are there sufficient and appropriate storage and housing systems for all types of library materials? Is there sufficient equipment (photocopiers, computer workstations, printers, scanners, slide viewers, projectors, microfilm reader-printers, etc.) for users and staff? Is there reliable access to the Internet?

## **Budget, Administration, and Operations**

1. Funds: Describe the source of funding (such as institutional allocations, endowments, gifts, etc.). Are funds sufficient to maintain the collections and services? Does the librarian have adequate input into, or authority for, budget development and expenditures?

2. Efficiency of operations and services: Does the library or resource collection function smoothly and systematically? Describe any operations or services not yet mentioned.
3. Participation of faculty and students: Is there a library or resource collection advisory committee or other means for user participation in the development and evaluation of policies, services, resources and programs?

## Bibliographic Resources

This questionnaire was developed by the Art Libraries Society of North America and the Association of Architecture School Librarians. The following publications are recommended as guides for assessment, evaluation, and performance measurement:

Bryant, B. (Ed.). (1996). *Guide For Written Collection Policy Statements* (second edition). Collection Management and Development Guides, No. 7. Chicago: ALA.

Includes a useful glossary and bibliography

Clapp, V.W., and R.T. Jordan. (March 1989). Quantitative Criteria for Adequacy of Academic Library Collections. *College and Research Libraries*, Vol. 50:154-63.

*Criteria for the Hiring and Retention of Visual Resources Professionals*. Adopted by the ARLIS/NA Executive Board and the VRA Board of Directors August and June 1995; revised in October 2002. (2002). <http://www.vraweb.org/criteria2.htm>

Irvine, B.J. (Ed.). (1991). *Facilities Standards for Art Libraries and Visual Resource Collections*. Englewood, Colorado: Libraries Unlimited.

Exhaustive standards tested and developed by ARLIS/NA for physical facilities for art libraries and visual resource collections, all applicable to architecture libraries

Kania, A.M. (January 1988). Academic Library Standards and Performance Measures. *College and Research Libraries*, Vol. 49:16-23.

Recommended standards for use in self-study processes and accreditation

Kells, H.R. (1988). *Self-study Processes* (third edition). New York: American Council on Education and Macmillan.

Excellent guide to self-study for academic institutions, including libraries

Kopatz, K. (Ed.) (2000). *Guidelines for the Visual Resources Profession*. Laguna Beach: Joint Publication of the Art Libraries Society of North America and the Visual Resources Association.

Covers staffing qualifications as well as the future of the profession in the face of new technology

Lockett, B. (Ed.). (1989). *Guide to the Evaluation of Library Collections*, Collection Management and Development Guides, No. 2. Chicago: ALA.

Concise guide to evaluation methods with pros and cons of each. Extensive bibliography

*Magazines for Libraries*. (2000). 10th edition. New York: Bowker.

Placzek, A.K. (November 1983). *Report on Architecture Libraries: Scope, Organization, Standards*. Paper presented to the Society of Architectural

Historians Education Committee, Philadelphia, Pennsylvania.  
Standards for libraries that serve architecture history programs

Perkins, D.L. (Ed.). (1979). *Guidelines for Collection Development*. Chicago, ALA.

Procedures and policies for allocating budgets, preparing collection development policy statements, and evaluating collections

Smith, B. (Ed.). (1991) *Space Planning for the Art Library*. (Occasional Papers No. 9). Tucson: Art Libraries Society of North America.

Also appropriate for architecture libraries

Staff. (March 1991). Association of College and Research Libraries Guidelines for Branch Libraries in Colleges and Universities. *College and Research Libraries News*, Vol. 52(3):171-4.

Comprehensive guidelines for all branch libraries. Essential reading

Staff. (September 1989). Standards for University Libraries: Evaluation of Performance. *College and Research Libraries News*, Vol. 50(8):679-691.

Staff. (March 1986). Standards for College Libraries. *College and Research Libraries News*, Vol. 47(3):189-200.

*Staffing Standards for Art Libraries and Visual Resources Collections*. (1996). (Occasional Papers No. 11). Raleigh, N.C.: Art Libraries Society of North America.

A template for assessment, setting goals, and determining staffing needs

*Standards for Art Libraries and Fine Arts Slide Collections*. (1983). (Occasional Papers No. 2). Tucson: Art Libraries Society of North America.

Includes staffing and collection development standards for small, medium, and large academic, public, and museum art libraries; applicable to architecture libraries

Van House, N., W. Weil, and C.R. McClure. (1990). *Measuring Academic Library Performance: a Practical Approach*. Chicago: ALA.

Whiteside, A.B., P. Born, A.A. Bregman. (2000). *Collection Development Policies for Libraries & Visual Collections in the Arts*. Laguna Beach: Art Libraries Society of North America.

Presents policy statements from academic, architecture, museum, and art school libraries and visual collections. Includes tabular comparative analyses and a bibliography

## Appendix C. Statistics Report

<b>Types of Collections</b>	<b>Number of Volumes or Linear Feet</b>	<b>Budget Year Before Last</b>	<b>Budget Last Year</b>	<b>Budget This Year</b>
Books classed in LC-NA or Dewey 720's				
Other Books				
Periodical Subscriptions				
Other Serial Subscriptions				
Microfilm Reels				
Microfiche				
Slides				
Videos				
CD-ROMs				
Photo-CDs				
Digital Image Files				
Other Electronic Publications				
Drawings				
Photographs				
Other (specify)				
<b>Total</b>				

## Staffing

<b>Types of Positions</b>	<b>(FTE's) Year Before Last</b>	<b>(FTE's) Last Year</b>	<b>(FTE's) This Year</b>
Librarians / VR Professionals (Degreed)			
Paraprofessionals			
Clerks			
Student Assistants			
Volunteers			
Other (specify)			
<b>Total</b>			